



**Qik'rtarmiut Alutiitstun/Sugt'stun**  
KODIAK ALUTIIQ LANGUAGE

LEVEL I & II

TEACHING RESOURCE WORKBOOK  
GRADES PK-5



PREPARED BY

Native Village of Afognak

IN PARTNERSHIP WITH:

Chugachmiut, Inc.  
Kodiak Island Borough School District  
Alutiiq Museum & Archaeological Repository  
Native Educators of the Alutiiq Region (NEAR)  
KMXT Radio Station  
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## QUYANAASINAQ

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**NOTE:** *The Alaska Native people of Kodiak Island identify themselves as either **Alutiiq**, **Sugpiaq**, or **Aleut**, based on individual preference. Throughout this book these tribal identifiers are intermixed to emphasize the choice, or they are used together as **Sugpiaq/Alutiiq**. "**Sugpiaq**" is an ancestral term for ourselves, meaning "real people." "**Alutiiq**" is our derivation of the Russian name for us of "Aleut", which they used to label most Alaska Native people they contacted; younger generations are moving away from using this term to distinguish ourselves from our neighbors the Ungagan who also go by Aleut. When referring to the **Sugpiaq/Alutiiq** language, we use either **Alutiiq**, **Sugt'stun**, or **Alutiitstun**, with the last two translating as "like a real person" or "like an Alutiiq/Aleut."*

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# INTRODUCTION

This language resource workbook provides teachers with access to thematically arranged core vocabulary and conversational phrases, as well as a starting point for developing relevant activities using the TPR method (see description on the next page).

Within each of the 40 vocabulary groups there are several activities recommended for teaching students. Many activities can serve as stand alone lessons for the day or be stretched over several days; whereas others might be paired together as appropriate. Most activities should be repeated several times over a period of time to strengthen retention and build fluency.

Throughout our vocabulary lists some English words have multiple translations into Kodiak Alutiiq, separated with a “;”. We have also designated words that are specific to the Northern dialect as (N) and to the Southern dialect as (S), separating them using a “/”.

The essence of this book was translated from Chugachmiut curriculum materials, by language learners in partnership with our Kodiak Alutiiq Elders. We have made every effort to ensure consistent spelling of Alutiiq words and proper grammatical usage. However, as learners there is potential that future edits will need to be made to vocabulary. As our first print run of this resource book, we are also providing a response website for educators and others to post comments or suggest additional activities as we revise lessons into full curriculum and develop new teaching materials. Access the website listed at the bottom of each page to post your comments or read others.

We are thankful for all of the work Chugachmiut Alutiiq people have put into developing the curriculum and resources this is based on, and we're thankful for the dedication and commitment of our Kodiak Alutiiq Elders and educators who have already produced many significant resources for teaching our language.

## FAMILY & COMMUNITY

Alutiiq language classrooms should invite parents to learn with their children. Parents or Grandparents who are Alutiiq speakers should be given a list of words so they can practice with their children, as well as provided an orientation to reading and pronunciation.

# RESOURCES

There are a number of resources referenced throughout this guide, as relevant to our 40 vocabulary groups. Of particular note, the following resources are good starting points for adult learners in developing a classroom or tribal program supporting the Kodiak Alutiiq language:

- [\*Oik'rtarmiu Sugpiat Niugneret cali PatRiitat: Kodiak Island Sugpiat Words & Pictures.\*](#)  
AKA *Alutiiq Picture Dictionary* by Alisha Drabek
- [\*Kodiak Alutiiq Language Conversational Phrasebook with Audio CD\*](#) by April Gale Laktonen Counciller
- [\*Classroom Grammar of Koniag Alutiiq\*](#) by Jeff Leer
- [\*Conversational Dictionary of Kodiak Alutiiq\*](#) by Jeff Leer
- [\*Alutiiq Word of the Week\*](#) by the Alutiiq Museum
- [\*Generations\*](#) CD by the Alutiiq Museum
- [\*Little Alutiingcut\*](#) Video by the Alutiiq Museum
- [\*Kodiak Alutiiq Spring Plants\*](#) by NEAR
- [\*Alutiiq Plantlore Poster\*](#) by NEAR
- [\*Alutiiq Alphabet Poster\*](#) by the Alutiiq Museum
- [\*Alutiiq Numbers Poster\*](#) by the Alutiiq Museum
- [\*Household Object Stickers\*](#) by the Alutiiq Museum
- [\*Go Fish\*](#) game by the Alutiiq Museum
- [\*Alutiiq Web Portal\*](#) videos by the Alutiiq Museum
- [\*Unguwallriat Yaasiget – Animal Boxes\*](#) by the Alutiiq Museum

## TRANSLATED SONGS & BOOKS

- [\*Are You My Mother?\*](#)
- [\*Mama Do You Love Me?\*](#)
- [\*You Are My Sunshine\*](#)
- [\*Head Shoulders Knees & Toes\*](#)
- [\*Inside Outside Upside Down\*](#)
- [\*Brown Bear, Brown Bear\*](#)
- [\*Poor Michael's Puppy\*](#)
- [\*Twinkle Twinkle Little Star\*](#)
- [\*Itsy Bitsy Spider\*](#)
- [\*I'm a Little Teapot\*](#)
- [\*How Animal Moms Love Their Babies\*](#)

### **NVA Companion Classroom Storybooks**

- *Asisqaneq Neq'rkangq'rtukut - We Have Good Food*
- *Engluani - In Her House*
- *Qaingq'rtua - I Have a Body*
- *Guangnek Atkutaartua - I Will Dress Myself*
- *Naama Aritegka? - Where Are My Mittens?*
- *Aiwirsuutet - Things We Go Away On*
- *Pingaqaqqa Alagnarsunek - I Love Berry Picking*
- *Uuqutiit Elwiat - The Bee Hive*
- *NuumiRat Naqlluki - Counting Numbers*
- *Cislat: Naliyat Iraluq Nutaan? - Calendar: What Month Now?*

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## TOTAL PHYSICAL RESPONSE (TPR) APPLIED TEACHING METHOD

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**RULE: USE NO ENGLISH DURING LANGUAGE IMMERSION SESSION!**

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The aural development vocabulary in this resource workbook are intended for use using the Total Physical Response (TPR) method of language learning. Please refer to page 3 for the process of introducing each vocabulary grouping as sequenced on the back of this page, speaking the words in context. Introduce, Model, Guide Practice, Evaluate, and Provide a Group Activity or Individual Practice opportunity for each Vocabulary Sequence group, as suggested or appropriate with accompanying thematic unit.

Each unit vocabulary set should be taught using the following TPR method:

### INTRODUCTION (2 MINUTES)

Instruct students to listen and not talk. In Sugt'stun, tell students the lesson subject, and each word within the unit set, gesturing in an appropriate manner, using a prop or image, or demonstrating the action.

### MODELING (5 MINUTES)

Repeat each word or phrase 3 times, using an appropriate gesture, prop, or action. Move around the room to engage students.

### GUIDED PRACTICE (5 MINUTES)

Direct students to gesture or act out the word or phrase as you repeat them again 3 times each together.

### EVALUATION (3 MINUTES)

Repeat gestures or object/image identification, giving incorrect names and wait for students to correct you. (repeating at least 75% of phrases/words covered)

### INDEPENDENT PRACTICE / ACTIVITY (10 MINUTES)

Distribute props or model activity with two students. Begin activity and continue until all students have had enough practice, showing they respond quickly with the correct word/phrase within the activities context.

### CLOSURE (2 MINUTE)

Repeat words with gestures or object/image identification together as a group.

### Level 1 : 1

## GOAL/OBJECTIVES

Students will be make requests and respond to basic commands through the TPR approach to language learning.

Students will:

- Greet visitors & peers correctly;
- Develop aural language skills by recognizing, understanding and responding to basic Sugpiaq/Alutiiq commands;
- Distinguish various Sugt'stun/Alutiitstun language sounds
- Learn key classroom objects and basic verbs

## OVERVIEW

This introductory vocabulary can be introduced over a two-three week period to enable students to respond to commands and make their own requests at home or in a classroom setting.

Basic introductions and commands should be presented interactively, through props and roleplaying activities that supports the vocabulary as demonstrated. Handgestures or sign language should be used as much as possible with words.

## ACTIVITIES/MATERIALS

### 1. Greetings & Class Introductions

Have students make their own nametag and then practice introducing themselves to each other. Create a bulletin board with student photos, labeled with their name, and have them take turns introducing their peers to the class by pointing to each students' picture.

- nametags for each student
- markers for labeling
- photographs of each student
- butcher paper / bulletin board

## VOCABULARY

ENGLISH	ALUTIIQ
hello/hi	cama'i
I'll see you (again)	tang'rciqamken (cali)
thank you	quyanaa
my name (is)	atqa
your name (is)	atren
that person's name (is)	taugum atra
stand up	nangarten
sit down	aqumi
walk	kuingten
turn to your back	tunuten; numirten
turn your back to me	tunusnga
face me	caungna
point at it	keniru
door	amiik
table	stuuluq
window	gaaleq
to the door	amiigmen
to the table	stuulumen
jump	qetgaa
touch it	agturu
piece of paper	kalikaq
take it	tuugiu
(put it) on top of it	qainganun (lliigiu)
climb it	mayuru
bring it	taisgu
bring it to me	taisgu guamnun
throw it	egesgu
roll it	akarsgu
give it to	tun'giu
floor	nateq
pencil/writing tool	kaRantaasaq; igarsuuteq
put down	lliigiu
put under	acaanun
go/get down	aciwaa
come here	tai-gut
laugh	englaa
smile	englaryuwa (N) / englarua'a (S)
ball	mayaciik
run	qeceng'i (N) / q'ceng'i (S)



2. **Sing *Cama'i Unwarpak* – Welcome Morning**

Lead students each morning in singing the morning welcome song *Cama'i, Unwarpak*.

- *Cama'i, Unwarpak* lyrics

3. **Play *Kina Una* – Who is it?**

Using nametags and sitting in a circle, direct each student to greet the group using the following gestures and script:

- “**cama'i.**” (waving),
- “**atqa \_\_\_\_\_.**” (introduce themselves by name while pointing at self)
- “**atren \_\_\_\_\_.**” (introduce direct neighbor by name while pointing)
- “**taugum atra \_\_\_\_\_.**” (for older students, have them introduce all previous students around circle after their direct neighbor)
- “**tang'rciqamken.**” (point from eye to others and then wave again)
- Reverse order and repeat.

4. **Follow the Leader / Stand Up, Sit Down**

Command students to perform actions, adding additional commands as students demonstrate familiarity. For older students, switch to have each student lead the group in actions.

- nangarten - stand up (gesture up)
- aqumi - sit down (gesture down)
- stuulciramen - to the chair
- amigmen - to the door
- stuulumen - to the table
- keniru \_\_\_ - point at \_\_\_\_\_ (point)
- gaalaq - window (box hands before face)
- quyanaa - thank you (flat hand, circle belly)

5. **Read *Uuqutiit Elwiat* – The Bee Hive Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Engluani* book.

- *Engluani* – *In Her House*

6. **Play *Mayaciik* – Ball**

Group students into groups of two. Teacher leads the game with commands for teams to follow as they repeat it back and complete the requested action. Their partner copies

the correct action back.

- nerf balls enough for each group

7. **Sing *Mikengcusqaq Miskiiraq* – Itsy Bitsy Spider**

Lead students in singing the Itsy Bitsy Spider song *Mikengcusqaq Miskiiraq*, using hand motions throughout the song.

- *Mikengcusqaq Miskiiraq* lyrics from page 35 of the *Alutiiq Talking Phrasebook*

8. **Obstacle Course**

Direct each student through a course that gives opportunities to practice each action while repeating each command, adding in previous vocabulary, too.

- mayuru - climb it
- aciwaa - go/get down
- qeceng'i/q'ceng'i - run
- qetгаа - jump
- kuingten - walk

Access to the following locations/props:

- Chair; Table; Door; Window
- Paper; Pencil
- Step Stool
- Small Step Ladder

9. **Alphabet Match**

Review sounds of the alphabet, using the *Alutiiq Alphabet Poster*, matching each sound with an object or image from the alphabet poster or from the first several lesson groups.

- *Alutiiq Alphabet Poster*

10. **Read *Naama Aritegka* – Where Are My Mittens?**

Read aloud as students follow along in their own Kodiak Alutiiq *Naama Aritegka* book.

- *Naama Aritegka?*

11. **Watch *Little Alutiingcut* Video**

This short children's film emphasizes Alutiiq greetings and basic vocabulary. It also includes several children's songs.

Level 1 : 2

## GOAL/OBJECTIVES

Students will gain fluency in talking about themselves and their bodies, as well as respond to an increasing number of verbal command.

Students will:

- Identify body parts in Sugt'stun/Alutiitstun;
- Respond to commands correctly;
- Distinguish sounds and words by context;

## OVERVIEW

This introductory vocabulary should be introduced over a two-three week period to enable students to respond to basic commands and be able to make their own requests at home or in a classroom setting. It complements standard curriculum health and social studies lessons on self and body.

Basic physical commands should be presented interactively, through hand gestures, sign language and flashcards for what the words represent. The vocabulary in part 2 also lends itself to use of a "feel bag," various dramatizations, songs, puzzles, and games.

Reference:

*Alutiiq Picture Dictionary*  
(*Qaik, Giinaq, Sungcaiwigmi & Ellpeklluku* pages).

## VOCABULARY, PART 1

ENGLISH	ALUTIIQ
me	gui
head	nasquq
ear	cuuteq
nose	qengaq; paciruak (S)
eye	iingalaq
open it	ikirs'gu
close it	patugui
face	giinaq
teeth	guutet
cheek	ulluuwaq
hair (plural)	nuyat
mouth	qaneq
shoulder	tuwik; tuik (S)
neck	uyaquq
eyebrows	qaugllut (N) / qauglut (S)
eyelashes	qemeryat
chin	tamluq
forehead	tatek (N) / cugyuk (S)
fingers	sua'at
arm	ipi
hand	aigaq
foot	itgaq
toes	angenquyut (N) / putukat (S)
knee	cisquq
stomach	suqaq
belly	aqsaq
leg	iruq
tongue	uluq

*continued...*



# ACTIVITIES/MATERIALS

## 1. Read *Qaingq'rtua* Book

Read aloud to students the *Qaingq'rtua — I Have a Body* book and have them follow along and gesture as they repeat words & phrases.

- *Qaingq'rtua* book

## 2. Sing & Sign *Head, Shoulders, Knees & Toes*

Have students reach into the “feel box” to feel and identify a variety of things. Lyrics:

*Nasquq* (touch head)

*tuwik / tuik* (touch shoulders)

*cisquk* (touch knees)

*angenquyuk / putukak* (touch big toes)

## 3. Play *Ikirs'gu, Patugui*

Reinforce key facial vocabulary with a hang gestures game. As a group have them follow along, modeling hand gestures, and as they build proficiency, use only the words in mixed order for them to follow with their hand gestures and words.

- i.e. *Ikirs'ru* iingalak (open two eyes)
- i.e. *Patugui* iingalak (close two eyes)
- iingalak, cuutek, qengaq/paciruak, qaneq, aigak

## 4. *Me as a Baby* Bulletin Board

Have students bring in a photo of themselves as babies and a current photo. Create a bulletin board or poster display showcasing student photo comparisons. Have students practice introducing themselves at the board. Invite parents and the community to observe this lesson and see how their children have grown.

- baby photos & current photos
- bulletin board / posterboard
- markers / boardtape / stickers to decorate

## 5. Make *Gui Kima* Posters

Pair students and provide butcher paper a little taller than each student. Take turns laying on the butcher paper as partner draws an outline of their body on the paper. Each student should decorate their self poster and then present it to the class or visitors, using body part terms.

- butcher paper
- markers

*continued to next page...*

## VOCABULARY, PART 2

ENGLISH	ALUTIIQ
I'm thirsty.	Patiraanqa.
I need to use the bathroom.	Nuusnicugtua.
I see it.	Tangraqa.
I hear it.	Niitaqa.
It is sour.	Quunartuq. (N) / Quuhnartuq. (S)
It is sweet.	Neqnirtuq.
I smell it.	Nar'aqa.
They smell good.	Tepek'gtut.
They stink.	Tupllugtut.
It is rough.	Gagtuq.
It is straight.	Nallqigtuq.
It is soft	Unaituq.
It is cold	Pat'snartuq.
Dance (command).	Agngua'a. (N) / Agnua'a. (S)
Reach it (command).	Uyagquu. (N) / Pakigiu. (S)
Jump (once) (command).	Qetgaa.
Kick it (once) (command)	Tuk'ru.
Pick berries (command).	Nunaquryatuwa.
Crawl (command).	Pangalegaa. (N) / Auraa. (S)
Fall (command).	Kataa.
Climb (command).	Mayuwa.
Roll (command).	Akaa.
Brush your teeth (command).	Guuten sugkii.
Change clothes (command).	Atkututen cimirkii. (N) / Arunaten cimirkii. (S)
Take a bath (command).	Maqiyaa.
towel	palatensaq (N) / ermiutaq (S)
shampoo	nuyat milaraa'a
soap	miilaq
Be careful.	Llaasuwa. (N) / Nallukunaq. (S)
Take care of yourself.	Carlia'aluten; Carlia'akina

### 6. What's in the Feel Bag?

Place several items into a sack or partially enclosed box, so that students have to reach in to identify objects by touch. Have students reach into the "feel bag" to identify how it feels.

- sandpaper (rough)
- pencil (straight)
- cotton balls (soft)
- small ice pack (cold)

### 7. Play the Taste Test Game

Prepare dixie cups for each child with lemonade, sodapop, and ice water.

- Dixie Cups for each child
- Lemonade (sour)
- Juice (sweet)
- Ice water (cold)

### 8. Read *I Love to go Berry Picking Book*

Read aloud as students follow along in their own Kodiak Alutiiq *Pingaaqaqa Alagnarsurnek* book.

- *Pingaaqaqa Alagnarsurnek — I Love to go Berry Picking Book*

### 9. Sing *Neresta Song*

### 10. Play *I Spy Game*

### 11. Play *Name that Scent Game*

## FUTURE DEVELOPMENT

Potential relevant translation and materials development ideas:

- *Where is Thumbkin*
- *Here We Go Around the Mulberry Bush*
- *Duck, Duck, Goose*
- *If You're Happy & You Know It Clap Your Hands*
  
- **Play Hokey Pokey Song Game**  
With students standing in a circle, play the Hokey Pokey song game. (i.e. "You put your head in. You put your head out. You put your head in, and you shake it all about. You do the Hokey Pokey and turn yourself around. That's what it's all about.") Kodiak Alutiiq Translation needs will need to be prepared to play.
  - Hokey Pokey music

Level 1 : 3

**GOAL/OBJECTIVES**

Students will be able to introduce their own families as part of personal introductions.

Students will:

- Identify family members by their family role in Sugt'stun;
- Introduce their own family members by proper name and title (*i.e. This is my mother, Mary — Una maamaqa, Mary.*)

**OVERVIEW**

Alutiiq family terms should be integrated into relevant social studies and health units that focus on the family to ensure students have adequate vocabulary to identify family member roles and properly introduce their own families.

When possible, students should introduce their family members in person to the rest of the class. When it is impossible for family members to come into the classroom, other interactive means should be used to introduce family members to classmates, such as through photographic family trees, illustrations, puppets, dolls, or dress up roleplaying.

**ACTIVITIES/MATERIALS**

**1. Paper Puppets or Masks**

Have students make paper bag puppets or paper plate masks to represent each of their family members, for practice and as props as they perform their introductions.

- pens/crayons/pencils
- scissors
- paper bags for puppets
- paper plates/sticks/glue for masks
- photographs from home for collage

**VOCABULARY**

ENGLISH	ALUTIIQ
father	ataq (N) / taataq (S)
mother	aanaq (N); maama (S)
baby	carliaq; piipiq (N)
older sister	alqaq
older brother	anngaq (N) / aningaaq (S)
younger sibling	wiiwaq (N) / uyuwaq (S)
grandmother	papuska (N) / emaa (S)
grandfather	taatuska (N) / apaa (S)
grandchild	elltuwaq
you	ellpet
family (plural)	ilat

**2. Dress Up**

As small groups, have students dress up in costume to represent a family member and practice introducing the other members of their mock family.

- dress up clothes & wigs

**3. Family Booklets**

Have students make small booklets for use throughout the year to reinforce their introductions, drawing a family member on each page or pasting a photo on each page. Students are not expected to write terms, only to use booklet as visual reference.

- materials to make booklet

**4. What Our Families Do Together Bulletin**

Have students create a "What Families Do Together" bulletin board of their families, cutting pictures from magazines and arranging family members around objects or in actions. (*i.e. family fishing together*). Each child should have their family doing activities different from the others so postings vary.

- magazines/posterboard/paper/scissors

# FUTURE DEVELOPMENT

Potential relevant translation and materials development ideas:

- *Are You My Mother? Storybook*
- *Ernerpak Suulliaten - Today Is Your Birthday*
- *Maama Do You Love Me? Storybook*
- *Family Trees*

## Level 1 : 4

### GOAL/OBJECTIVES

Students will be able to talk about their homes.

Students will:

- Identify the features of a home and the objects found in various rooms of a home.

### OVERVIEW

Alutiiq household terms should be integrated into relevant social studies units that focus on the home or family to ensure students have adequate vocabulary to identify household objects and properly negotiate their surroundings as commanded or as they make requests.

Introduction of household and building terms should be provided in visual and interactive ways, such as through floorplans, maps, illustrations, photographs, doll house with toy furniture, or playhouse props that represent the vocabulary being taught. This vocabulary group lends itself to dramatization, and roleplaying should be used as often as possible to reinforce the vocabulary.

### VOCABULARY

ENGLISH	ALUTIIQ
home/house	engluq (N) / ungluq (S)
kitchen	kenirwik
toilet	nuus'hniik; anarwik
cook stove	pelit'aaq
cupboard	skaapaq
refrigerator	pat'sna'isuuteq
sink	urturwik (N) / urtuwiwik (S)
bed	engleq
pillow	putuskaq
blanket	ulik
toy box	wamqutat yaasi'at (N) / wamqutat yaasiit (S)
T.V.	ulutegwik
light	tanqik
chair	stuulciiq; aqumagwik; aqumawik
trash can	pumuinik; kug'iwik
steam bath/banya	maqiwik
smoke house	puyuqtaawik; puyuq'cik
water	taangaq
storehouse/cache	ciqlluag
wood pile/firewood	iqiuwat; kenirkat



## ACTIVITIES/MATERIALS

### 1. **Playing House**

Have students roleplay using a doll house with toy furniture or playhouse props as they identify and pretend to use objects. Additional vocabulary and visual references available in the *Alutiiq Picture Dictionary*.

- *Alutiiq Picture Dictionary*
- doll house with relevant toy furniture, or
- child's playhouse and relevant props

### 2. **Read *Engluani – In Her House* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Engluani* book.

- *Engluani – In Her House*

### 3. **“Our House” Bulletin Board**

Have students each draw several household objects or cut out pictures from catalogs or magazines. Draw either a floorplan or a cross section of a house as the framework for the students to paste their household images into appropriate rooms.

- butcher paper / markers
- paper / crayons / pens or paints
- magazines and scissors

## FUTURE DEVELOPMENT

Potential relevant translation and materials development ideas:

- *Musical Chairs*
- *Twister*

Level 1 : 5

## GOAL/OBJECTIVES

Students will be able to understand etiquette for situations at home and in the community, as well as be able to recognize requests for help from Elders, community members, or peers.

Students will:

- recognize, identify and use Sugpiaq/Alutiiq words to respond politely or enable them to:
  - ask for help in Alutiiq without fear
  - ask for things nicely
  - ask for help in difficult situations
  - understand that giving thanks and showing appreciation has positive results

## OVERVIEW

This vocabulary group is intended to be taught over a one week period, either as a stand alone lesson on good behavior or integrated into a health or social studies unit that emphasizes manners and interacting with guests.

It may be a good idea to invite an Elder or a resource person from the community to roleplay greetings, handshakes and goodbyes to reinforce the vocabulary.

## VOCABULARY

ENGLISH	ALUTIIQ
Can you help me?	Ikayurkau'arpenga-qaa?
Help. (command)	Ikayurnga.
Do it nicely. (command)	Asingia'art'slluku.
It is difficult.	Kayagnartuq.
It is good.	Asirtuq.
It is not good.	Asiituq.
Shake hands. (command)	Aigartuuru.
I am thirsty.	Patiraanga.
I am hungry.	Kiagtua(nga).

## ACTIVITIES/MATERIALS

### 1. **Meet & Greet**

Have students pair up to roleplay asking for help, practicing their new vocabulary and review of previously learned vocabulary relevant to good manner, such as introduced in 1:1 - Quyanaa and Tang'rciqamken.

### 2. **Sing Quyanaa, Quyanaa**

Introduce and practice singing the Kodiak Alutiiq song about being thankful and happy that visitor have come:

*Quyanaa, Quyanaa*

*Quyanaa, Tailuci.*

*Silugtukut, Silugtukut, Silugtukut, Tailuci.*

*Ayanga, Ayanga, Ayanga, Tailuci.*

## FUTURE DEVELOPMENT

Potential relevant translation and materials development ideas:

Level 1 : 6

## GOAL/OBJECTIVES

Students will be able to develop an understanding of the Alutiiq value of appreciating family, and community through sharing food.

Students will:

- recognize Alutiiq words for food, food preparation, and utensils;
- Learn colors and be able to describe food preparation;
- Recognize descriptive words and match them to the appropriate item or action.

## OVERVIEW

Alutiiq terms for cooking should be integrated into relevant social studies units on Thanksgiving or units focused on the home or family to provide students beginning vocabulary to identify kitchen objects and food preparation phrases. This vocabulary group is expected to span two weeks.

Introduction of cooking terms and colors should be provided in visual and interactive ways, such as through illustrations, photographs, doll furniture, or playhouse props that represent the vocabulary being taught. This vocabulary group lends itself to dramatization, and roleplaying or actual food preparation activities should be used as often as possible to reinforce the vocabulary.

Reference:

*Alutiiq Picture Dictionary*  
(*Kenirwigmi, Stuulumu, Ernerpam Neq'rkai, Neq'rvat, Tangarngarkat, & Kraaskaat* pages).

## VOCABULARY

ENGLISH	ALUTIIQ
plate	qantaq (N) / alutaq (S)
fork	wiil'kaa (N) / wiir'kaa (S)
spoon	luus'kaa
knife	nuusiq
cup	caskaq
saucer	pelut'saaq
teapot	cainiik
blue one	cungasqaq
green one	cungaruasqaq
red one	kawisqaq
black one	tan'esqaq (N) / tamlesqaq (S)
white one	qatesqaq
yellow one	qaqairngasqaq
frying pan	skuurutaq
cooking pot	asuq
bread	gelipaq (N) / Iliipaq (S)
bread dough	kusniaq
eggs	manit
tea	caayuq
duck	saqul'aaq
salmonberries	alagnat
Alutiiq ice cream	sisuq (N) / akutaq (N/S)/ pirinaq (S)
soup	suupaq
rice	riisaq (N) / krupaaq (S)
She is stirring it.	Pekagaa.(N) / akutaa. (S)
He is cooking.	Kenirtuq.
It is hot.	Uqnartuq.
It is cold.	Pat'snartuq.
Taste it. (command)	Sur'iru.
He is thankful.	Quyanartuq.; Quyatuq.

## ACTIVITIES/MATERIALS

1. **Things We Are Thankful For Bulletin Board**  
Have students draw and color or cut out images from magazines or photos of things that they are thankful for. Attach these pictures to the bulletin board with a picture of each child.

- bulletin board
- magazines, photos, paper, scissors
- markers, crayons, colored pencils

2. **Read *Engluani — In Her House* Book**  
Read aloud as students follow along in their own Kodiak Alutiiq *Engluani* book.

- *Engluani — In Her House*

3. **Sing *I'm A Little Teapot — Gui Caininguangcuq***  
Introduce and practice singing *Gui Caininguangcuq*, and then invite Elders and family members for tea to practice vocabulary and sing them this song:

*Gui caininguangcuq*     *I'm a little teapot,*  
*Nanitua lurtulua*     *Short & stout.*  
*Gwa'i agaka.*     *Here is my handle.*  
*Gwa'i kugwika.*     *Here is my spout.*

*Gui qallakuma,*     *When I start boiling,*  
*Niicikarp'nga.*     *You will hear me.*  
*"Kitngullua,*     *"Tip me over,*  
*Taumi kuglua."*     *And then pour me out."*

Be sure to use gestures to go along with the song.

4. **Play *Color Bingo***  
Provide students with a chart of colors, and lead them in a bingo game.
- bingo charts with colors

5. **Play House**  
Provide playhouse props for each of the vocabulary objects, so students can pretend to cook and bake.

6. **Prepare a Meal Together**  
If a kitchen is available, or a field trip possible, then present a cooking demonstration and have students join in as appropriate.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Mouse Paint* Book
- *Count Alaska's Colors* by Shelly Gill

Level 1 : 7

### GOAL/OBJECTIVES

Students will develop an understanding of the Alutiiq values of sharing, not wasting, and respect for our environment.

Students will:

- Recognize Alutiiq words for subsistence foods, depending on the season;
- Learn that most traditional foods, without additives are nutritious and healthy;
- Understand that many traditional foods are gathered in and around their community;
- Understand words for senses of taste & smell;
- Recognize descriptive words and match them to the appropriate item or action.

### OVERVIEW

Alutiiq words and phrases for traditional harvest or subsistence foods should be integrated into or follow a health unit on nutrition to provide students beginning vocabulary to identify subsistence foods by their Alutiiq names and be able to engage in conversation about traditional harvesting and eating good meals. This vocabulary group is expected to span two weeks.

This vocabulary group lends itself to dramatization, and roleplaying or actual food preparation or tasting activities should be used as often as possible to reinforce the vocabulary.

Reference:

*Alutiiq Picture Dictionary*

(*Nunam Ungwallria'i, Imam Ungwallria'i, and Qilam Ungwallria'i* pages).

*Alutiiq Talking Phrase Book*

(*Fishing, Hunting & Gathering, Animals & Plants* pages).

### VOCABULARY

ENGLISH	ALUTIIQ
I am eating.	Ner'ua.
It is sour/bitter.	Quunartuq (N) / Quuhnartuq (S)
It is salty.	Taryurtuq.
It is sweet.	Neqnirtuq.
Smell it.	Nariu. (N) / Naru. (S)
It smells good.	Tepek'gtuq.
It smells bad.	Tupllugtuq.
It is hot. (object)	Uqnartuq.
It is hot. (person)	Maqartuq.
junk food	callret neq'rkat
healthy (good) food	asisqat neq'rkat
smoked salmon	palkaaq (N) / kupcuunaq (S) / palik (OH)
dry fish	tamuuq
snail	ipuk; ac'aruaq
blue mussels	qapilat
crab	iwalrayak
seagull eggs	qatayam maniit
halibut	sagiq
flounder	waa'uq / sagiruaq
seal	isuwiq
sea lion	wiinaq
salmonberries	alagnat
blueberries	cuawat
trailing raspberries	puyurniit
low bush cranberries	kenegtat
fried bread	alatiq (N) / lipiuskaq (N) / alaciq (S)
blackberry	siksa (N) / auryaq; uryaq
watermelon berries	muuguat
onions	luuget
moose	tunturpak
goat	paranaq
hang/dried food	kinerngasqat neq'rkat



## ACTIVITIES/MATERIALS

1. **Our Ocean's Resources Unit - Lessons 9-10**  
Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, lessons 9-10 - Subsisting Long Ago and Subsisting Today.
2. **Read *Engluani — In Her House* Book**  
Read aloud as students follow along in their own Kodiak Alutiiq *Engluani* book.
  - *Engluani — In Her House*
3. **Read *Asisqanek Neq'rkangq'rtukut* Book**  
Read aloud as students follow along in their own Kodiak Alutiiq *Asisqanek Neq'rkangq'rtukut* book.
  - *Asisqanek Neq'rkangq'rtukut — We Eat Good Foods* Book

### Sing *I'm A Little Teapot* — *Gui Caininguangcuq*

Introduce and practice singing *Gui Caininguangcuq*, and then invite Elders and family members for tea to practice vocabulary and sing them this song. Be sure to use gestures to go along with the song.

<i>Gui caininguangcuq</i>	<i>I'm a little teapot,</i>
<i>Nanitua lurtulua</i>	<i>Short &amp; stout.</i>
<i>Gwa'i agaka.</i>	<i>Here is my handle.</i>
<i>Gwa'i kugwika.</i>	<i>Here is my spout.</i>

<i>Gui qallakuma,</i>	<i>When I start boiling,</i>
<i>Niicikarp'nga.</i>	<i>You will hear me.</i>
<i>"Kitngullua,</i>	<i>"Tip me over,</i>
<i>Taumi kuglua."</i>	<i>And then pour me out."</i>

4. **Play Color Bingo**  
Provide students with a chart of colors, and lead them in a bingo game.
  - bingo charts with colors

5. **Play House**  
Provide playhouse props for each of the vocabulary objects, so students can pretend to cook and bake. Roleplaying is an important activity for this vocabulary group. Have them set the table and pretend to be eating, explaining what they are eating (i.e. *Nerua isuwimek.* - I am eating seal.)
6. **Harvest Video Narration**  
Have students act out experiences or show a video and narrate in Alutiiq using Alutiiq vocabulary.
7. **Prepare a Meal Together**  
If a kitchen is available, or a field trip to a home possible, then involve students in a cooking activity to prepare locally harvested foods. Be sure to focus on the vocabulary as planned. Or alternatively, arrange with a community member or parent to prepare game or plants you are studying
8. **Traditional Harvest Food Presentation**  
Arrange with someone from the community to show how fish or other meats are caught and prepared for food. Catching the animal can be shown through video or photographs, though the animal should be cleaned and prepared as children watch.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Stone Soup* book
- *Berry Magic* book

Level 1 : 8

**GOAL/OBJECTIVES**

Students will develop the concept of change over time, and an understanding of and respect for traditional Alutiiq practices, tools and dress.

Students will:

- Recognize Alutiiq words for traditional clothing, and resources;
- Understand the inter-relatedness of many families in the community;
- Recognize Elders in the community.

**OVERVIEW**

This vocabulary group is expected to span one week, featuring interactive demonstrates and field trips or visits from Elders so that students gain an appreciation for the traditional Alutiiq culture. Lessons should help students recognize that while the Alutiiq culture and its community has transitioned into using modern conveniences, the Alutiiq people still value and honor their traditional ways.

For those schools in the town of Kodiak, they have the opportunity to visit the Kodiak Alutiiq Museum to experience in real life many of the objects included in this vocabulary group. For students in the rural communities around Kodiak Island, several have access to a sod house and artifact collections or traditional regalia that Elders or community members could share.

Make sure to use photos or objects to introduce the new vocabulary.

**VOCABULARY**

ENGLISH	ALUTIIQ
Elder	Cuqlliq
stories	quliyanguat
long ago	qangisinaq
long long ago	qangiquusinaq
old	qangirllaq (N)/ qangillaq (S)
new	nuta'aq
gut raincoat	kanaglluk
raincoat	taasawik
bow	qitguyaq
arrow	ruuwaq
skin boat (kayak)	qayaq
mask	maaskaq; giinaruaq
paddle	caqiyutaq
sod house / barabara	ciqlluaq
oil lamp	naniq
ulu	ulukaq
beaded headdress	nacaq
spruceroot hat	awirnaq
bentwood visor	caguyaq

Reference:

*Alutiiq Picture Dictionary*  
(Arunat, Kakiwigmi pages).

*Alutiiq Talking Phrase Book*  
(Working with an Elder page).

## ACTIVITIES/MATERIALS

1. **Russian's Arrival Unit - Lessons 7**  
Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, lesson 7 - *Clothing, Jewelry & Tattoos*.
2. **Masks as Social History Lesson**  
Refer to the *Kodiak Alutiiq Heritage Thematic Units* book on pages 58-61.
3. **Elders Visit: Traditional Tools or Dress**  
Invite grandparents or Elders to come into the classroom and show traditional tools or dress items and how they were made. This would be a good opportunity to ask for a traditional story.
4. **Alutiiq Museum Field Trip**  
Make arrangements with the Alutiiq Museum staff to bring the class for a visit. Practice vocabulary during the visit. They also have several Educational Boxes for loan that could be used to make this vocabulary group come to life.
5. **Sing *The Arrow* — *Ruuwaq***  
Introduce and practice singing and dancing *Ruuwaq*, a traditional Alutiiq song performed by Kodiak Alutiiq dance groups.
6. **Watch *Finding Their Own Dance***  
For older students, the film *Finding Their Own Dance: Reawakening the Alaskan Alutiiq Arts* can be viewed to show the reemergence of traditional crafts, song and dance.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Level 1 : 9

## GOAL/OBJECTIVES

Students will develop concepts of property and ownership, and an understanding of the different kinds of work people do in their community to help each other.

Students will:

- Recognize Alutiiq words for buildings, places in the community, community helpers and the work that they do;
- Understand the purpose of each building, know who works in each one, and the role they play in the community.

## OVERVIEW

This vocabulary group is expected to span two weeks and should be integrated into social studies and health lessons on the community, community helpers and safety. The basic aural vocabulary should be taught using photos, maps, objects, costumes, guest speakers or via field trips. Pictures and a map of the community should be used to identify significant locations, beginning with those closest to the school. Lessons should help students recognize how some buildings or places are owned by all the people, while homes are generally owned by a family.

Workers associated with each building should be identified, perhaps with photos or images placed onto the map. There are many opportunities with this vocabulary group to take students on field trips or welcome guest speakers to share about their jobs, particularly if students' parents work as community helpers.

## VOCABULARY

ENGLISH	ALUTIIQ
I am working.	Pektua.
job [work to do]	pektaa
clinic	sungcarwik
post office	kalikarwik
school	skauluq (N) / litnaurwik (S)
church	agayuwik
airstrip	migwik
cannery	kaanariq; faapriikaaq
worker	pekt'staq
cemetery	qungurwik
doctor (healer)	sungca'ista
doctor	tuug'taraq
health aide/nurse	sungca'istem ikaiyuwa; tuug'taram ikaiyuwa
dentist	guutai'ista
priest	kas'aq
policeman	palicuuskiiq
chief	tuyuq
teacher	uciitiliaq (N) / litnauwista (S)
cook	kenirta
fisherman	iqallugsurta

## ACTIVITIES/MATERIALS

- 1. Guest Visit: Sharing About Work**  
Invite a community helper to come into the classroom and share about the work they do on the job.
- 2. Leadership Unit - Lessons 1-6**  
Refer to the Kodiak Alutiiq Heritage Thematic Units book, Lesson 1 - What is a Leader?, 2 - Our Leaders, 3 - Personal Ownership, 4 - Family Ownership, 5 - Group Ownership, and 6 - Categories of Ownership.
- 3. Our Community Unit - Lessons 2 & 4**  
Refer to the Kodiak Alutiiq Heritage Thematic Units book, lesson 2 - Mapping My Community and lesson 4 - *Working in My Community*.
- 4. Matching Workers to Workplaces**  
Take pictures of buildings in the community and the workers who work there and have students match the workers to the building.
- 5. Public or Private Buildings**  
Take pictures of buildings in the community and have students classify by use and ownership.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Level 1 : 10

### GOAL/OBJECTIVES

Students will develop their understanding of the uses of different types of clothing for various types of weather experienced in the Region.

Students will:

- Recognize Alutiiq words for present day clothing items;
- Identify appropriate clothing for themselves and others;
- Recognize descriptive words and match those words to the appropriate item.

### OVERVIEW

This vocabulary group is expected to span two weeks and should compliment standard curriculum units in science on weather, health on dressing for weather, and art on identifying colors. The basic aural vocabulary should be taught using actual objects to introduce the vocabulary and reinforce words learned. It is appropriate to teach this vocabulary group along with thematic lessons on outdoor survival.

Reference:

*Alutiiq Picture Dictionary*  
(*Arunat* pages).

### VOCABULARY

ENGLISH	ALUTIIQ
Put it on.	Asgu.
Take it off.	Yuugiu.
Tie it.	Napyuusgu.
Fasten/button it.	Tupiru.
Put/place it.	Lliigiu.
Hang it up.	Iniigiu.
Put them away.	Kuluaskii.
Where is ____?	Naama-mi ____?
pants	ul'uk
long coat	paltuuk
jacket	atkuk
jean jacket	kalankaaq (N)
sweater	suitaraq
shoes (pair)	pashmakiik
shirt	tiuplaaq (N) / qaliyaruaq (S)
socks	cuukiik
hat (brimmed) / cap	sliyapaq (N) / slaapaq (S) / saapek (S)
rubber boots (pair)	arapak
raincoat	taasawik
wind	aqlaq
rain	qiteq
sun	macaq
falling snow	qaniq
snow on the ground	aniuq
It is wet.	mecu'uq
It is dry.	kinerngauq (N) / kin'rngauq (S)
boy's underwear (N - long johns)	patstaaniq (N) / iluqlliit (S)
girl's underwear (N - bloomers)	pluumersaq (N) / iluqllit (S)



## ACTIVITIES/MATERIALS

### 1. **Read *Guangnek Atkukutaartua* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Guangnek Atkukutaartua* book.

- *Guangnek Atkukutaartua* —  
*I Can Dress Myself*

### 2. **Play Dress Up**

Provide students with a dress up clothes from the vocabulary list and have them respond to commands and share about what they chose to wear. Alternatively, provide dolls and doll clothing or paper dolls to play with as they practice their new vocabulary.

### 3. ***Outdoor Survival Unit - Lesson 5***

Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, Lesson 5 - Clothing Gives Protection.

### 4. ***Our Community Unit - Lessons 2 & 4***

Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, lesson 2 - Mapping My Community and lesson 4 - *Working in My Community*.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Run Away Mittens*

## Level 1 : 11

### GOAL/OBJECTIVES

Students will develop their understanding of feelings.

Students will:

- Recognize Alutiiq words for feelings;
- Identify the correct emotion as it is shown or described.

### OVERVIEW

This vocabulary group is expected to span one week and should be integrated into a health lesson on emotions and appropriate ways to show feelings. The basic aural vocabulary should be taught using pictures, photos, cut outs and roleplaying.

### ACTIVITIES/MATERIALS

#### 1. Emotion Charades

Provide students in pairs or teams with a set of pictures which show a feeling. One student is to act out the feeling, while the other student(s) guess using their new Alutiiq vocabulary.

#### 2. Emotion Masks

Provide students with materials to make their own emotion masks, then take turns identifying the different emotions represented in the room as students hold the masks up to their faces.

- paper plates
- popsicle sticks & glue
- crayons or markers

### VOCABULARY

ENGLISH	ALUTIIQ
S/he is happy.	Atgurtuq.
I like someone.	Pingaqaq.
I don't like it.	Pingakenitaqa.
S/he is laughing.	Englartuq.
I am scared.	Alingua.
S/he is angry.	Kumegtuq. (N) / Kum'gtuq. (S)
S/he is sad.	Imasuugtuq.
S/he is crying.	Qia'uq.
S/he is (always) shy.	Qikitaartuq.
S/he is sleepy.	Qawarniuq.
I love you.	Qunuqamken.
My feelings are hurt.	Qaisugtua.

### FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *If You're Happy and You Know It...* Song



Level 1 : 12

### GOAL/OBJECTIVES

Students will develop their understanding of the uses of different types of clothing for various types of weather experienced in the Region.

Students will:

- Recognize Alutiiq words about time, season and weather;
- Identify the proper clothing for the various seasons
- Identify the correct season and time of day as it is described.

### OVERVIEW

This vocabulary group is expected to span two weeks and should follow a science lesson on seasons or a math lesson on telling time. Students will learn some words that are opposites, which should be reviewed in at level 1:19. The basic aural vocabulary should be taught using pictures, photos, cut outs or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Llami* pages).

*Alutiiq Talking Phrase Book*

(*Weather & the Environment* pages).

### VOCABULARY

ENGLISH	ALUTIIQ
day	erneq
morning	unuaq
nighttime	unuk
last night / yesterday	akgua'aq
tonight	akgua'aqu
a few days ago	iciwaq
sun	macaq
moon	iraluq
star	agyaq
sunrise (the sun is rising)	macaq suartuq
sunset (the sun is setting)	macaq kal'urtuq
environment / weather / outside	lla
seasons (weather's changes)	llam cimiyuca
spring	ugnerkaq
summer	kiak
fall	uksuaq
winter	uksuq
clock	casaaq
calendar	cisllaq; kalintaraq (N)

## ACTIVITIES/MATERIALS

### 1. **Seasons & Time Charades**

Provide students in pairs or teams with a set of pictures showing what season and time it is. One student is to act out the weather or activities associated with that season or time, while the other student(s) guess using their new Alutiiq vocabulary.

### 2. **Classroom Calendar**

Provide a classroom calendar of felt shapes or velcroed cards with images to note the season or weather, asking “Qayu Lla Piqutarta?” as the class responds with the correct season. Students will build on this vocabulary at level 2:1 with the Cestun Lla-Eta’a? - What is the Weather Like? vocabulary group.

### 3. **Day’s Weather Announced Over Intercom**

Ask that the season and day’s weather be announced daily over the intercom in Alutiiq.

### 4. **Sing *Ellpet Macaqa* - You Are My Sunshine**

Lead students in singing You Are My Sunshine with the appropriate hand gestures to reinforce some of this vocabulary.

- Lyrics to *Ellpet Macaqa*

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Goodnight Moon*
- *What Time Is It Mr. Wolf Game*

Level 1 : 13

### GOAL/OBJECTIVES

Students will develop their understanding of significant Sugpiat/Alutiiq winter holidays.

Students will:

- Recognize Alutiiq words about Christmas, Starring, Masking and New Year holidays;
- Practice using a calendar and talking about seasons and weather.

### OVERVIEW

This vocabulary group is expected to span two weeks and should follow a science lesson on seasons or a math lesson on telling time. Field-trips can be an important part in reinforcing this vocabulary, so plan in advance for trips to the post office, store or church. This unit can also be integrated into practice for a Christmas or Slaawiq performance. Time should also be given to making decorations for the classroom or school. The basic aural vocabulary should be taught using pictures, photos, cut outs or manipulatives.

Reference:

*Alutiiq Picture Dictionary*

(*Cisllat & Erneret/Ernet* pages).

*Alutiiq Talking Phrase Book*

(*Days, Months & Holidays* pages).

### VOCABULARY

ENGLISH	ALUTIIQ
Russian Christmas	Rausistuaq (N) / ARAusistuaq (S)
American Christmas	KRismaq
tree	napaq
Christmas lights	Rausistuam tanqii (N) / ARAusistem tangii (S)
present	pikiyutaq
card	kaar'taaq
Starring	Slaawiq
star	agyaq
Masking	Maaskarataq
New Year(s)	Nutaaq Uksuq; Snuuwikuutaq
firecrackers	nutegparuat
Christmas star (for starring)	Suistaq
S/he is singing. song	Aturtuq. atuun

## ACTIVITIES/MATERIALS

### 1. **Read *Cisllat* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Cisllat* book on the 12 months and what happens in each month.

- *Cisllat - Naliyat Iraluq Nutaan — Calendar - What Month is It?*

### 2. **Field Trip or Class Guests**

Take students on trips to visit the Post Office, Store or Church, learning about Christmas time and practicing their vocabulary. Or invite an Elder or a resource person to come into the class and talk about how New Year or Christmas were celebrated before, so students can compare them to the new.

### 3. **Sing Songs**

There are several Alutiiq songs that children can be taught to sing together that will reinforce or build on January Holidays' vocabulary. Lead students in singing:

- *Tuntut Taiyut - Reindeer Are Coming...*
- *Cik'mya, Cik'mya - Twinkle, Twinkle...*
- *Unuk Nepainani - Silent Night*

### 4. **Day's Weather Announced Over Intercom**

Ask that the season and day's weather be announced daily over the intercom in Alutiiq.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *King Island Christmas*
- *What Time Is It Mr. Wolf Game*
- *Twas the Night Before Christmas*
- *12 Days of Christmas*



Level 1 : 14

## GOAL/OBJECTIVES

Students will develop their understanding of locator words and specific environments.

Students will:

- Recognize and identify Alutiiq words for location and environments;
- Be able to follow directions using locator words.

## OVERVIEW

This vocabulary group is expected to span two weeks and should complement a regular curriculum lesson on locator words and landmarks surrounding the community. Field-trips can be an important part in reinforcing this vocabulary, so plan in advance for trips to the beach, mountain, forest, or park. The basic aural vocabulary should be taught using pictures, photos, cut outs or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Nunami, Qutmi, Nunakuarluni & Naama Taquka'angcuk?* pages).

A Map of the Area

## VOCABULARY

ENGLISH	ALUTIIQ
inside it	iluani
on it (on top of it)	qaingani
under it	acani
above it	quliini
beside/near it	caniani
behind it	tunuani
between them	qukaani
It is far.	Yaqsigtuq.
river	kuik
trees	napat
mountain	ing'iq; ingriq
ocean	imaq
lake	nanwaq
island	qik'rtaq
plants	naut'staat
beach	quteq
hole	laakaq
under the sand	qaugyam acani
under the rock	yaamam acani
behind the rock	yaamam tunuani
on top of the rock	yaamam qaingani

## ACTIVITIES/MATERIALS

### 1. Read *Naama Aritegka?* Book

Read aloud as students follow along in their own Kodiak Alutiiq *Naama Aritegka?* book that builds practice with locator words.

- *Naama Aritegka? — Where Are My Mittens?*

### 2. Read *Iluani, Llami, Palurtai* Book

Read aloud as students follow along in the Berenstain Bears book *Inside, Outside, Upside Down - Iluani, Llami, Palurtai* builds practice with locator words.

- *Inside, Outside, Upside Down* Book

### 3. Read *Asisqanek Neq'rkangq'rtukut* Book

Read aloud as students follow along in their own Kodiak Alutiiq *Asisqanek Neq'rkangq'rtukut* book, as it builds on their familiarity with locative words covered in this vocabulary group.

- *Asisqanek Neq'rkangq'rtukut — We Eat Good Foods* Book

### 4. Field Trip or Class Guests

Take students on trips to visit the beach, toward the mountains, forest or park, learning about different environments in their area and Alutiiq words for these areas.

### 5. Naama Taquka'angcuk?

The nature of this vocabulary group provides opportunities for hide and seek games or follow the leader type activities with stuffed animals and boxes, as shown in the Picture Dictionary page with this activity's same name.

### 6. Play *Environmental Bingo*

Provide students with a chart of different environmental locations, i.e. the beach, mountains, etc., and lead them in a lively bingo game.

- bingo charts with environments

### 7. Obstacle Course

Direct each student through a course that gives opportunities to practice each action while repeating each command. This is an opportunity to adding to previously learned vocabulary from Level 1:1. After demonstrating movements, give students directions to move over, under, between and so on among the various objects.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Poor Michael's Puppy* - nearly translated
- *We're Going on a Bear Hunt*

Use the flannel board and cut outs to tell a story like "We're Going on a Bear Hunt" and have students move the hunter over, under, around, between, up, down and beside.

Level 1 : 15

## GOAL/OBJECTIVES

Students will develop their understanding of wide variety of foods available from the sea.

Students will:

- Recognize and identify Alutiiq words for seafood, marine animals, and sea birds;
- Identify which sea plants and animals are used for food;

## OVERVIEW

This vocabulary group is expected to span two weeks and should complement a science lesson on marine life. Field-trips are an important part in reinforcing this vocabulary, so plan in advance for trips to the beach or a touchtank. The basic aural vocabulary should be taught using actual plants and animals, pictures, photos, flannel board cut outs, puppets, or manipulatives. As vocabulary is introduced, provide samples of shells and feathers to help students identify each animal.

Reference:

*Alutiiq Picture Dictionary*  
(*Qutmi, Imam Ungwallria’i, and Qilam Ungwallria’i* pages).

*Alutiiq Talking Phrase Book*  
(*Fishing, Hunting & Gathering, Animals & Plants* pages).

## VOCABULARY

ENGLISH	ALUTIIQ
sea urchin	uutuk
clam	mamaayaq; qahmaquq (Akhiok)
bidarkis / chiton	uriitaq
barnacles	qaugtat; qauq (S)
starfish	agyaruaq
sea cucumber	anaqiitaq
seagull	qatayaq
tern	igiaq
snipe	kulickiiq (N) kurickiiq (S)
kelp	kapuustaq
shell (of sea creature)	salaq
bull kelp	nasquluk

## ACTIVITIES/MATERIALS

### 1. Read *Asisqanek Neq'rkangq'rtukut* Book

Read aloud as students follow along in their own Kodiak Alutiiq *Asisqanek Neq'rkangq'rtukut* book, as it builds on their familiarity with locative words covered in this vocabulary group.

- *Asisqanek Neq'rkangq'rtukut — We Eat Good Foods* Book

### 2. Beach Tidepool Field Trip

Take students on trips to visit the beach to see these animals in their natural environment and practice using the Alutiiq words for them. As review, demonstrate behind, under, on top of rocks. The field trip should be scheduled for low tide. Bring a resource person or Elder on the trip to help tell about the uses of each animal and with the collection and preparation of some tasty treats.

### 3. Prepare a Meal Together & Share Stories

If a kitchen is available present a cooking demonstration and have students join in as appropriate to clean and prepare the food collected on the field trip. Otherwise, ask a parent to help prepare and cook what was harvested on the field trip. Invite family and Elders to talk about how to harvest seafood or tell a story about the sea or inter-tidal area.

### 4. What's in the Feel Bag?

Place the variety of shells into a sack or partially enclosed box, so that students have to reach in to identify objects by touch. Have students reach into the "feel bag" to identify what animal it belongs to.

### 5. *Our Ocean's Resources Unit - Lessons 1 - 5, 8-10*

Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, Lessons 1 - Treasures from the ocean, 2 - Ocean Life, 3 - High Tide, 4 - Low Tide, 5 - Fresh and Salt Water, 8 - Pollution, 9 - Subsisting Long Ago, 10 - Subsisting Today.

### 6. Play Tidepool Bingo

Provide students with a chart of tidepool and beach animals, and lead them in a lively bingo game.

- bingo charts with inter-tidal animals

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Kumak's Fish: A Tall Tale from the Far North*
- *Eye of the Needle* by Teri Sloat

Level 1 : 16

## GOAL/OBJECTIVES

Students will develop their understanding of Easter and its related celebrations.

Students will:

- Recognize and identify Alutiiq words for events or items related to Easter;
- Be able to review locator, color and animals vocabulary as part of Easter activities.

## OVERVIEW

This vocabulary group is expected to span one week and provides an excellent opportunity to review locator, color and animal words, particularly as part of an Easter egg hunt activity. The basic aural vocabulary should be taught using actual items, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(Cislat & Erneret/Ernet pages).

*Alutiiq Talking Phrase Book*  
(Days, Months & Holidays pages).

## VOCABULARY

ENGLISH	ALUTIIQ
Easter	Paas'kaa
egg	manik
Easter bread	kulic'aaq
It's done cooking.	Uutaa.
handkerchief	plaatuk
flowers	suitkaat
cross	kristaq
priest	kas'aaq
She is looking for (it)	Iwa'iraa. (N) / Iwayaa. (S)
She is hiding (it)	Nuuyaa.
He found (it)	Ikugaa.
Fun/Crazy Week (week before Lent)	maslingka (N) / masliniq (S)

## ACTIVITIES/MATERIALS

### 1. **Read *Cisllat* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Cisllat* book on the 12 months and what happens in each month.

- *Cisllat - Naliyat Iraluq Nutaan — Calendar - What Month is It?*

### 2. **Read *Uuqutiit Elwiat* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Uuqutiit Elwiat* book about a bee hive as the bees wake up in Spring like other hibernating animals.

- *Uuqutiit Elwiat — The Bee Hive*

### 3. **Easter Eggs - Making & the Hunt**

Have students decorate their own Easter eggs and then hide them outside in the playground or park for an Egg Hunt. If a kitchen is available or a hot plate to boil eggs, have students watch as the eggs are boiled and help with the dying of the eggs.

### 4. **Prepare Kulicaaq & Share Stories**

If a kitchen is available present a cooking demonstration and have students join in as appropriate to prepare Kulicaaq. Otherwise, ask a parent to provide some Easter Bread to share. Invite family and Elders to talk about Easter and join the class for tea.

### 5. **Field Trip to Church**

An important part of this lesson will be to visit the Russian Orthodox church. Arrangements should be made in advance to visit the church. Students should be encouraged to talk to the priest or deacon and ask questions about Easter activities. If a field trip is not possible, then invite a priest or deacon to class to share the meaning of Easter and answer student questions about the celebration.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *The Sourdough Man: An Alaska Folktale*

Level 1 : 17

## GOAL/OBJECTIVES

Students will develop their concepts of tool usage and proper care.

Students will:

- Recognize and identify Alutiiq words for tools;
- Be able to demonstrate or tell who owns the tool;
- Be able to tell the age of the tool or to sort tools into old and new sets.

## OVERVIEW

This vocabulary group is expected to span one week and should be integrated into regular curriculum lessons on families and tools or it may be a stand alone lesson. Through this vocabulary, students will have the opportunity to classify tools into old and new categories and learn that although tools may look different, the jobs they do are the same. Students should have the opportunity to understand how tools work and that tools require proper care. It also is a good time to talk about tool safety. The basic aural vocabulary should be taught using actual items, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Naut'staarwigmi & Peksuutet* pages).

## VOCABULARY

ENGLISH	ALUTIIQ
hammer	mulut'uuk
shovel	lapaat'kaa
broom	kagiteq
mop	suuwiteq
axe	tupuuruq
saw	pilaq
spear	kapsuun; kapsuuteq
gun	nutek
knife	nuusiq
scissors	nuus'nit'saak (N) / naus'nit'saak (N) / nuusicuak (S)
needle	mingqun
thread	kelugkaq



## ACTIVITIES/MATERIALS

### 1. **Tools Charades**

Provide students in pairs or teams with a set of pictures which show different tools in use. One student is to pretend to be the tool or be using the tool, while the other student(s) guess using their new Alutiiq vocabulary.

### 2. **Play *Tool Bingo***

Provide students with a chart of tools, and lead them in a lively bingo game.

- bingo charts with tools

### 3. **Beaded Bracelets, Necklaces or Headbands**

Provide students thread, needles, and possibly strips of leather if headbands will be made. Lead them in making a special project for a loved one as they practice their vocabulary.

### 4. **Guest Demonstration**

This vocabulary group offers an opportunity to invite a parent or Elder to come into the classroom to show students how a sewing machine or knitting needs work.

### 5. **Clean Up the Classroom**

Provide students mops, brooms and dust pans and lead them in a clean up the classroom sweeping and mopping activity.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Level 1 : 18

## GOAL/OBJECTIVES

Students will develop their understanding of modes of transportation.

Students will:

- Recognize and identify Alutiiq words for names of various vehicles;
- Identify which vehicles travel in the air, on the land and sea;
- Identify each vehicle's use, for example, fun (sport), hunting, freight, people, or commercial fishing, as well as their cross purposes;
- Identify basic safety gear in boats.

## OVERVIEW

This vocabulary group is expected to span one week and should be integrated into regular curriculum lessons on transportation, or it may be a stand alone lesson. Students should be able to tell about different methods of transportation using a set of toys. Through this vocabulary, students will have the opportunity to review words for seasons and locations. It also is a good time to talk about vehicle safety. The basic aural vocabulary should be taught using actual items, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(Agluni & Migwigmi pages).

*Alutiiq Talking Phrase Book*  
(Traveling & Placenames pages).

## VOCABULARY

ENGLISH	ALUTIIQ
dory / skiff	tuuraq / skiifaq (N) / skiiguaq (S)
car/truck	kaaraq
four wheeler	kaararuqaq
snow machine	aniam masiinaa
sled	lluwaruun (N); saaniik
motorcycle	masiinakliitaq
helicopter	cilrayuruqaq
plane	tengausqaq
lifejacket	pugtarsuuteq
I will go by plane.	Agciqua tengausqagun.
I came by plane.	Taillianga tengausqagun.
I will go by car.	Agciqua kaaragun.
I came by car.	Taillianga kaaragun.

## ACTIVITIES/MATERIALS

### 1. **Read *Aiwirsuutet* Book**

Read aloud as students follow along in their own Kodiak Alutiiq *Aiwirsuutet* book on the different modes of transportation.

- *Aiwirsuuteet — Things that Go*

### 2. **Play *Transportation Bingo***

Provide students with a chart of vehicles, and lead them in a lively bingo game.

- bingo charts with vehicles

### 3. **Transportation Roleplaying**

Provide students with sets of toy vehicles and several child size life jackets. Encourage play as you ask them to show you the different modes of transportation in Alutiiq.

### 4. **Transportation Field Trip**

Plan and take a field trip to the dock, airport, or a ride in a car or truck. Focus particularly on vehicle safety, to put into practice usage of life jackets and seat belts as you discuss safety in vehicles.

### 5. **Eggmobiles Demonstration**

Have a parent or community member make two “Eggmobiles” simple cars with an egg holder from an egg carton and a seat belt of some sort. Using real eggs, students are to run “Eggmobiles” down an inclined plane, one with a seat belt and one without. Talk about what happens.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Kiana’s Iditorod* by Shelly Gill
- *Davy’s Dream: A Young Boy’s Adventure with Wild Orca Whales* by Owen P. Lewis

Level 1 : 19

## GOAL/OBJECTIVES

Students will develop their concepts about opposites and comparisons.

Students will:

- Recognize and identify Alutiiq descriptive words for things and their opposites;
- Understand that many things have opposites.

## OVERVIEW

This vocabulary group is expected to span one week and should be integrated into regular language arts lessons on opposites. Through this vocabulary, students will have the opportunity to review words for objects. The basic aural vocabulary should be taught using sets of actual items that represent the different opposites, or pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Ayukutenilngut* page).

## VOCABULARY

ENGLISH	ALUTIIQ
It is short.	Nanituq.
It is long.	Takuuq.
They 2 are the same.	Ayukutuk.
They 2 are not the same.	Ayukutenituk.
It is full.	Tatarngauq.
It is empty.	Imaituq.
It is closed.	Patumauq.
It is open.	Ikirngauq.
It is fast.	Cukauq; Pirartuq.
It is slow.	Cukaituq.
S/he is skinny.	Mayartuq.
S/he is fat.	Quiliuq.
S/he is tall.	Kanagtuq.
S/he is short.	Nanituq.
It is heavy (weight).	Artunartuq.
It is light (weight).	Uqegtuq. (N) / Uq'gituq (S)
It is big.	Anguq.
It is small.	Miktuq.
Push it.	Cingiu.
Pull it.	Cayuru.

## ACTIVITIES/MATERIALS

1. **Opposite Cards - Concentration or Go Fish**  
Provide students with sets of cards with their opposites as the match, so they can play concentration or go fish types of card games.

2. **Opposites Bulletin Board**  
Have students create an "Opposites" bulletin board by cutting pictures from magazines and arranging objects or actions in pairs. (i.e. "An Open Door" with "A Closed Door"). Each child should choose a different set up opposities so postings vary.

- magazines/posterboard/paper/scissors

3. **Opposites Charades**  
Provide students in pairs or teams with a set of pictures which show an action or feature from the vocabulary list. One student is to act out what they are representing, while the other student(s) guess using their new Alutiiq vocabulary.

## FUTURE DEVELOPMENT

Potential relavant translations and materials development ideas:

- *Push - Pull / Empty - Full*

Level 1 : 20

## GOAL/OBJECTIVES

Students will develop their concepts about the Alutiiq value to show respect for the land and its resources.

Students will:

- Recognize and identify Alutiiq language for respecting and caring for local resources;
- Recognize the impacts of littering and pollution on local subsistence resources.

## OVERVIEW

This vocabulary group is expected to span one week and may follow a health lesson on safety or good nutrition, and should be integrated into a science or environmental studies unit on pollution that emphasizes not littering. Through this vocabulary, students will have the opportunity to review words for objects and places. The basic aural vocabulary should be taught using sets of pictures, photos, flannel board cut outs, or manipulatives. It also offers opportunities for field trip explorations. As an extension, it would be appropriate to explore recognition of high tide and low tides. Students could also match common subsistence resources to their environments.

Review the community map made or used earlier and identify the dump, water treatment plant, or water reservoir.

Reference:

*Alutiiq Picture Dictionary*  
(*Llami, Nunami, Qutmi, Unwallriat & Ayukutenilngut* pages).

## VOCABULARY

ENGLISH	ALUTIIQ
respect them	lingaklluki
care for someone	carlia'arluku
trash	callret
dump (place)	qanitaq
animal den	legtaq
tracks	tumait
low tide	ken'aq
high tide	tung'iq
wild rhubarb	aatunat
grass	weg'et
devil's club	cukilanarpak
bull kelp	nasquluk
goose tongue	weguaq
salmon	iqalluk
sea otter	arhnaq

## ACTIVITIES/MATERIALS

1. ***Our Ocean's Resources Unit - Lessons 6-10***  
Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, 6 - The Things We Leave Behind, 7 - Reading Animal Signs, 8 - Pollution, 9 - Subsisting Long Ago, 10 - Subsisting Today.
2. **Sanitation & Clean Up Field Trips**  
An important activity to developing understanding of this vocabulary group, a field trip to the local dump, recycling center or water treatment plant would be an appropriate exploration, as well as a trip to the beach or other outdoor areas to do a clean up. Make sure to discuss dumping and recycling options and ways we should show respect for our environment and the animals and plants we share it with.
  - Trash bags for each child
3. **Plant Walk Field Trip or Identification**  
Introduction of several plant names offers an opportunity to lead a plant walk in a nearby field or forest. Invite an Elder or resource person to help talk about the different plants students find and their uses. There are several good plant references for a plant walk. The NEAR Spring Plants Book provides specific local information on the plants in this vocabulary group as well as others, along with their Alutiiq names and traditional uses. If a plant walk field trip is not possible, then collect samples of the plants and bring them into the classroom to share the same information, while allowing students to touch the plants, as appropriate. Make sure to talk about safety and that some plants are poisonous or hazardous.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *The Girl Who Swam with the Fish: An Athabascan Legend*
- *Last American Rainforest: Tongass*
- *Blueberry Shoe*
- *Alaska Mother Goose: North Country Rhymes* by Shelly Gill
- *Kumak's House: A Tale of the Far North* by Michael Bania



Level 2 : 1

### GOAL/OBJECTIVES

Students will develop their concepts about the weather and preparedness for changes in weather.

Students will:

- Recognize and produce Alutiiq terms for local weather conditions and subsistence species in Sugt'stun/Alutiitstun;
- Connect the terms for various subsistence species with appropriate seasonal weather terms.

### OVERVIEW

This vocabulary group is designed to be a part of daily lessons throughout the year, rather than only over one or two weeks. Checking the weather in the morning and being aware of changes in the weather throughout the day has always been important to Sugpiaq/Alutiiq people.

Through this vocabulary, students will have the opportunity to review words for seasons, animals and places. The basic aural vocabulary should be taught using pictures, photos, flannel board cut outs, or manipulatives. Make use and expand the class calendar to incorporate weather imagery.

Reference:

*Alutiiq Picture Dictionary*  
(Llami pages).

*Alutiiq Talking Phrase Book*  
(Weather & the Environment pages).

### VOCABULARY

ENGLISH	ALUTIIQ
It is sunny.	Macartuq; Macanguq.
It is not sunny.	Macangenituq.
It is cloudy.	Qilagtuq. (N) / Qilartu'uq. (S)
It is foggy.	Tumananguq. (N) / Umniquq. (S)
It is not foggy.	Tumaninituq. (N) / Umt'hnituuq. (S)
It is rainy.	Qitenguq.
It is calm.	Pinartuq.
It is windy.	Aqllanguq.
It is very windy.	Aqllangwakartuq.
It is snowing.	Qaniguq.
It is stormy.	Kayunguq.
It is a blizzard.	Purkartuq. (N) / Tal'artuq. (S)
What's it like outside?	Cestun-mi llami et'a?

## ACTIVITIES/MATERIALS

1. ***Our Ocean's Resources & Outdoor Survival Units***  
Refer to the *Kodiak Alutiiq Heritage Thematic Units* book.

2. **Expanded Weather Center**

Expand the Class Calendar Center to include weather tracking. It should allow for pictures and spaces for months, days of the week, and types of weather. Start simply and get more complex and detailed as the year proceeds. For second graders, have them review what the weather was like last year. For third graders, discuss typical weather patterns and have them predict the weather for the next few days. Post a flag outside the window so they can see where the wind is coming from.

3. **Weather Charades**

Provide students in pairs or teams with picture cards that show different weather scenarios. One student is to act out the feeling of the weather or the weather itself, while the other student(s) guess using their new Alutiiq vocabulary, practicing recognizing and then eventually producing the names. Provide manipulatives, such as a ball of yellow yarn to represent the sun and sunshining, blue yarn cuttings to represent rain or rain and wind, cotton balls or white hole punch paper confetti to represent snow.

4. **Weather Posters**

Have students produce posters showing weather and related subsistence pursuits, or (for older students) illustrating and including on the poster a traditional saying which links weather and subsistence species or pursuits. Example: No leaves on trees and snow on the ground means, time to hunt ducks, or Mountains turning red means, it's time to hunt bears and pick berries, or The silver salmon are about to go up the river, because the rains are starting.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *How Does the Wind Walk* by Nancy White Carlstrom
- *Rain, Rain, Go Away* Song

### Weather Tag

A large circle is marked out on the playground and the children, after reviewing the cardinal directions, stand around it. One child, 'the boat' stands in the center and chants.

*"Snow, Fog, Wind, and Rain*

*I fly away from you towards home!* (A chant with rhythm and rhyme needs to be invented)

He/she then calls out, "The \_(weather word)\_ is coming from \_(the direction)\_ ! Depending on the weather (each type of weather has a particular walk), the child/ren in that direction chase the 'boat' across the circle trying to tag him/her before reaching the opposite side. If 'boat' makes it without being tagged, they get another turn. Movements for all of them are as follows:

Snow - walks backwards

Fog - heels to toe walk

Wind - runs

Rain - hops on two feet

Level 2 : 2

GOAL/OBJECTIVES

Students will develop their ability to respond to and ask questions about the names for people and objects.

Students will:

- Recognize, respond to and produce Alutiiq names using basic vocabulary as previously taught and relevant;
- Recognize and answer variations on the routine "Who are you?" "What is your name?" "What is her name?" in Alutiiq.

OVERVIEW

This vocabulary group is expected to span one week and is intended as a stand alone lesson.

Through this vocabulary, students will have the opportunity to review words for objects, animals and places, as well as kinship terms from Level 1:3. The basic aural vocabulary should be taught using hand gestures, pictures, photos, flannel board cut outs, or manipulatives.

Learning a language is often easier with the use of Native language names within lessons. It may take the acceptance of new names for familiar objects and concepts easier. Many students may not have an Alutiiq name and the teacher needs to work with the student's older family members to determine appropriate names. The issue of names and naming may be a sensitive one for some families, and teachers should proceed carefully.

Reference:

Alutiiq Picture Dictionary  
(*Cali'it?* page)

Alutiiq Talking Phrase Book

(*Introductions & Family, Visiting* pages).

VOCABULARY

ENGLISH	ALUTIIQ
Who is this?	Kina(-mi) una?
Who is that near you?	Kina taugna?
Who is that across there?	Kina(-mi) ikna?
What's the name of this?	Cestun unam at'ra?
What's the name of that?	Cestun taug'um at'ra?
What's the name of that across there?	Cestun ik'um at'ra akimi?
I am _____.	Gui _____.
What is the Alutiiq name of _____?	Cestun Alutiit'stun atra ____?
This one usually hunts.	Pisuryartaartuq.
I'm eating this one.	Pituwaqa una.
The dog always bites the man.	Aikum (N)/Piugtem (S) nukallpiaq keghmartaaraa.
The man always bites the dog.	Nukallpiam aikuq (N)/piugta (S) keghmartaaraa.
The woman sees the bear.	Arnam tangraa takuka'aq.
The woman is cooking seal.	Arnam kenirtuq isuwimek.
Please sit down. (nicely)	Aqumsaa.
Sit down.	Aqumi.
Let ____ come over.	____ taigkwakiu.
____ is hunting.	____ pisurtuq.
____ is hunting for seal.	____ pisurtuq isuimek.

## ACTIVITIES/MATERIALS

### 1. Play *Kina Una – Who is This?*

Using nametags and sitting in a circle, direct each student to greet the group using the following gestures and script introduced in Level I:1:

- “**cama’i.**” (waving),
- “**atqa \_\_\_\_\_.**” (introduce themselves by name while pointing at self)
- “**atren \_\_\_\_\_.**” (introduce direct neighbor by name while pointing)
- “**taugum atra \_\_\_\_\_.**” (for older students, have them introduce all previous students around circle after their direct neighbor)
- “**tang’rciqamken.**” (point from eye to others and then wave again)
- Then add in the additional new questions while gesturing toward other students in the room as appropriate.

### 2. Follow the Leader / Stand Up, Sit Down

Command students to perform actions, adding additional commands as students demonstrate familiarity. For older students, switch to have each student lead the group in actions.

### 3. Bean Bag Toss Game

Provide bean bags for students, and ask them in Alutiiq to pass the bag to someone, either by their location, what they’re wearing, or by their Alutiiq name.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Variation of Simon Says*
- *Where is Thumbkin*

Level 2 : 3

**GOAL/OBJECTIVES**

Students will develop their ability to respond to and ask questions in Alutiiq throughout the school day related to classroom tasks.

Students will:

- Recognize, respond to Alutiiq commands and suggestions concerning classroom management;
- Recognize, respond to and produce Alutiiq commands and requests in some simple interactions with classmates;
- Recognize, respond to and produce Alutiiq words incorporating postbases for 'big' and 'little'.

**OVERVIEW**

This vocabulary group is expected to span one week, but like 2:1 it is intended for ongoing use throughout the year. In this way the usual discussion and assignment of classroom chores can be done in Alutiiq, in order to increase the use of Alutiiq during the day.

Through this vocabulary, students will have the opportunity to review command words. The basic aural vocabulary should be taught using hand gestures, actual items, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Ayukutenilngut* page)

*Alutiiq Talking Phrase Book*

(*Common Expressions & Working with an Elder* pages).

**VOCABULARY**

ENGLISH	ALUTIIQ
Well done.	Asirt'stan.
Enough.	Awa'i.
The end.	Iqua.
I don't understand.	Kangircinitua. (N) / Kangircin'tua. (S)
I need help.	Ikayurnga.
I need to use the bathroom.	Nuusnirsurtua.
I need to sharpen my pencil.	Karantaasaqa ipegarsuwaqa.
I need to get a piece of paper.	Kalikamek nuryugtua. (N) Kalikamek picartua. (S)
All listen.	Niici. (N) / Nicu'arci. (S)
All quiet.	Nepairci. / Nepaici.
Clean up _____.	Perirturu _____. (N) / Percaici _____. (S)
Straighten things up.	Asircarkii; Asirciluci.
Put things away and sweep up.	Kumluski taumi kagici.
Wipe the tables.	Stuulut allturkii.
Feed the pets.	Qungutuwat neregkwarkii.
big broom	kagitesinaq (N) / kagitsinaq (S)
small broom	kagitengcuk (N) / kagitngcuk (S)
big brown bear	taquka'asinaq
small brown bear	taquka'angcuk
big pink salmon	amartusinaq
small pink salmon	amartungcuk



# ACTIVITIES/MATERIALS

## 1. Classroom Help Practice Activity Centers

Set up several different “activity centers” in the classroom (a wash rag next to the board, a pile of paper plates on a desk). Using TPR format, have students pretend to do various activities until the vocabulary is learned.

## 2. Classroom Chores - Chore Chart

If not already developed, make a chore chart with symbol stickers or stamps to track chores. Create a chore card with the various symbols to point at when making requests. Repeat the chore request several times and guide the student to hold up the correct symbol (say a broom for sweeping).

All students should participate in classroom chores. Older students should conduct the oral tasks of organizing the clean-ups, checking off or stamping on the chore chart upon completion and assigning tasks in Alutiiq. Younger children can make selections with the older children speaking, if group is mixed ages.

For second and third graders, make the commands more complex, i.e. “X help Y to straighten up the tables. When you are done, sweep the floor.” You can also ask these older students questions, such as “X, would you rather sweep or wipe tables?”

Chores list: librarian, table chief, housekeeper (cleaning sink etc.), provisioner (food), gardener, pet keeper, messenger, outdoor equipment, sweeper, door holder, art (area) keeper, calendar helper, song leader, weather person, trash collector, chair person, attendance, line leader and end (use a cork line metaphor here).

## 3. Chore Symbols

Students should make up a chore card or cards to share with their parents at home with the symbols such as: sweep, wash your hands, and good job.

## 4. Casting Game

The teacher (or children) use yarn to make six figures in a circle around the classroom: a big and little halibut (white), a big and little crab (brown), and a big and little salmon (gray). Children take turns tossing a beanbag into the shape but they tell, in a complete sentence what they are aiming for, “I cast for the big halibut.” If they get a big one, they get one peanut (or whatever prize) and for a small one, they get two. Younger children may use only the phrase. For older children, the teacher may make graduated sizes and for very small, small, big and very big.

First graders should understand and correctly differentiate between postbases for big and little when attached to nouns. Second and third graders should practice in a TPR game using models, drawings, etc. to create the words for big and small nouns of various sorts. They can be prompted with questions about the object, “Is this a big or a small bear?” Third graders should practice answering questions with longer sentences.

# FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Variation of Simon Says*
- *The More We Get Together*
- *Alaska’s Three Bears* by Shelly Gill  
Develop the book or the story of Goldilocks and the Three Bears into a play for students to act out, working with them to figure out a script, and helping them learn their Alutiiq lines. Make paper bag masks and perform it for the younger students.

Level 2 : 4

### GOAL/OBJECTIVES

Students will broaden their understanding of kinship as a system of relationships.

Students will:

- Recognize, identify and produce Alutiiq terms for different kin relationships;
- Demonstrate their understanding of kinship relationships through roleplaying.

### OVERVIEW

This vocabulary group is expected to span two weeks as a stand alone lesson. This vocabulary group expands on kinship terms from Level 1:3. Children have likely only learned terms within their own concrete relationships.

Reference:

Alutiiq Picture Dictionary  
(Llat page)

Alutiiq Talking Phrase Book  
(Introductions & Family pages).

### VOCABULARY

	My	Your	His/Her
<i>mother</i>	aanaqa (N) / maamaqa (S)	aanan	aanaa
<i>father</i>	ataaqa (N) / taataqa (S)	ataan/taatan	atii / taataa
<i>husband</i>	wiika	win	wiinga / wiira
<i>wife</i>	nuliqa	nulin	nulira
<i>baby</i>	carliaqa	carlian	carlia
<i>doll</i>	suaruaqa	suaruan	suarua'a
<i>older sister</i>	alqaqa (N) / aakaaqa (S)	alqan/aakaaqan	alqaa/aakaa'a
<i>older brother</i>	anngaqa (N) / aningaaqa (S)	anngan/aningaan	anngaa/aningaa'a
<i>younger sibling</i>	wiiwaqa (N) / uyuwaqa (S)	wiiwan/uyuwana	wiiwaa/uyuwaa
<i>grandfather</i>	taatuskaqa (N) / apaaqa (S)	taatuskan/apaan	taatuskaa/apaa'a
<i>grandmother</i>	papuskaqa (N) / emaaqa (S)	papuskan/emaan	papuskaa/emaan



## ACTIVITIES/MATERIALS

### 1. Review Level 1 Family Booklets

Have students review their small booklets for use throughout the year to reinforce their introductions. Have them refer to their drawing of a family member or photos on each page as you simultaneously teach the indicative forms, using TPR methods.

### 2. Kinship Groups

Divide the class into four groups; mothers, fathers, grandmothers, grandfathers. Then give commands like "All the fathers stand up." "All the grandmothers walk toward the door." and so on. Provide dress up cloths to help with roleplaying in this game.

### 3. Family History

Send home a note explaining that students are studying kinship, and ask parents to tell the students stories about their relatives. You may want to ask for contributions (photocopies) for your picture file. Have students share about the family members they learned about or draw pictures of their family members, labeling their relationship to them (for older students).

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Northern Lullaby* by Nancy White Carlstrom  
Rephrase the text to simplify. Use kin terms and Papa, Mama, Grandpa, Grandma, Uncle, Auntie, Cousins, Sister, Brother, star, moon, darkness, mountain, sky, winter, northern lights, snow, river, moose, hare, willow, birch, beaver, mouse, fox, owl, good night.

### Kinship Song

To the tune of "Old MacDonald had a Farm" to reinforce kin terms and subject/object concept. Repeat the previous second stanza each time, just as you do in the original song. Use a paper boat and paper cut-outs or photos to visually cue.

Old \_\_ (name) \_\_ had a boat

Who is this in the boat?

He is his \_ (kin term) \_\_.

That's who's in the boat?

With a \_\_ (same kin term) \_\_ her  
and a \_\_\_\_\_ there,

Here a \_\_\_\_\_, t  
here a \_\_\_\_\_, everywhere a

\_\_\_\_\_. (List previous stanza.)

Old \_\_ (name) \_\_ had a boat.

That's who's in the boat!

Level 2 : 5

### GOAL/OBJECTIVES

Students will develop concepts about how families divide up tasks, with some people doing some tasks and other people doing other tasks.

Students will:

- Recognize, respond to and produce Alutiiq words for a variety of common activities;
- Recognize, respond to and produce Alutiiq phrases which mark regular or usual actions.

### OVERVIEW

This vocabulary group is expected to span two weeks. It blends some of the concepts central to the kinship units with those of the classroom cooperation unit, in a very verb-rich setting.

Through this vocabulary, students will have the opportunity to review command words in different contexts. The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Grammar explored in this unit is singular transitive verb endings. These endings tell who does what in an Sugpiaq/Alutiiq sentence, functioning instead of pronouns. For example, instead of "He is hunting" - "Pisurtaq" the introduction of a specific object he is hunting changes the word ending to "Pisuraa" - "He is hunting it."

Reference:

*Alutiiq Picture Dictionary*

(*Cal'it?*, *Kakiwigmi*, *Perirca'iyut*, *Kenirwigmi*, *Peksuutet*, *Skuulumu*, *Igarwigmi*, *Cauyutet* pages)

*Alutiiq Talking Phrase Book*

(*Fishing, Hunting & Gathering*, *Household Terms* pages).

### VOCABULARY

ENGLISH	ALUTIIQ
She is sweeping it up.	Kagigaa.
He is sewing it.	Mingqaa.
She is babysitting him.	Carlia'araa.
He is cooking it.	Keniraa.
She is cleaning it up.	Perirturaa; Perica'iraa.
He is diapering the baby.	Pat'stiilkaa cimiraa.
She is fixing it.	Asircaraa.
He is hunting it.	Pisuraa.
She is fishing.	Iqallugsurtuq.
He is sawing it.	Pilaraa.
He is drilling it.	Ukita. (N) / Napaliaraa. (S)
She is feeding her.	Neregkwaraa.
She is dressing her.	Atukugt'staa.
He is listening to her.	Nitniqaa
She is playing with it.	Wamqutaraa.
She likes him/her/it	Pingaqa.
He likes your akutaq.	Pingaqa akutan.
Your mother always sews.	Aanan mingq'rtaartuq.
I see it.	Tang'raqa.
I see you.	Tang'ramken.
You see it.	Tang'ran.
It sees him.	Tang'raa.
You see me.	Tang'rarpenga.
S/he sees me.	Tang'raanga.
I see you.	Tang'ramken.

# ACTIVITIES/MATERIALS

## 1. Expanded Chore Centers

Set up additional “activity centers” in the classroom (brooms, mops, pots & pans, toy guns, boats). Using TPR format, have students pretend to do various activities until the vocabulary is learned. Use a house map to review names of rooms, and then have students go to a particular spot to do an action, such as “Go sweep in the kitchen.”

For second graders, integrate these commands with kinship terms, putting up pictures around the classroom, then issuing commands (particularly silly ones) like “Everyone go drill by Nantinaq’s grandson.” “Y go hammer a nail by X’s uncle.” or, using dolls, “Have the mamas diaper the baby.”

For second and third graders, put up pictures of local landmarks in the classroom. Have students “go hunting at such and such a mountain” etc. You should also put up pictures of various subsistence activities so you can tell students to go bear hunting, king salmon fishing etc.

## Family Activity Sculpture

Have students make a small soft wire or clay sculpture of a family member doing something they usually do. Include some toys or models (miniature guns, brooms, and pots) to make the task easier and recognition better. Mount the sculptures to label and display. After classroom display, students can take home their wire sculptures and explain to their family in Sugpiaq/Alutiiq what they are. Alternatively students could produce drawings of family members working for a classroom display or class book.

## 2. Community Potluck

Organize students to clean up after a community potluck, or have them cook and cleanup for a community lunch or dinner.

## 3. Secret Object Game

The teacher sets out a variety of objects or pictures of objects. The child whose turn it is looks at them and silently chooses one (he may show the teacher). He then makes motions as if using the object. Children try to guess what is being done using the transitive form, “He is sewing it.” “He is drilling it.” The child who uses the correct verb and form gets to guess what the object is.

# FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- Collect or produce pictures of local landmarks and local subsistence activities.

*Loving by Ann Morris*

*This is the Way We...*

*This is how we usually bathe the baby, usually bathe the baby, usually bathe the baby,*

*This is how we bathe the baby, in \_\_\_\_\_.*

A version using the same verbs as are found in the book can be invented. It should be sung adding motions so that the children can act out the verbs. The final line can say something like “In our town... or... In Afognak..” The postbase (lar) fits easily in the meaning of this song and should be written in.

## Level 2 : 6

### GOAL/OBJECTIVES

Students will develop concepts about the values of helping and sharing.

Students will:

- Recognize, respond to and produce Alutiiq words for various helping type activities;
- Recognize, respond to and produce Alutiiq transitive and intransitive sentences which include a postbase marking future action;
- Recognize, identify and be able to produce well formed interrogative sentences in Sugpiaq/Alutiiq which ask "who" the actor is.

### OVERVIEW

This vocabulary group is expected to span one week. It focuses on how people help each other and share with each other. Students should recognize that we all have something to contribute, and that what we can do for others changes throughout our lives. Students should also recognize that sharing is a fundamental Sugpiaq/Alutiiq value, and recognize the importance of traditional values more generally. They should also recognize that it is important to do things for others without expecting anything in return. Finally, the lesson will focus on describing actions in the future.

Through this vocabulary, students will have the opportunity to review command words in different contexts. The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Grammar explored in this unit is use of the postbase "-ciq" marking future actions, such as in "Quqkuiciqaa" - "She will divide it up." It will also introduce the single interrogative endings with 'who', as shown in the last five phrases.

### VOCABULARY

ENGLISH	ALUTIIQ
She is helping him.	Ikayuraa.
He is taking something to her.	Caqimek agutaa.
She is sending something to him.	Caqimek tuyuraa.
He is carrying it.	Tuumiaqaa.
She is dividing it up.	Qupkuitaa.
He will divide it up.	Qupkuiciqaa.
She will help her.	Ikayurciqaa.
I will carry it.	Tuumiaqciqaa.
I will help you.	Ikayurcikamken.
Who will help him?	Kinam Ikayurciqaa
Who will carry it?	Kinam tuumiaqciqaa?
Who will divide it up?	Kinam qupkuiciqaa?
Who will eat it?	Kinam piturciqaa?
Who will sweep it?	Kinam kagiciqaa?

Reference:

Alutiiq Picture Dictionary

(Cali'it?, Kakiwigmi, Perirca'iyut, Kenirwigmi, Peksuutet, Skuulumi, Igarwigmi pages)

Alutiiq Talking Phrase Book

(Fishing, Hunting & Gathering, Household Terms, Visiting, Working with an Elder pages).

## ACTIVITIES/MATERIALS

### 1. Review Chore Chart

Review the chore chart and re-phrase the activities and routines using the future tense. Include interrogatives as well, such as “Kinam kagiciqaa?” (Who will sweep it?).

### 2. Subsistence Distribution Roleplay

Lead students in a play distribution of seal. Review seal, hunt, cook, thank you. Then using a combination of familiar Sugpiaq/Alutiiq words and modeling, have students come over to a big paper seal, cut off pieces with scissors and distribute them, using relevant Alutiiq vocabulary and phrases.

As an additional activity, have some of them pretend to cook the seal meat by cutting it up into smaller pieces and stirring it in a pot with rice. Have them pretend to take (or send) part of the pretend cooked seal soup to an Elder.

Encourage families to take students out on a subsistence trip and then have students give what they got to someone else.

### 3. Campsite Setup Roleplay

Put together a bag of miniature props which can be handed around the classroom. Start out the game by telling students (in Sugpiaq/Alutiiq) that we are going to pretend to do some activity (go camping, hold a feast for the village, go hunting or fishing). Then reach into the bag and pull out a prop. Say “Who will sweep with the broom?” “Who will sew with this thimble?” or “Who will shoot the gun?” Point to a student, who has to answer, “I will sweep with the broom.” That student picks another prop out of the bag and questions someone else. Older students can ask and answer more elaborately, younger students can just say “I will sweep.” After the bag is empty, you say something to close like “Now our campsite is all set-up.”

### 4. Get Together Game

Teach the future form and encourage community by emphasizing helping and togetherness. Sit in a wide circle. Using a “koosh ball,” teach the words for shake, drop, and toss (up and down). Then model, in the future form, “I will \_\_ (pick up, toss or hide) \_\_ this.” Then do the action. After doing it correctly, scoot forward about eight inches. Pass the koosh to the next person to do the same. If the child says it correctly before doing the action, then he/she scoots forward. The object is to get everyone close together in the middle. Giving silent signals or appropriate help is encouraged.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Song: To the tune of “Jeremiah was a Bullfrog.” A chorus is invented to reinforce the idea of community. The verses use the future tense to tell what the walrus will do to contribute. A different animal might be used to get the maximum humor out of the sound and meaning. It would go along these lines but be modified to rhyme and scan. Verses added to include other verbs.

*Chorus:*

*Joy to the world, all the boys and girls,  
Joy to the fishes in the deep blue sea,  
Joy to you and me.*

*Verse:*

*\_(Funny name)\_ is a sea lion.  
He's a good friend of ours.  
He will \_(sweep up the kitchen)\_  
when we all get to work.  
He's a joy to you and me!*



Level 2 : 7

### GOAL/OBJECTIVES

Students will develop understandings that Elders are community resources and storehouses of memory and cultural knowledge.

Students will:

- Recognize, respond to and produce Alutiiq words and phrases used in Elders' stories;
- Understand and enjoy simple stories told in Alutiiq without the stories being translated.

### OVERVIEW

This vocabulary group is expected to span two to three weeks. Students will learn vocabulary important to stories then hear an Elder telling stories in Alutiiq. Finally, the lesson will focus on describing actions in the past.

Through this vocabulary, students will have the opportunity to review command words in different contexts. The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

### GRAMMAR

This lesson features past tense verb endings to be added to nouns, such as:

*[-llria/-llia]*

*(intransitive - non-specific action)*

*(past tense - completed)*

*as in "Pisullria/Pisullia" - "He was hunting."*

*[-kii]*

*(transitive - action related to a specific object)*

*(past tense - completed)*

*as in "Pisukii" - "He hunted it."*

### VOCABULARY

ENGLISH	ALUTIIQ
She went across there.	Akimen agellria.
He was hunting.	Pisullria/Pisullia.
She was steam bathing.	Maqillria/Maqillia.
He was watching.	Tang'rlria/Tang'rlia.
She shot it.	Nut'kii.
The other one shot it.	Aipaa/Taugum nut'kii.
Shoot it.	Nut'gu.
Shooter	nutegsta (N) /nutegta (S)
He swept it.	Kagikii.
hunter	pisurta
He hunted it.	Pisukii.
I hunted it.	Pisuk'gka.
I took it.	Tuuk'gka.
I lifted it.	Kuluark'gka. (N) / Kwerk'gka. (S)
Thank you very much	Quyanaasinaq

*Additional vocabulary should be chosen from the story or stories to be told to students.*

Reference:

*Alutiiq Picture Dictionary*

*(Cali'it?, Kakiwigmi, Perirca'iyut, Kenirwigmi, Nuushnigmi, Peksuutet, Igarwigmi, Nunami, Qutmi, Nunakuarluni, Ungwallriat, pages)*

*Alutiiq Talking Phrase Book*

*(Fishing, Hunting & Gathering, Household Terms, Visiting, Working with an Elder pages).*

## ACTIVITIES/MATERIALS

### 1. Elders Storytelling Visit - Prep & Delivery

Prior to the start of this lesson, the teacher needs to contact one or two Elders who are fluent Sugpiaq/Alutiiq speakers. Take the flannel board set with you. Explain to the Elders that you would like to have them come to class to tell a short story in Alutiiq. It can be a traditional story, or a ghost or Big Foot story or a story about something that happened.

Tell them that we are trying to teach the students Sugpiaq/Alutiiq, without translating all the time. One of the ways that you do this is by using a flannel board, so that they can see what the characters are and what the action is. That way they understand much more, and you can spend your time speaking Sugpiaq/Alutiiq. Demonstrate by telling a short flannel board story of some sort (something that happened to you, or some story like "The Three Little Pigs".) It doesn't matter what story, as long as you actively use the flannel board to help make the meaning of the story clear.

Show the Elder that you have all sorts of flannel board items (buildings, boats, animals, guns, fish, fishing equipment, lakes, and waves and so on). Add that you have lots of extra flannel, so you will be happy to make anything extra they might need to illustrate their story. Ask them to think about what story they might want to tell this way. They may want to think about it, they may also be ready to tell the story. When they tell the story, write down key items (nouns and verbs). This is both so you can make any extra flannel pieces and so you can choose the vocabulary to teach students.

A. Make the necessary felt board pieces, and use them along with other TPR methods to teach the vocabulary over a several day period.

B. When the Elders come in and tell their stories, record the stories if possible, so you can replay them later. Have the students thank the Elders for coming in.

C. Replay the stories to yourself and note any additional vocabulary that students need to learn to understand them. Use TPR methods to teach them that vocabulary. For first and second graders, Replay (or retell) the stories, using the flannel board to illustrate the action.

D. Have students act out the story, using the appropriate Sugpiaq/Alutiiq dialogue. Older students can create and read scripts that younger students can memorize or act out.

Note: if you cannot find an Elder to come in, you can still do all of the above activities by taking the class to the Elder's, or by telling the story yourself. It may also be possible to find an Elder from another village who is visiting your community, and who would be willing to come in to the school.

- Flannel board set, plus extra felt in a variety of colors.
- Camera - photo of Elder telling story to children - Have students make a thank you poster to post and give to the Elder.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Create a story book with some simple traditional stories and stories from people's lives, in Sugpiaq/Alutiiq. Stories should be written down in the book in two forms wherever possible, 1) as the speaker told them, and 2) as dialog that can be acted out by students. Students should create a "class book" of pictures made by children or photos. This keeps the authorship local.



## Level 2 : 8

### GOAL/OBJECTIVES

Students will develop their concept of the Alutiiq value of sharing with others and that giving gifts was a traditional way of establishing prestige.

Students will:

- Recognize, respond to and produce Alutiiq words and phrases appropriate to trading, feasting, and gaming situations;
- Recognize, identify and be able to produce well formed Sugpiaq/Alutiiq sentences which include the postbase for wanting to do something or have something.

### OVERVIEW

This vocabulary group is expected to span two weeks. Students will learn about feasting, trading, and game playing in the past, along with associated Sugpiaq/Alutiiq language. They will come to recognize how a rich person was one who gave lots away, rather than someone who kept things for themselves. Finally, the lesson will focus on 'wanting or not wanting something'.

The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Grammar explored in this unit is use of the postbase (-yur) marking wanting something, such as in "Pisuryugtua" - "He wants to hunt."

Reference:

*Alutiiq Picture Dictionary*

(*Cali'it?*, *Nunami*, *Qutmi*, *Nunakuarluni*, *Ungwallriat*, *Waamqutat* pages)

*Alutiiq Talking Phrase Book*

(*Fishing, Hunting & Gathering, Visiting*).

### VOCABULARY

ENGLISH	ALUTIIQ
Thank you.	Quyanaa.
No thanks is necessary.	Quyanaituq.
This is for you.	Ellpet una pin.
I picked berries.	Nunaqullrianga; Alagnarsullrianga.
I caught a seal.	Isuwillrianga.
A Russian card game	Turaak
A Russian card game	Mariasaq
They are hosting a feast.	Neregkwa'iyut.
They are in contest.	Muciikutartut. (N) / Qaquiringnaaqut. (S)
My first catch	cuqllirpaq pitaqa
S/he is pretending to be a seal.	Isuwiruangnaquq
S/he throws it.	Egtaa.
Throw it later.	Ataqu egeskiu/ersgu.
I'll trade you this for that.	Cimigiucikamken.
Rock game (stones at target).	Yaamaq
Cut the cards.	Kaar'taat qupkii.
She won.	Qakullria.
He won over him.	Qakukii.
Cards	kaar'taat
She shuffled the cards.	Kaar'taat akuuskii.
Near it, close to the target	napatam caniani
far away target	yaqsisqaq napataq
I missed it.	Uniurtaqa.
I hit it.	Aga'agaqa.
She wants to throw it.	egcugaa
S/he doesn't want to throw it.	Egcun'ita.
I want to hunt.	Pisuryugtua.
He doesn't want to hunt.	Pisuryun'ituq.
I don't want to learn.	Liicun'itua.
I picked salmonberries.	Alagnarsullrianga.
I'm holding a feast.	Neregkwa'iqurtua.
I give this to you.	Mina'amken.

## ACTIVITIES/MATERIALS

- Gather things to trade (pieces of fur, models of ivory, models of various subsistence food (like red pieces of felt in fillet shapes for dried salmon, seal poke cut-outs for seal oil).

### 1. Play *Yaamaq* - Rock Game

Set up younger students to play *yaamaq*, tossing a rock at a target. Review vocabulary and challenge them to speak only in Alutiiq.

### 2. Play Trading Game

For second and third graders, use a trading game where kids have to say what they want, or what others want (She wants that) etc. Identify various students with different communities. Have pieces of fur, plastic models of herring eggs, seal oil, berries, dried meat for students to trade.

### 3. Play Bone Tossing Game

Have pairs of second and third grade students play (pelvic bone tossing game). They can either bet on whether or not it lands on its side (a win). Review the vocabulary necessary to conduct their game in *Sugpiaq/Alutiiq*. Give students short sticks as counters. Have winners challenge winners and losers challenge losers until a class champion is selected. They can also use this bone to play *Apqauq* (the asking game). For this game, a student asks the bone a yes/no question by speaking through the larger hole. The student then throws the bone. If it lands any way but vertically on its side, the answer is no. If it lands on its side, the answer is yes.

### 4. Play *Turaak* & *Mariasaq* Card Games

For second and third graders, have an Elder come in to teach *Turaak* or *Mariasaq*. Explain in advance that they should only speak in Alutiiq, demonstrating as necessary. Hold a classroom tournament, with points for winning and losing, and additional points for speaking lots of Alutiiq and points off for speaking English.

### 5. First Catch Party

Have a first catch party for a student(s) who has just caught, picked or gathered something for the first time. For a seal party, have someone be a *Isuwiruangnaquq* (pretending to be a seal), making seal noises and movements. The person whose first catch it was has to pay the pretend seal person some money or food to get them to stop.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

Gather old local photographs or drawings of trading, hosting and feasting. A collection of historical photographs could be used in a variety of ways for a number of lessons if carefully selected. In this lesson, these could be displayed mixed with family pictures of Christmas, birthday parties, weddings, and other contemporary ways of celebrating and distributing goods.

*Lucky Song* by Vera B. Williams

In this story the girl states that she wanted (or it could be present tense) something on the left page. On the right it turns out that she gets it or gets to do it. This gives the chance to hear the verb to want N or to want V.

*Song: To tune of "Oh Dear, What can the matter be?"*

*Chorus is consistently something like:*

*Oh dear, what can the matter be?*

*Oh dear, what can the matter be?*

*I asked Johnny to bring back something,*

*And Johnny's not back from his trip.*

*Verses like:*

*I want some chitons to have for my breakfast,*

*I want some chitons to have for my breakfast,*

*I want some chitons to have for my breakfast,*

*and Johnny's not back from his trip.*

Level 2 : 9

## GOAL/OBJECTIVES

Students will develop an awareness of safety measures to protect against injury.

Students will:

- Recognize, identify and produce Alutiiq words and phrases useful in describing motorized vehicle accidents, and water safety accidents, including causes and results.

## OVERVIEW

This vocabulary group is expected to span two to three weeks, building on vocabulary introduced in 1:2 Me, Myself & I. It will combine verbs of motion with more detailed vocabulary on body parts and on states of mind. Before the lesson is taught, students should recognize that: 1) four-wheeler accidents are major cause of head and spine injuries in children; 2) wearing a helmet and slowing down can reduce the chance of serious injury in four-wheeler accidents; and, that wearing a life-jacket reduces the risk of drowning in boating accidents.

Through this vocabulary, students will have the opportunity to review terms for the body and emotions. The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*

(*Qaik, Giinaq, Sungcaiwigmi, Ellpeklluku* pages)

*Alutiiq Talking Phrase Book*

(*Visiting* pages).

## VOCABULARY

ENGLISH	ALUTIIQ
She is going fast.	Pirartuq; Cukauq.
He is going slow.	Piraituq; Cukaituq.
Stop.	Nagten.
Go.	Agi.
spine	wiiwat
brain	ilquq
She is sinking.	Kit'uq.
He is floating.	Pugtuq.
Smart/wise person	Uswituu'uq.
She is a careless person.	Uswiituq.
He's a thoughtless person.	Picunituq.
She is angry.	Kumegtuq. (N) / Kum'gtuq. (S)
He is happy.	Atgurtuq.
She is sad.	Imasuugtuq.
He is having fun.	Nunaniqsagtuq.
He is having no fun	Nunaniqsanituq.
It bites.	Kegmartuq.
My ear hurts.	Cuuteqa anq'rtuq. (N) / Cuut'qa anq'rtuq. (S)
My neck aches.	Uuyaquqa anq'rtuq.
Do your teeth hurt?	Guuteten anq'rtut?; Guuciquten?
His leg hurts.	Irua angq'rtuq.
She apparently left.	Agellrumauq.
He probably ate it.	Pitullruma.
She probably cooked it.	Kenillruma.
He apparently went fast.	Cukallrumauq.
She was probably angry.	Kumegllumauq. (N) / Kum'gllrumauq. (S)

## ACTIVITIES/MATERIALS

### 1. Safety Relay Game

an obstacle course is set up with items:

- A “road” to cross and look both ways (tape on floor)
- a vehicle to climb on with a helmet to put on (helmet and chair)
- a boat to climb in and PFD to put on and remove.
- a sled to slide away from the road
- a stuffed dog to give a wide berth (marked area)
- an unlocked gun to find the adult and bring them to it.

Two teams of children are selected. The teams learn a phrase for each station such as, “Look both ways,” or “Tell the grown-up” so that children can be stationed as coaches along the way. Teams alternate sending members through and times are added up to determine the winner. Alternately, the whole group could try beating it’s own time if the teacher wants to de-emphasize competition.

### 2. Community Based Safety

Take a walk through the community. Prepare a list of Sugpiaq/Alutiiq phrases in advance, like “big hill, go slow,” or “look both ways before crossing,” or “always wear your life jacket when boating” and teach them in the context of actual places in the community where accidents are likely.

### 3. Roleplay Doctor

Set up a clinic with a doctor’s bag. Use TPR to have students state a complaint, “I have a hurt in my eye,” and the “nurse” responds with actions.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- Make safety signs in Sugpiaq/Alutiiq (SLOW, WATCH OUT FOR CHILDREN, WEAR YOUR LIFE JACKET, LOOK BOTH WAYS ETC.) and put them up around the community.
- Use translations of CUBS and BEARS books as appropriate, both for the picture content concerning accident safety, and for emergent literacy.
  - CUBS (grade 1-2) Safe touch pp. 58-64, Water safety pp. 113-116
  - BEARS (grade 3) Water Safety pp. 10-17, Safety on the go pp. 18-25 both published by YKHC, Bethel, AK.
- Song: For first and second graders, to the tune of “The Knee Bone Connected To The Thigh Bone”, etc. make up your own version of this song.
- Song: For first and second graders, to the tune of “Hokey, Pokey”. We need a version that uses the body parts and rhymes and scans. Motions and other wording need creative adjustment.

*You put your right foot in, you put your right foot out  
You put your right foot in and you shake it all about  
You do the Hokey Pokey and you turn yourself around  
That’s what it’s all about.*

Level 2 : 10

### GOAL/OBJECTIVES

Students will develop an understanding of terms for physical skills, including a variety of actions in Native Youth Olympics events.

Students will:

- Recognize, identify and produce Sugpiaq/Alutiiq words and phrases for the actions involved in various NYO activities;
- Recognize, identify and produce well formed Alutiiq sentences using comparatives (higher, lower, stronger, or weaker).

### OVERVIEW

This vocabulary group is expected to span two to three weeks. This lesson is to teach the Sugpiaq/Alutiiq language for teaching NYO, not the physical skills. These need to be taught in Physical Education classes.

Through this vocabulary, students will have the opportunity to review terms for the body and other actions. The basic aural vocabulary should be taught using hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

### GRAMMAR

This lesson features postbases which can be added to nouns to show comparison, such as:

*[-nr/-llr] (N comparative)*

as in "Tukninqaa" - "She's stronger than him"  
or in "Tukniallqaa." - "His weaker than her."

Reference:

Alutiiq Picture Dictionary  
(Ayukutenilngut page)

### VOCABULARY

ENGLISH	ALUTIIQ
She is kicking it.	Tuk'rtugaa.
He is jumping.	Qetgau'artuq.
She is pulling it.	Cayugaa.
He is falling.	Katagtuq.
She is strong.	Tukniuq; Tutnigtuq.
He is weak.	Tukniituq; Tutniatuq.
She is fast.	Pirartuq.
He will try hard.	Angli piciiquq.
She will try a little.	Ellma piciiquq.
He is going to do well.	Picuurciiquq.
upward	pagut
downward	kanaut
forward	cutmen
backwards	kingutmen
She's stronger than him.	Tukninqaa.
He is weaker than him.	Tukniallqaa.
She is faster than her.	Piranqaa.
He's slower than her.	Piraillqaa; Cukaillqaa. (S)
She's bigger than him.	Angenqaa. (N) / Anengqaa. (S)
He's smaller than she.	Mikellqaa.
Kick way up there.	Tuk'rtugu pamautsinaq.



## ACTIVITIES/MATERIALS

### 1. Native Youth Olympic Activities

Teach NYO activities in Sugpiaq/Alutiiq. That is, instruct the students in a number of NYO events, but do it all in Sugpiaq/Alutiiq. This will allow you to use comparatives, demonstratives, words of praise, action verbs, to reinforce previous learning of body parts and add new ones. Third grade students may be able to do most activities; younger students will need to have the events simplified for them. Encourage students to use appropriate Sugpiaq/Alutiiq words to cheer each other on. Have a mini-NYO for students' parents and the community.

### 2. Healthy Living Posters

Use the food information from the previous unit to get children thinking about good nutrition and physical conditioning. Ask them to choose a favorite traditional food and make a poster of themselves looking strong and healthy and showing the food. These can be posted in the classroom or in the clinic.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- Need to translate the NYO Game names, perhaps in a booklet with pictures.
- *Goodbye Geese* by Nancy White Carlstrom, 1991, Philomel books, New York. Vocabulary includes fingers, hands, feet, eyes, shape, body, voice, arms, ears, - touch, turn, walk, dance, stops, watch, shade or shadow, sing, wrap or hug, strong, quiet, listen, hears, heartbeat, spread wings, fly, comes, goodbye)
- *Little Jack Horner* poem
- "Go friend, go!" Two verses need to be made up with flexible substitutions of the verbs and comparatives. The rhythm and rhyme scheme should compare to:  
"\_\_\_\_\_, \_\_\_\_\_, He's our man.  
He can't do it, no-one can.  
Is he the greatest? Yes, you bet!  
He's the fastest one ever seen yet!"
- Have the nurse or Community Health Aide visit to do heights, weights, vision, and hearing in preparation for the games. Attach the results to phrases. I am heavy. I am light. I can see. I can hear.

Level 2 : 11

## GOAL/OBJECTIVES

Students will learn that long ago there were no stores, and all food was hunted, gathered, or caught by local Sugpiaq/Alutiit people (or traded from someone who caught it).

Students will:

- Recognize, identify and produce Alutiit words and phrases for a variety of food items;
- Recognize, identify and produce well formed Sugpiaq/Alutiit sentences which include the postbases for having and not having various items;
- Students should be able to use these words in combination with words for food preparation.

## OVERVIEW

This vocabulary group is expected to span one to two weeks. Review vocabulary for different subsistence food and types of preparation (stir, boil, clean, pluck, cut, roast, bake, fry, eat) .

Through this vocabulary, students will have the opportunity to review terms for animals, foods and cooking actions. The basic aural vocabulary should be taught using actual objects, hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiit Picture Dictionary*

(Kenirwigmi, Neq'rkak &

Taangargarkat, Ungwallriat pages)

## VOCABULARY

### ENGLISH

vegetables (lit. plants)  
fry bread

dessert/sweet (a sweet thing)

fish pie

dried fish

half-smoked fish, baked

I have dried fish.

I have oil.

I have bidarkis.

She has salmonberries.

Do you have seal?

I don't have any dried fish.

I don't have any oil.

I don't have any bidarkis.

She doesn't have any berries.

You don't have seal.

Do you have any dried fish?

Yes, I have dried fish. Here.

No, I have no dried fish.

Go fish. (command)

red salmon

trout

chum or dog salmon

flounder

bullhead

king salmon

pink salmon

cod

rock fish

halibut

silver salmon

### ALUTIIQ

naut'staat

alatiq (N) / lipiuskaq (N) /  
alaciq (S)

neqnisqaq

piruq

tamuuq

umataq (N) / sikiaq (S)

Tamuungq'rtua(nga).

Uqungq'rtua(nga).

Uriitangq'rtua(nga).

Alagnangq'rtuq.

Isuwingq'rtuten-qaa?

Tamuu'itua.

Uqu'itua.

Uriitaitua.

Alagnaituq.

Isuwiituten.

Tamuungq'rtuten-qaa?

A'aa, tamuungq'rtuanga. Kana.

Qanga, tamuu'itua.

Iqallugsuuwa

niklliq

anciq

alimaq

waa'uq; sagiruaq (S)

kayuluq; kayuruq (N); kaluyuk (S)

aamasuuk

amartuq; amaqaayak (N)

amutaq

cilupuuk (N) / cirupuk (S)

sagiq

qakiiyaq



## ACTIVITIES/MATERIALS

### 1. **Pass the Treasure**

The children sit in a circle with “it” in the middle with eyes closed. The teacher puts a small object (shell, stone, leaf, feather) in one child’s hand, names it aloud, and tells “it” to open their eyes and look for it. The children try to pass the object around the circle from hand to hand but they disguise it’s whereabouts by pretending to pass it as well. After some moments, the teacher says “stop” and the child guesses who has the object. Younger children may simply say the names while an older child may be expected to ask, “Do you have \_\_\_?” The child must answer, “I don’t (do) have the \_\_\_\_.” If “It” guesses who has it on the first try, he/she gets another turn. If not, the person who has it gets to be “It.” The teacher may introduce new objects and expect older children to use the correct word where younger children can use the word for “treasure.”

### 2. **Play Go Fish**

Use or make cards with various fish species.

### 3. **Food Lotto Game**

For first graders, have a lotto game, where they draw cards with drawings of foods on them. If they have it on their lotto board, they can put it down, saying “I have X.” They then get another turn. If they don’t have a picture of it on their board, they can give it to someone who does, saying, “Have X.”

### 4. **Pictographic Recipes**

For any food children might cook, a pictographic recipe should be posted showing the steps in order. The number of spoonfuls or cups can be shown with paper cutouts or drawn silhouettes. Some actual foods or food labels can be pasted on. Take pictures of foods and children cooking and eating for the display. Send copies of the pictographic recipes home. Coach students how to say the steps in Sugpiaq/ Alutiiq for their family.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- *Stone Soup* by Ann McGovern, 1968, Scholastic Inc. New York. This version is better for its sequential pictures of cooking and ingredients. Do a version of *Stone Soup* starting with just water and a mussel shell and make a fish chowder, using a variety of local (or locally available) ingredients (for example clams, mussels, octopus, bidarkis, rockfish, halibut, carrots, potatoes, onions, rice) then invite Elders in to eat. Break the story up into parts so that one older student plays the part of the young man, and the other students are all people who add things.
- *Song: To the tune of “Billy Boy.”* Verses are composed to ask whether the children have certain food items. Children can respond individually or in two groups.

*Teacher:*

*Have you got some herring eggs,  
my good friends, my good friends?*

*Have you got some herring eggs, my good friends?*

*Children:*

*We have (not) got some herring eggs,*

*We have (not) got some herring eggs.*

*We are happy (sorry),*

*we’ve (not) got some herring eggs.*

Older children can take the teacher’s part and generate the questions or they can answer in the second or third person according to the teacher’s query.

Level 2 : 12

## GOAL/OBJECTIVES

Students will develop their concept about how cultures change over time and with interaction with other cultures and languages, as shown through the Alutiiq language and our foods.

Students will:

- Recognize, identify and produce Alutiiq words for a variety of food items, both Sugpiaq/Alutiiq and from other traditions;
- begin to develop the understanding that there are loan words in Sugpiaq/Alutiiq from other languages (Russian, English, or Spanish).

## OVERVIEW

This vocabulary group is expected to span two weeks. It will combine language for different food items, as well as for various ethnic groups which have contributed to the community. The way we prepare our foods and eat them tells about who we are. One of the things to be proud of about our communities is that they are both deeply rooted in Sugpiaq/Alutiiq culture and yet ethnically diverse as well.

Through this vocabulary, students will have the opportunity to review terms for foods and cooking actions. The basic aural vocabulary should be taught using actual items, hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Kenirwigmi, Neq'rkak & Taangarnqarkat, Ungwallriat* pages)

## VOCABULARY

ENGLISH	ALUTIIQ
salt	sauliq (N) / taryuq (S)
pepper	piritsaaq
oil/fat	uquq
flour	mukaaq
salmon	iqalluk
rice	riisaq (N) / krupaaq (S)
tea	caayuq
salted salmon	sulunaq
He is tasting it.	Suryaraa; Suriraa.
She likes it.	Pingaqa. (N) / Pinaqa. (S)
Easter bread	kulic'aaq
a little	ellma
a lot, quite a bit	angli
lots of something (non-quantifiable)	amlertut

## ACTIVITIES/MATERIALS

### ***Russian's Arrival Units - Lesson 8***

Refer to the *Kodiak Alutiiq Heritage Thematic Units* book, lesson 8 - Russian Food.

### **Bake a Piruq**

1. Teach the words for the ingredients of fish pie (salt, pepper, oil/fat, flour, salmon, rice, etc.) using TPR methods.
2. Make a fish pie in class and use preparation vocabulary to reinforce ingredient words.
3. Students can get out ingredients, measure, pour, mix, help make the crust and arrange ingredients in the finished crust.
4. Make several fish pies as a class and take them to a community potluck.

## Make a Community/Classroom Cookbook

1. Make a community cookbook illustrated with pictures of community and family recipes.
2. The largest section will be Sugpiaq/Alutiiq recipes, but it should contain Russian recipes such as kulicaaq (Easter bread), and will likely contain Scandinavian recipes (cinnamon rolls, cookies, cakes), Filipino, Japanese or Chinese and Lower 48 "English" culture foods as well.
3. Pair up first and second graders with third graders for interviews with village families not represented in your class.
4. At end of each recipe, include a section on "How to eat the polite Russian, Sugpiaq/Alutiiq, or whatever way." This would be "Use fingers. Eat every bit but the bones." or "Use a spoon.", or "Use chopsticks and leave some food."
5. Second and third graders can draw more complex illustrations, third graders can label pages.
6. Make copies of finished recipe books and have students bring them home to families.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- List Russian root words with easy phonetic transcriptions from Cyrillic. Have the teacher read the Russian words from the list below and play a guessing game to match with Sugpiaq/Alutiiq equivalents.
- Song - to the tune of "Are You Sleeping" This song will be a set sequence using the verbs related to cooking from the previous lesson: starving, making a fire, cooking, serving, eating, and belching. Different verbs may work better but the sequence should be from being hungry to being satisfied. Belching will probably be a popular one!

The group sings:

*Are you starving, are you starving  
Brother (or sister) \_\_\_\_\_,  
Brother (or sister) \_\_\_\_\_?*

A group or single person answers:

*I have not yet made a fire,  
I have not yet made a fire,  
No, not yet; no not yet.  
(The child motions to begin the named action)*

The song continues through the sequence to the final chorus:

*Yes, I am belching, yes, I am belching!  
I am full. I am full.*

Level 2 : 13

## GOAL/OBJECTIVES

Students will develop an understanding of the medicinal uses of local plants, as well as grow their awareness that some plants are poisonous.

Students will:

- Recognize, identify and produce Alutiiq words for poisonous plants and for traditional medicinal plants.;
- Recognize that some plants are poisonous; other plants are used to prepare medicines.

## OVERVIEW

This vocabulary group is expected to span one week. It will combine language for medicinal and poisonous plants with information about those plants.

Through this vocabulary, students will have the opportunity to review terms for plants. The basic aural vocabulary should be taught using actual items, hand gestures, roleplaying, pictures, photos, flannel board cut outs, or manipulatives.

Reference:

*Alutiiq Picture Dictionary*  
(*Naut'starmwigmi* page)

## VOCABULARY

ENGLISH	ALUTIIQ
root	nukek
stem (its stem)	puunga
leaf	cuyaq
flower	suitkaa
salmonberry	alagna
devil's club	cukilanarpak
cranberry (low bush)	kenegta
nettle	uqaayanaq
He scrapes it.	Keligaa.
angelica	uriisaq
artemisia, wormwood	caik
yarrow	qangananguaq
alder	uqgwik
willow	nimruyaq
It is poisonous.	Yaagnartuq; Yaata'uq.
It is edible.	Piturkausqat
It is not edible.	Piturkaun'sqat
She won't eat it.	Piturnaita.
He won't like it.	Pingaqingaita.
I won't go.	Ageninaitua.
You won't scrape it.	Keligningaitan.
blueberry	cuawaq

## ACTIVITIES/MATERIALS

### 1. **Make Devil's Club Root Salve**

Students' work together making devil's club root salve. Steps for making the salve:

- wear gloves to carefully collect devil's club (or you can substitute with yarrow),
- scrape off the bark of devil's club root,
- steep it for an hour in hot (melted) bees' wax (purchase online or melt bees' wax candles) to which has been added some vasoline or mineral oil (to make it softer at room temperature),
- strain and put into small containers,
- label containers and take home salve.

First and second grade students can wash and dry roots and carefully grate the root skin off. They can also color or draw on labels.

Older students can help with steeping, straining, pouring and writing of labels in Alutiiq.

### 2. **Pass the Hat**

Stand in a circle with one child wearing a hat. The child begins by making a movement to match a statement such as, "I walk." She turns and looks at the child to her left who repeats the phrase and begins moving. This continues around the circle as the children keep up the motion. When they get around to the child wearing the hat, she takes it off and passes it to the child on her left. This child then shakes his head vigorously and says, "I won't walk. I \_\_\_\_\_." and then makes a new motion. The next child repeats the phrase and changes his motion. This pattern proceeds around the circle. Older children can be asked to employ the second person and direct the motions of the person on their left in addition to the phrase in the first person, "I am not jumping; I am kicking. He is not jumping; he is kicking." Verbs from the lesson nine can be reviewed before playing to help the children generate ideas.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

### • **Snakes and Ladders Game**

For second and third graders, have a snakes and ladders game to reinforce which plants are poisonous and which are medicinal. With the medicinal plants you go up a level, with the poisonous plants you go back to the start.

- **Follow Me** Nancy Tafuri, 1990, Greenwillow Books, New York.

This is a wordless book in which a seal pup follows a crab. They meet sandpiper, black sea bird with red beak (What is it?), gulls, starfish, shrimp, urchin, otters, and a whole bunch of crabs. Crabs go off with crabs, pup goes back to Mom and pups. The adult uses a text designed to model "won't" verb, the grammatical feature of this lesson. "Crab won't say hello to seal pup, slow down, talk to the gulls, go to the tide pool, or play with the otters. Crab will go to the crabs. Seal won't play with the crabs. Seal goes to the seals." Older children may interact with the book answering questions from the teacher designed to elicit the "won't" form. "Does crab go to the shrimp? Does seal play with the crabs? Will crab talk to the gulls? Will crab play with the otters?"

- Label and display some pictures of the plants covered.
- Send home "Mr. YUK" stickers. Coach the children to tell the adults that they mean "It is poisonous." and encourage them to place them on appropriate bottles as they discuss safety issues with their parents.



Level 2 : 14

## GOAL/OBJECTIVES

Students will develop their awareness of different environmental habitats in the Region and learn significant local placenames.

Students will:

- Recognize, identify and produce Alutiiq words for local place names and general features of the landscape (lake, hill, etc.);
- Recognize, identify and produce well formed Sugpiaq/Alutiiq words that use the endings indicating direction to or from some place.

## OVERVIEW

This vocabulary group is expected to span two weeks. It will combine language for local place names and general names for physical features of the land with terms for various subsistence species found in those areas. Students should be helped to recognize that some local features are called by their general terms (the hill nearby may be called "hill" in Sugpiaq/Alutiiq), while others have particular names. Further, many places are associated with particular subsistence species.

This is a very integrative unit, using lots of words for subsistence tools, techniques, game and fish, etc. Review local landmarks from Level 1:14, and verbs of motion. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together.

This lesson features grammatical endings which can be added to nouns to mark direction, such as [-men] (to N), and [-mek] (from N).

## VOCABULARY

ENGLISH	ALUTIIQ
lake	nanwaq
ocean	imaq
river	kuik
hill	ing'ingcuk
mountain	ing'iq; ingriq
beach	quteq
cliff or bluff	p'hnaq
road/trail	aprun
pond	nanwangcuk
forest	napartu'uq
brush, tangled bushes	ilagnasqat
stream	kuiguaq
island	qik'rtaq
bog/swampy place	maraq
from the table	stuulumek
from the door	amiigmek
from the beach	qutmek
from the lake	nanwamek
from the island	qik'rtamek
He's going outside.	An'uq llamen.
He's going to the beach.	Qutmen ag'uq.
He's heading up the bay (inside)	Qamaut ag'uq.
to the door	amiigmen
to the beach	qutmen
to the lake	nanwamen
to the island	qik'rtamen

*continued...*

Reference:

*Alutiiq Picture Dictionary*  
(*Qik'rtaq Nunam Kartaa* page)

*Alutiiq Talking Phrase Book*  
(*Traveling & Place Names* pages).

# ACTIVITIES/MATERIALS

## 1. **Playmat Directions Roleplay Games**

On the playmat, encourage free play, where children play with each other on the mat, asking each other to come to or go from various places, the only rule being that they have to do it in Sugpiaq/Alutiiq.

Use the playmat to do water activities with students. Practice going to and coming from various features of the landscape in miniature skiff.

For first grade students, active listening (& following instruction) may be challenging enough.

Second and third grade students can send the group somewhere, or take turns narrating where a boat the teacher moves around is going. Use a walking person or four-wheeler to simulate the same situation on land.

Use sequenced pictures of some activity as props to get older students to speak while younger students move a model person or boat appropriately.

## 2. **Paper Mache Landscape**

Build a paper mache model of the surrounding landscape, labeling features in Sugpiaq/Alutiiq. Have students take turns leading virtual tours around the landscape, pointing out habitats and key placenames.

## 3. **Field Trip Around Community**

Go on a field trip with someone who can tell you the Sugpiaq/Alutiiq names of places.

*continued to next page...*



## VOCABULARY, PART 2

ENGLISH	ALUTIIQ
Alaska	Alas'kaaq
Kodiak Island	Qik'rtaq
Kodiak City	Sun'aaq
Woody Island	Tangirnaq
Old Harbor	Nuniaq
Akhiok	Kasukuak
Kaguyak	Kangiyak
Karluk	Kal'uq; Kal'ut
Larsen Bay	Uyaqsaq
Afognak	Ag'waneq
Kataq	Qat'aaq
Port Lions	Masiqsiraq
Ouzinkie	Uusenkaa
Chiniak	Cing'iyaaq
Pasagshak	Pas'rsaq
Eagle Harbor	Irak
Alitak	Alitaaq
Aiaktalik	Angyartalik
Monk's Lagoon	Anwik
Refuge Rock	Awa'uq
Chignik	Cirniq
Anchorage	Kicarwik
from Kodiak City	Sun'amek
from Old Harbor	Nuniamek
from Larsen Bay	Uyaqsamek

### 4. Visit the Alutiiq Museum

For students based in Kodiak, the Alutiiq Museum has an exhibit of the local communities around the island. Students can practice identifying community names and see photos of each community.

### 5. Self Introductions - I'm from ...

As part of their personal introductions, students should practice introducing themselves in Alutiiq, adding where they and their family is from. (i.e. "Gui \_\_\_\_\_. Gui etaartua Sun'ami. Gui ilanika Ag'wanermek." - "I am \_\_\_\_\_. I live in Kodiak. My family is from Afognak.").

# FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

## **Song: To tune “Down by the Bay”**

*Down by the bay, where the whales lives  
That’s fun to go, that’s fun to go  
(or something that rhymes with the first line)  
Down by the bay, where the whales lives  
It’s really fun..... Down by the bay!*

Next verses substitute (“down?” or some form?)  
“bay” and “whale” with appropriate vocabulary.  
There will need to be creative adjustment to scan  
and rhyme but that’s the idea.

## **Song: To tune “The bear went over the mountain.”**

This familiar song simply needs a translation to include the geographical vocabulary included in the unit. Each geographic feature should get two verses with the ‘men’ and ‘mek’ endings instead of using the word ‘over’. Instead of the bear going endlessly, she can move to a destination and back again in reverse order.

Game: The teacher leads the children in a Sugpiaq/Alutiiq translation of the bear hunt. In this variation, the ‘hunters’ say two verses for each geographic feature, one to go to (men) and one to go from (mek) the place, etc.  
For second graders, tell the story in the past tense.  
For third graders, tell the story in the future tense.

Level 2 : 15

### GOAL/OBJECTIVES

Students will develop their awareness of different environmental habitats in the Region and learn significant local placenames.

Students will:

- Recognize, identify and produce Alutiiq words for different bodies of water and different movements (waves) of water;
- Be able to link the Sugpiaq/Alutiiq names of different water dwelling animals and plants with the habitat in which they live.

### OVERVIEW

This vocabulary group is expected to span one week. It will combine language for bodies of water with terms for currents, waves, etc. It may be possible to shift when this lesson is taught, so that it precedes or coincides with other planned water related lessons or Whale Fest.

This is a very integrative unit, using lots of words for subsistence tools, techniques, game and fish, etc. Review local landmarks from Level 1:14, and verbs of motion. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together.

This lesson features grammatical endings which can be added to nouns to mark direction, such as [-men] (to N), and [-mek] (from N).

### VOCABULARY

ENGLISH	ALUTIIQ
fresh water	taangaq
salt water (ocean)	imaq
high tide	tung'iq
low tide	ken'aq
There are many waves.	Qangyugtu'uq.
waves	qangyut
Where did you find it?	Naken ikuken?
Where did you catch this?	Naken pitag'ken?
stagnant (slimy) water	arinasqaq taangaq
large waves	qangyusinat
small waves	qangyungcut
rising/flooding tide	tung'irtuq
ebbing/lowering tide	kentuq
There are no waves.	Qangsuituq.
on the table	stuulumi
on the chair	aqumagwigmi
They hunt sea lions at sea.	Wiinarsurtut imarmi.
They hunt seal lions.	Wiinarsurtut.
in the ocean	imarmi
on the beach	qutmi
on the land	nunami
in the lake	nanwami
Will you play?	Wamciquten-qaa?
at the beach	qutmi
on the road	aprutmi

### ACTIVITIES/MATERIALS

#### 1. Water Tasting

Teach the difference between fresh water and ocean water by providing dixie cups for each child, and having them taste salt and fresh water to teach names and differences.

## 2. Waves & Currents Activity

Using a large piece of blue cloth or a parachute make waves, currents (move in a circle) etc. as you talk in Alutiiq about the water. Conversely, you can also use a tray filled with water to simulate waves and currents.

## 3. Shell & Plant Location Identification

Use actual shells, water plants, etc. to ask children "Naken ikuken?" (Where do you find this?). They have to answer in Sugpiaq/Alutiiq "imarmi" (in the ocean), "qutmi" (on the beach), "nunami" (on the land), "nanwami" (in the lake), and so on. For older students, add grammatical complexity (both in your own, and in their production).

## 4. Water Animal & Plant Sorting Game

Use a sorting game with picture cards of fish, shellfish and water plants and TPR, to orally sort out where different species live. This will also help review vocabulary (names should be printed in Sugpiaq/Alutiiq on the back of cards). Restrict the cards to easier species for younger students.

## 5. Dot-to-Dot Game

The Dot-to-Dot game encourages usage of the endings 'men', 'mik', and 'mi' to direct the children's drawing.

Each child is given a sheet of paper and a handful of hole punches in three or four colors. They take a few minutes to stick them around on the paper. The teacher then gives instructions:

- Put your pencil on the red. (the child chooses any red dot)
- Go from the red; go to the yellow. (the children make a selection and draw a line)
- Put your pencil on a green and so on for a few minutes.

After a number of lines have been made, the children are given time to create an artwork out of their pattern. Once they have been through

the process, they may well want to do it again so they can exercise more control over the outcome.

## 6. Ocean Shore Posters

Have students make posters with actual seaweed, shells glued on and labeled. Display in the school.

## 7. Field Trip Around Community

Go on a field trip with someone who can tell you the Sugpiaq/Alutiiq names of places.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

### Animals & Plants Sorting Game

Develop a Pack of animal, fish & plant cards for a sorting game.

### Song: To tune "Down by the Bay"

*Down by the bay, where the chiton lives*

*She lives on a rock, she lives on a rock.*

*Down by the bay, where the chiton lives*

*That's where it's fun.... Down by the bay!*

Next verses substitute the animal and the place with phrases that model the noun ending, 'mi' such as 'on the waves, at the shoreline, in the salt water, on the cut bank, in the surf,' etc. There will need to be creative adjustment to scan and rhyme but that's the idea.

***Swim the Silver Sea, Joshie Otter*** by Nancy White Carlstrom, 1993, Philomel books, New York

Vocabulary includes: swim, otter, seal pups, walrus calves, puffins, kitywakes, murre, fox, play, night, lost, home, moon).

Rewrite this to make it a series of predictable phrases and the "song" would become perhaps a simple line or two. You could incorporate some of the sequence words from this unit. The language goals from this and the previous are woven in. Joshie swim to the pups, the pups are on the rocks, at the rocks he says "Will you play?" he swims from the rocks; he swims to the calves, who are on the sand, etc...

Level 2 : 16

**GOAL/OBJECTIVES**

Students will develop their awareness of near-shore resources and the Alutiiq practices of hunting and gathering from the sea.

Students will:

- Recognize, identify and produce Alutiiq words for near-shore resources;
- Recognize, identify and produce well formed Sugpiaq/Alutiiq words used in sequencing activities or actions "First we do this, then we do this, then we do that.";
- Recognize, identify and produce well formed Sugpiaq/Alutiiq containing the postbases for 'to hunt' and 'to catch'.

**OVERVIEW**

This vocabulary group is expected to span two to three weeks, and if possible, should be timed to coincide with the spring low tides. It will combine a review of subsistence resource vocabulary with preparation and sequencing vocabulary, and postbases for 'to hunt', 'to catch' and 'after'. Students will learn to gather near-shore plants and animals in their local environment and share what they have gathered with others, reinforcing that sharing is a fundamental Sugpiaq/Alutiiq cultural value.

This is a very integrative unit, using lots of words for subsistence tools, techniques, game and fish, etc. Review vocabulary from Level 1:15, and verbs of motion. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together.

**VOCABULARY**

ENGLISH	ALUTIIQ
S/he is digging it.	Lagaa.
S/he is gathering eggs.	Manigsurtuq.
fish roe	sisut
grass roots (scrubbers)	taarit
and then	taumi
next, again	cali
It is rough.	Gagtuq.
It is hard.	Teg'uq.
It is soft.	Unaituq.
He is hunting seals.	Isuwirsurtuq.
He is hunting sea lions.	Wiinarsurtuq.
I'm gathering bidarkis.	Uriitarsurtua.
She's hunting octopus.	Amikursurtuq. (N) / Utguirsurtuq. (S)
She's getting cockles.	Taugtasurtuq. (N) / Qahmaqursurtuq. (S)
He caught some sea lions.	Wiinartllria.
She got bidarkis.	Uriitartllria.
She caught some octopus.	Amikurtllria. (N) / Utguirtllia. (S)
She got some cockles.	Taugtartllria. (N) / Qahmaqurtllia. (S)
First I'll eat, then go for a walk.	Nerarciqua, taumi kwingciiqua.
First he'll sleep, then he'll hunt.	Qawaraarciquq, taumi pisuryarciquq.
After washing dishes, she'll cook.	Urtuwikaskan, taumi kenirciquq.
After banya, I'll sleep.	Maqikaskuma, qawarciqua.
at the beach	qutmi
on the road	aprutmi

# GRAMMAR

This lesson features postbases which can be added to nouns, such as:

*[-sur]* (to hunt, gather N)  
as in "Isuwirsurtuq" - "He's hunting seal"

*[-raar]* (first doing V, then . . .)  
as in "Qawaraarciquq, taumi pisuryarciquq." -  
"First he'll sleep, then he'll hunt."

## ACTIVITIES/MATERIALS

### 1. Egg & Fish Roe Gathering Field Trip

Teacher should take the class on field trips to gather eggs and fish roe (or other beach foods such as octopus). Use the landmark and movement vocabulary from previous lessons to make a story of what will occur on the field trips.

Try to conduct the field trips completely in Sugpiaq/Alutiiq. It is expected that each field trip will take a minimum of three class periods: 1) preparation activities, including vocabulary and grammatical manipulation; 2) the actual trip; and 3) closure activities, where students describe and discuss what was seen and what it means. Additionally, gathered items may be prepared and the student's families invited in to eat it.

### 2. Field Trip Storytelling Activity

Teach sequencing words (first, last, next, finally) "First we wait for the tide to be right, then we gather the bidarkis, then we bring them back, then we clean them, then we cook them, then, finally we eat them."

Use what occurred on and after the actual field trips to make this real (and make sense to students). Use TPR and play-acting to teach these concepts. For older students, this can include what happened in between events (what happened after we dug up the clams, but before we eat them).

### 3. Sequencing Book

Have students make a sequencing book which shows this process (not cut and paste from teacher made materials, but made individually by each child on his/her own).

- First grade students' books should be simple, say four pages.
- Second and third grade students' books can be longer and more complex, with multi-stage sequences.

### 4. Grass Root - "Taarit" Gathering Field Trip

Take first and second grade students to gather the very fine grass roots that people gather along eroding beaches to use for scrubbing themselves in the banya.

Help students tie ribbon around their wads of grass rootlets to give to their parents or another relative who likes to take a steambath.

Compare with louffa sponges, commercial sponges and washcloths, using texture comparison words like softer, harder, scratchier, and smoother.

### Make Braided Seal Gut

For third graders, as a review of sequencing, cut seal fat into pieces, then stuff into seal gut, braid the pieces together, roast them, and finally eat them (or invite the parents in to sample the finished product).

Use all of the sequencing word as this process is done. If you can get the seal lungs, stuff them with pieces of meat and fat also, and roast them.

Collect, clean and freeze seal intestines, fat, and seal meat (or get it fresh for the unit).

*continued to next page...*



5. **Sing Pisurtauq Atuun - He's Hunting Song**

by Alisha Drabek & Irene Coyle

Angutaq pisurtauq - The Old Man is hunting  
**Taquka'aq** tangra - He sees a bear  
Nutan-llu nangartuq - And then he stands up  
Ruuwaq caiyura - He pulls to aim his arrow

Gwaii **Taquka'aq** - Here's a bear  
Twaii **Taquka'aq** - There's a bear  
Gwani; tawani - Here; there  
**Taquka'at** tamiini - Bears are all over

Angutaq pisurtauq - The Old Man is hunting  
Pi-ta-ka! - He got one!

(Insert different animal names into the song)

**Unguwallriat - Animals**

Taquka'aq - Bear  
Kaugya'aq - Fox  
Aaquyaq - Land Otter  
Tuntuq - Deer  
Paluqtaq - Beaver  
Paranaq - Sheep  
Wiinaq - Sea Lion  
Arhnaq - Sea Otter  
Isuwiq - Seal  
Arwaq - Whale

6. **Subsistence Gathering - Sharing**

Invite families in to sample student gathering, processing and cooking. Have a small presentation in Sugpiaq/Alutiiq, where students simply and briefly describe what they did, and thank the families for coming. Send home the grassroot wads to take a magi (banya/ steambath).

7. **Classroom Touch Tank**

Bring in a small, inflatable wading pool, aquarium, or a wash tub. Make a diorama with the children by filling it with sand, water, shells etc.

8. **Sequence Sillies**

Reviews sequence vocabulary adding 'raar' (after). Four children stand in a row. The teacher gives the first child and object (hat, piece of tape, stuffed animal) and each child in order says the following phrases using the previous motions and adding a new motion.

- 1st child - "First, I do this."
- 2nd child - "First, I do this. Next, I do this."
- 3rd child - "First, I do this. Next, I do this. After, I do this."
- 4th child - "First, I do this. Next, I do this. After, I do this. Finally, I do this!" .



## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

### **Song: to the tune of “A-Hunting We Will Go”**

Using the the vocabulary for hunt and catch. The only varying vocabulary from each verse to the next would be the species and perhaps how they will be prepared. Rewrite to scan and rhyme.

*A-Hunting we will go,  
A-hunting we will go.  
We'll catch a \_(animal/plant)\_ and  
\_\_(next)\_\_(prep word)\_\_ to eat.  
And rub our stomachs, so.*

Use a standard preparation word for younger children; vary the preparation word for older children.

### **Swimmy** Leo Lionni, 1968, Pantheon, New York

Vocabulary (fish, school of fish, jelly fish, lobster, seaweed, eel, anemones, star fish, urchins, scared, big and little, eye, chase). The story text can be written to use the verbs 'to catch' and 'to hunt.' The sequence of animals can serve to repeat 'next.' Reinforce the concept of working together as an Sugpiaq/Alutiiq value.

## Level 2 : 17

### GOAL/OBJECTIVES

Students will develop their awareness of different environmental habitats in the Region and learn significant local placenames.

Students will:

- Identify and use Sugt'stun words for a variety of tools and their uses;
- Identify and use well formed Sugt'stun postbase meaning 'to make';
- Identify and use Sugt'stun names for, and understand the uses of, certain old tools no longer in common use.

### OVERVIEW

This vocabulary group is expected to span three weeks. It features language both for tools and for their uses. It encourages students to understand the similar functions of seemingly dissimilar tools, and to understand that tools may be grouped by use (woodworking tools, sewing tools).

This is a very integrative unit, using lots of words for subsistence tools, techniques, game and fish, etc. Review local landmarks from Level 1:14, and verbs of motion. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together. Review tool vocabulary and expand as above, using TPR. Use real items where possible, models or cut-outs where it is not possible. Handling the real items helps students to remember items more clearly.

This lesson features one postbase which can be added to nouns, such as:

*[-li]* (to make N)

As in "Qayaliyuq" - "He is making a kayak."

### VOCABULARY

ENGLISH	ALUTIIQ
bow drill	ukicaisuun
scissors	nausnit'saaq (N) / nuusicuaq (S)
needle	mingqun
thread	kelugkaq
thimble	tekruaq
portable sewing kit	kakiwik
hook	iqsak
gun	nutek
knife	nuusiq
axe	tupuuruq
crooked knife	qawirnasqaq nuusiq
washtub	saikaaq
bucket	wiit'ruuq
barrel	puckaaq
pot	asuuq
lid	patuq
weir	sapuuluq (N) / saputaq (S)
fish spear	kapsuun; kapugsuuteq
gill net	siit'kaa (N) / kugyasiq (S)
seine net	kugyasiq
old	qangirllaq (N)/ qangillaq (S)
older	qangirllarpiaq (N) / qangillarpiaq (S)
new	nuta'aaq
brand new	nuta'arpiaq
bone	neneq
skin	amiq
fur / feather	culuk
It is hard (difficult).	Kayagnartuq.
It is easy.	Kayagnaituq.
He or she is mashing it.	Ciitaa.
He is making a kayak.	Qayaliyuq.
She is making Aleut ice cream.	Sisuliyuq.
He is making an knife.	Nuusiliyuq.
I am making a gill net.	Siit'kaaligua.
I'm working on the engine.	Masiinaq pektaqa.
She is working on the boat.	Parag'uutaq pektaa.
He is working on the gill net.	Siit'kaa pektaa.

# ACTIVITIES/MATERIALS

## MATERIALS:

- gimlet (or hand drill)
- brace and bit
- electric drill with power cord
- cordless electric drill
- store bought potato masher
- bow drill
- traditional pestle
- TOOL TIME game with extra old tool cards

### 1. **Sagiq, Yaamaq, Nuusiq Game**

Based on the *Rock, Paper, Scissors Game*, In this case, halibut covers rock, rock sharpens the knife, and the knife cuts the halibut.

- Halibut - open hand
- Rock - fist
- Knife - extended index fingers

### 2. **Tool Charades**

For first and second graders (to reinforce vocabulary), have students pretend to be tools. Hand one or more students a card which has both the name of a tool and a drawing of that tool on it. That student is supposed to act out the tool in use in such a way that the other students can guess the name. Give cards with more common tools to younger students, cards with more obscure tools to older students.

### 3. **Make Driftwood Candle Holders**

Help students make a driftwood candle holder (for holding a number of small candles) using a variety of kinds of drills. Each student should drill at least one hole using a bow drill, a gimlet, a brace and bit, an electric drill, and a cordless drill. Have the older students help the younger ones in this process. Discuss in Alutiiq the merits of each drill. Send home candle holders with candles. Have students tell a Alutiiq speaking relative how they made it.

### 4. **Play Tool Time Game**

Play the game "Tool Time" with first and second graders. This game consists of two parts, a circular path of work activities (cleaning, cooking, fishing, processing, building, sewing, repairing, baby care, hunting, berry picking) and

one rest activity (banya/magi) and a deck of cards which have tools on them (see above). Players are dealt 10 cards with tools on them, and then role dice or use spinner to land on work tasks. They have to say "time for X-ing (hunting, sewing) and can lay down one tool card saying (I use X) (older kids say "I use X to Y" First player who runs out of cards wins.

### 5. **Old Tool Demonstration**

Introduce old tools. Show examples of several and demonstrate their use (have children try, CAREFULLY). Teach names using TPR.

### 6. **Tool Time Old Maid Card Game**

Add cards showing older versions of the same tools to the deck of cards for "TOOL TIME". Play a version of "Old Maid" using phrases and vocabulary from the lesson. To be appropriate, the "Old Maid" can be a lazy person.

### 7. **Making Mashed Potatoes**

For first and second graders, boil up some potatoes. Give two large pieces to each student. Let each student try mashing one up using an old style wooden pestle and one up using a commercial potato masher. Discuss in Alutiiq the pros & cons of each. The teacher can supply words to things students pantomime (if students lack the Alutiiq words), but avoid English.

### 8. **Safety with Tools**

Use CUBS chapter on Safety with Tools, pp. 78-85, and BEARS chapter on Safety pp. 36-53.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

### **Song: To the tune of "The Wheels on the Bus"**

The \_\_ (tool) \_\_ in my hand goes \_\_, \_\_, \_\_

The \_\_ (tool) \_\_ in my hand goes \_\_, \_\_, \_\_

All through the village.

(six more repetitions, 1,2,3, 1,2,3)

**Tools** by Ann Morris, 1992, Lothrop, Lee & Shepard Books, New York

Level 2 : 18

## GOAL/OBJECTIVES

Students will develop their concepts of traditional gender role related activities.

Students will:

- Recognize, identify and produce Alutiiq words for a variety of traditional role related activities;
- Recognize, identify and produce well formed Sugpiaq/Alutiiq words using the postbases which mean 'to be about to V' and 'to V lots, V too much'.

## OVERVIEW

This vocabulary group is expected to span two to three weeks. It will combine language for men's and women's activities, particularly action verbs. Students should recognize that while many activities used to be primarily done by either men or women, this division of tasks was not rigid, but flexible. Men should know women's tasks and women should know men's tasks, so that each could survive without the other. For example, men on a hunting trip needed to know how to sew, so that when their clothing or equipment tore they could repair it. Likewise, women needed to know how to hunt and fish, so that if there were no able-bodied men around, they could do these tasks.

This is a very integrative unit, using lots of words Review vocabulary for cooking, processing fish, sewing, cleaning, baby care, berry picking, building, hunting, fishing, and tools from Lesson 2:16. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together.

## VOCABULARY

ENGLISH	ALUTIIQ
She is mopping it.	Sugaa
She is drying it.	Kinengciraa.
She is smoke processing it.	Puyuqtaraa. (N) / Puyugciraa. (S)
She's babysitting him.	Carlia'araa
He's shooting it.	Nutegaa
He's tracking it.	Tumaartaraa. (N) / Tumagtaaraa. (S)
He's stalking it.	Pinarcuraa. (N) / Malitaturaa. (S)
He's bleeding it.	Augiraa.
He's gutting it.	Qiluigaa.
He's skinning it.	Amiraa.
She's salting it.	Sulunaraa.
She's fermenting it.	Arinarcairaa. (N) / Arinacaraa. (S)
He's fixing it.	Asircaraa.
She's wiping it.	Allturaa.
He's measuring it.	Usparaa. (N) / Uspera. (S)
He's about to shoot.	Nutkutartuq.
She's about to cut it.	Kepkutaraa; Urkiqutaraa.
He's about to saw it.	Pilaqutaraa.
She's about to sew it.	Mingq'rqtaraa.
He's shooting too much.	Nutegpakartuq. (N) / Nut'gpakartuq. (S)
He's eating too much.	Piturpakartuq.
She's sleeping too much.	Qawarpakartuq.
He's talking too much.	Niugpakartuq.
She's going too fast.	Cukawakartuq.
She's going too slow.	Cukaipakartuq.
women's	arnam _____
men's	nukallpam _____

# GRAMMAR

This lesson features postbases which can be added to nouns to indicate, such as:

*[-qutar]* (to be about to V)  
as in "Pilaqutaraa." - "He's about to cut it."

*[wakar, pakar]* (to V a lot, to V too much)  
as in "Piturpakartuq." - "She's eating too much."  
or in "Cukawakartuq." - "She's going too fast."

## ACTIVITIES/MATERIALS

### 1. Game Dressing Skit

Use skit form, where students are prompted to pretend to do various activities (cutting, hanging, skinning, shooting etc.).

### 2. Gender Role Activities Roleplay

To learn what traditional women's roles were, use the playmat, and a bunch of household materials (pots, pans, spoons, dolls, diapers etc.) to focus on women and children in an around the houses. Over a several day period, and using TPR, act out various women's activities from the lesson's vocabulary.

Similarly, use TPR activities to teach vocabulary of men's activities, both in the village (building, making, repairing non-skin/cloth items, such as tools, boats, houses, net racks, smokehouses) and outside the village (hunting, fishing, logging). Encourage children to freely act out both gender roles, speaking Alutiiq to each other.

Invite a man and a woman to come in, each to do a skilled activity with the children. Make sure that children of the opposite gender are encouraged and given scenarios where they might need to know that skill, just as people did long ago.

### 3. Tool Sorting Game by Traditional Gender Roles

Play a sorting game with second and third graders, using the cards from the TOOL TIME game, where the teacher holds up a tool, and asks in Sugpiaq/Alutiiq "This may be a women's or a men's tool?" and students have to answer "arnam" (women's), or "Nukallpiam" (men's), or "both".

### 4. Gender Role Task Pantomime Game

Pantomime game, where the teacher whispers a task into one student's ear, that student then acts out, and the other students have to guess what the task is, answering in Sugpiaq/Alutiiq. For first graders, tasks should be very simple. For second graders, increase either the grammatical or the task complexity. For third graders, increase both grammatical and task complexity.

### 5. "Old Time Jobs" Drawing & Diagramming

Have children make drawings of people doing "old time jobs." Create a Venn diagram on a bulletin board and place men's jobs in one circle, women's in another, and jobs done by both in the intersection. Then make a big circle around them all and, using a combination of Sugpiaq/Alutiiq, pictures and gestures, talk about how all people need to know most things.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- Need story book about the importance of men and women knowing how to do each others' tasks. Family is at camp. Father is out hunting, and needs to be able to do female identified tasks (cook, clean, repair his clothing). Mother needs to be able to do male identified tasks (shoot a bear getting into the stored fish, etc).
- Game: "Too Much!" this game requires that the children use the future and 'qutar' and 'wakar' forms of verbs.

One child stands in front of the group while everyone puts their heads down to hide their eyes. The child chooses from a set of verbs drawn by the teacher on the board or on cards. They are: to jump, to run, to fall, to spin, to hop (or similar actions that require gross movement). The child says, "I am going to \_\_\_\_." He begins and continues for one minute while the group listens. As each child hears the action, he/she sits up and says, "You \_\_\_\_ too much." The object is to get through the minute with as few people hearing as possible.



Level 2 : 19

### GOAL/OBJECTIVES

Students will develop their concepts of traditional gender role related activities.

Students will:

- Recognize, identify and produce Alutiiq words for a variety of traditional clothing items, including dance regalia;
- Recognize, identify and produce well formed Sugpiaq/Alutiiq words which use the noun ending which means 'through.'

### OVERVIEW

This vocabulary group is expected to span two weeks. It will combine learning language for traditional clothing with testing the efficiency of traditional waterproofing materials. Students should develop a sense of how traditional gut rain-coats were made, through actual, hands-on construction of a model raincoat. They will recognize that traditional gut-skin raincoats were superior to their European equivalents at the time of early contact.

This is a very integrative unit, using lots of words Review vocabulary from Review vocabulary from Level 1:10 and Level 2:8. The more pieces of language students have mastered the more effective their play will be. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together.

### GRAMMAR

This lesson features postbases which can be added to nouns to indicate, such as:

*[-kun/-gun] (through or via N)  
as in "karaagun/karaakun." - "by car."*

### VOCABULARY

ENGLISH	ALUTIIQ
gut raincoat	kanaglluk
gut (the material)	qilut
mask	giinaruaq
beaded headdress	nacaq
earrings (pair)	kulunguak
necklace	uyamillquaq; uyamillquyaq (S)
man's shirt	tiuplaaq (N) / nukallpiam kaliarua'a (S)
dance parka (women's)	taqmak
by boat	parag'uutakun
by car	karaagun / karaakun
by skiff	tuuragun / tuurakun
via the lake	nanwagun / nanwakun
overland	nunagun / nunakun
by sea	imagun / imagun
via the river	kuigun / kuigkun
over the mountains	ing'igun / ing'ikun
by airplane	tengausqagun / tengausqakun

### ACTIVITIES/MATERIALS

#### 1. Game Dressing Skit

Use skit form, where students are prompted to pretend to do various activities (cutting, hanging, skinning, shooting etc.).

#### 2. Dry Seal-Gut Rain Parka Skit

On the first day, two adults, one in mock seal-gut raincoat (tan garbage sack with magic marker seams) and Sugpiaq/Alutiiq hat, and one with rain poncho, a sea-captain's hat and pipe. Read a little script. Students learn over the course of the unit as they create their raincoat (and learn the vocabulary). The skit is that both



characters are out in the rain, but the Sugpiaq/Alutiiq character is not getting wet, while the Sea Captain is. He eventually recognizes this and trades his knife for the Sugpiaq/Alutiiq character's gut rain parka.

For first and second graders, use flannel board and TPR approaches to teach terms for traditional clothing and clothing materials. Also, show pictures of traditional gut parkas. For first and second graders, use the flannel board and simple vocabulary to retell the story of gut vs. oil cloth

### 3. Make a Faux Gut-Skin Parka

Make a fake gut parka, using a long 3 inch wide strip of plastic (cut off from a role of Visqueen) and masking tape. Have one student stand on a chair while the others put the raincoat together in coil after coil around him/her. Have students take turns being the dressmaker's model.

Have third grade students make some pieces of oil cloth by coating canvas with linseed oil. Let dry. Don't use so much oil that it rubs off all over everything. Compare with an actual piece of gut by covering two clear cups, one with gut, the other with oilcloth. Pour water on top of both. Let it set. Have students rub their fingers around in the water to simulate movement. See which leaks, and how much. Talk about the process in Sugpiaq/Alutiiq.

- small piece of cleaned, dried seal gut
- small piece of canvas
- linseed oil

Display their gut parka in the classroom.

### 4. Location Relay Game

The "Location Relay" game is used to reinforce the noun ending '-gun/-kun'. Children stand in two teams facing an open area in which the teacher has placed objects or marks to indicate; a lake, a mountain, a house, a dock... One child in each team runs to home base via one or two of these places according to the directions of the teacher.

*"Go home via the lake and the dock."*

Younger children have only one location. For older children, the teacher might mix in the postbases "men" and "mek." The child to arrive first, having correctly followed the directions collects a point for the team. Alternatively, the whole group collects points towards a common goal.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- **Song: To the tune of "She'll be Comin' round the Mountain"** to reinforce clothing vocabulary and language lesson. Incorporate forms of 'when, if, because' in the lyrics.

*She/he'll be coming down the river/coastline  
(whatever fits)*

*When she/he comes,*

*Repeat...*

*If it's very very rainy,*

*she/he'll be wearing \_\_ (clothing) \_\_,*

*because it's very very rainy when she/he comes.*

Add more verses with different weather and clothing. For younger children, the geographic feature and weather remain the same and just the clothing varies. Older children can learn and predict variations at all underlined points.

- **Song: Use a translation of the "Papa's Gonna Buy You a Mocking Bird"** to teach (when/if). The start of each line repeats the last part of the last line. Example:

*Papa's going to make you a little boat.*

*If that little boat sinks,*

*papa's going to make a toy car.*

*(If that toy car gets broken,*

*papa's going to make a loaf of bread.*

*If that loaf of bread gets burned,*

*papa's going to make you an Easter bun.*

*and so on.*

Ideally, you would have eight or ten verses, using vocabulary the students are familiar with.

- Students could work with family or with the local dance group on traditional clothing.
- Involve students in community workshops on traditional materials.

Level 2 : 20

### GOAL/OBJECTIVES

Students will explore traditional Alutiiq dance and songs, combining language and body movement to tell stories.

Students will:

- Identify and be able to produce Sugpiaq/Alutiiq words for body movements used in traditional dances;
- Learn and be able to sing several Sugpiaq/Alutiiq songs (or for early grades, the choruses);
- Compose a song in Sugt'stun (older students);
- Recognize, identify and produce well formed interrogative sentences in Sugt'stun.

### OVERVIEW

This vocabulary group is expected to span one week. It will combine language for body movement with language about language, that is, about the composition of songs. This lesson focuses on who, what, when, where, why questions in Sugpiaq/Alutiiq.

This is a very integrative unit, using lots of words. The rich props (models and miniatures) allow them to keep each other engaged. They need the opportunities to put real functional language together. With a focus on performance for the community, this closing vocabulary group offers an ideal opportunity to showcase student learning over the course of the year.

### VOCABULARY

ENGLISH	ALUTIIQ
He is dancing.	Agnguartaq.
She is dancing traditionally.	Lliilertuq.
song	atuun
dance	agnguaq
motion	lliileq
Again.	Cali.
Where from?	Naken?
Where at?	Nani?
When? (future)	Qaku?
When? (past)	Qangwaq?
How?	Cestun?
Why?	Qai-cali?
Faster.	Cukaluten.
Slower.	Cukailuten.
Louder. (Voice)	Emtuluten. (N) / Metuluten. (S)
Louder. (Noise)	Migluten.
Softer.	Emkiluten.
When'd you get here?	Cami tailliaten maa'ut?
Where'd you come from?	Naken taillriaten?
Where are you staying?	Nani et'cit?
Where'd he go?	Nat'en agellria?
Where's my dog gone?	Naten aikuqa (N) agellria?
Who is singing?	Kina aturtuq?
Who is this?	Kina una? ; Kina-llu?
When is it?	Camiku? ; Qaku?
Where is it?	Nani et'aa?
Why is it?	Qai-cali?
What is it?	Caqiq-llu una? ; Caqiq una?

## ACTIVITIES/MATERIALS

### 1. Dance & Song Practice

Open each class by 10 minutes of singing and dancing. Sing the songs (or play a cassette) and model the dancing. Encourage the children to dance along with you and to learn the words and actions. Older students should be responsible for both the verses and choruses, younger children for just the choruses. (Alternatively, you may want to start with a couple of full class periods of singing, drumming and dancing, bringing in members of the local dance troupe at that time.)

### 2. TPR Object Demonstrations

Teach the vocabulary by the usual TPR methods. Teach the question forms by using familiar objects, miniatures, and simple forms. Ask, "Where is the book?" students answer "on the table," "When will we stop?", answer "10", and so on.

### 3. Game: Twenty Questions "What is it?"

The teacher thinks of an item (such as a hammer) and the children takes turns going down the list of interrogatives with the teacher giving answers as follows:

*Who is it? It is Carpenter's friend. What is it?*

*When is it? It is used in the work time.*

*What is it?*

*Where is it? It is in the tool box. What is it?*

*Why is it? It is because we need to make things. What is it?*

The teacher puts points on the board up to twenty while the children try to guess.

### 4. Song and Dance Performance

Have students prepare several dances for presentation. Have younger students responsible for the first line and any repeated lines, older students for the rest of the song.

Explain how the dances are done in Sugpiaq/Alutiiq. (Students will benefit from hearing unfamiliar words in a clear context of actions.) Use the lesson vocabulary wherever possible in this process. Practice, then present to the school.

### 5. Guest Presenter - Performing Dance Songs

Invite local experts in teaching and performing traditional dance songs. Have them train students to perform several songs and their dances.

### 6. Regalia Display - Visual Reinforcement

Make a display of dance regalia, jewelry, rattles, etc.

## FUTURE DEVELOPMENT

Potential relevant translations and materials development ideas:

- **Song: "Where has my little dog gone?"**

- **Books to Find or Make**

A collection of photos of dancing and dancers will be made from families and/or digital pictures. The teacher will seek photos and caption them to include the interrogatives and descriptive vocabulary in the lesson. A set of sample sentences will be furnished in the curriculum. Each page have a question and answer.

Examples:

*"Who is singing? Grandpa is singing."*

*"How are they dancing? They are dancing fast."*

*"When are they dancing? They are dancing before the High School Kids."*

*"What is he using? He is using a drumstick."*

SEQUENCE

ACTIVITIES

MATERIALS

DAY

DAY

DAY

DAY

DAY

# SEQUENCE

# ACTIVITIES

# MATERIALS

DAY

DAY

DAY

DAY

DAY

# GLOSSARY (ENGLISH TO SUGT'STUN)

English	Sugt'stun	Page	English	Sugt'stun	Page
above it	quliini	32	bidarkis, I have	Uriitangq'rtua(nga).	66
aches, My neck	Uuyaquqa anq'rtuq.	62	bidarkis, I'm gathering	Uriitarsurtua.	78
Afognak	Ag'waneq	74	bidarkis, She got	Uriitartllria.	78
After banya, I'll sleep.	Maqikaskuma, qawarciqua.	78	big, It is	Anguq.	42
After washing dishes, she'll cook.	Urtuwikaskan, taumi kenirciquq.	78	bigger than him, She's	Angenqaa. (N) / Anengqaa. (S)	64
again / next	cali	78, 88	bites the dog, The man always	Nukallpiam aikuq (N) / piugta (S) keghmartaaraa.	48
Aiaktalik	Angyartalik	74	bites the man, The dog always	Aikum (N)/Piugtem (S) nukallpiaq keghmartaaraa.	48
airstrip	migwik	22	bites, It	Kegmartuq.	62
Akhiok	Kasukuak	74	bitter / sour, It is	Quuhnartuq.	18
Alaska	Alas'kaaq	74	black one	tan'esqaq (N) / tamlesqaq (S)	16
alder	uqgwik	70	blackberry	siksa (N) / auryaq; uryaq	18
Alitak	Alitaq	74	blanket	ulik	12
Anchorage	Kicarwik	74	bleeding it, He's	Augiraa.	84
and then	taumi	78	blizzard, It is a	Purkartuq. (N) / Tal'artuq. (S)	46
angelica	uriisaq	70	bloomers (N) / underwear, girl's	pluumersaq (N) / iluqllit (S)	24
angry, She is	Kumegtuq. (N) / Kum'gtuq. (S)	26, 62	blue one	cungasqaq	16
angry, She was probably	Kumegllumauq. (N) / Kum'gllrumauq. (S)	62	blueberries	cuawat	18
animal den	legtaq	44	blueberry	cuawaq	70
artemisia, wormwood	caik	70	bluff / cliff	p'hnaq	72
arm	ipi	6	boat, by	parag'uutakun	86
arrow	ruuwaq	20	boat, skin (kayak)	qayaq	20
ate it, He probably	Pitullruma.	62	bog / swampy place	maraq	72
axe	tupuuruq	38, 82	bone	neneq	82
baby	carliaq; piipiq (N)	10	bow	qitguyaq	20
baby, his/her	carlia	52	brain	ilquq	62
baby, my	carliaqa	52	bread	gelipaq (N) / lliipaq (S)	16
baby, your	carlian	52	bread, fried	alatiq (N) / lipiuskaq (N) / alaciq (S)	18, 66
babysitting him, She is	Carlia'araa.	54, 84	bring it	taisgu	4
backwards	kingutmen	64	bring it to me	taisgu guamnun	4
ball	mayaciik	4	broom	kagiteq	38
banya / steam bath	maqiwik	12	broom, big	kagitesinaq (N) / kagitsinaq (S)	50
barabara / sod house	ciqlluaq	20	broom, small	kagitengcuk (N) / kagitngcuk (S)	50
barnacles	qaugtat; qauq (S)	34	brother, his/her older	anngaa (N) / aningaa'a (S)	52
barrel	puckaaq	82	brother, my older	anngaqa (N) / aningaaqa (S)	52
bath, Take a (command).	maqiyaa	8	brother, older	anngaqa (N) / aningaaq (S)	10
bathroom, I need to use the	Nuusnicugtua. / Nuusnirsurtua.	8, 50	brother, your older	anngan (N) / aningaan (S)	52
Be careful.	llaasuwa (N) / nallukunaq (S)	8	brush / tangled bushes	ilagnasqat	72
beach	quteq	32, 72	Brush your teeth (command).	guuten sugkii	8
beach, at the	qutmi	76, 78	bucket	wiit'ruuq	82
beach, from the	qutmek	72	bull kelp	nasquluk	34, 44
beach, on the	qutmi	76	bullhead	kayuluq; kayuruq (N); kaluyuk (S)	66
beach, to the	qutmen	72	bushes, tangled / brush	ilagnasqat	72
bear, big brown	taquka'asinaq	50	Button / fasten it.	Tupiru.	24
bear, small brown	taquka'angcuk	50	by airplane	tengausqagun / tengausqakun	86
bed	engleq	12	by sea	imagun / imagun	86
behind it	tunuani	32	cache / storehouse	ciqlluaq	12
behind the rock	yaamam tunuani	32	calendar	cisllaq; kalintaraq (N)	28
belly	aqsqaq	6	calm, It is	Pinartuq.	46
berries, She doesn't have any	Alagnaituq.	66	came by car, I	Taillianga kaaragun.	40
beside / near it	caniani	32	came by plane, I	Taillianga tengausqagun.	40
between them	qukaani	32	cannery	kaanariq; faapriiikaaq	22
bidarkis / chiton	uriitaq	34			
bidarkis, I don't have any	Uriitaitua.	66			



<b>English</b>	<b>Sugt'stun</b>	<b>Page</b>
cap / hat (brimmed)	sliyapaq (N) / slaapaq (S) / saapek (S)	24
car / truck	kaaraq	40
car, by	karaagun / karaakun	86
card	kaar'taaq	30
card game, A Russian	Turaak	60
card game, A Russian	Mariasaq	60
Cards	kaar'taat	60
care for someone	carlia'arluku	44
careless person, She is a	Uswiituuq.	62
carry it, I will	Tuumiaqciqaqa.	56
carry it?, Who will	Kinam tuumiaqciqaa?	56
carrying it, He is	Tuumiaqaa.	56
catch this?, Where did you	Naken pitag'ken?	76
catch, My first	cuqllirpaq pitaqa	60
caught a seal, I	lsuwillrianga.	60
cemetery	qungurwik	22
chair	stuulciiq; aqumagwik; aqumawik	12
chair, on the	aqumagwigmi	76
Change clothes (command).	atkututen cimirkii (N) / arunaten cimirkii (S)	8
cheek	ulluuwaq	6
chief	tuyuq	22
Chignik	Cirniq	74
chin	tamluq	6
Chiniak	Cing'iyaaq	74
chiton / bidarkis	uriitaaq	34
Christmas lights	Rausistuum tanqii (N) / Arausistem tangii (S)	30
Christmas star (for starring)	Suistaq	30
Christmas, American	Krismaq	30
Christmas, Russian	Rausistuaq (N) / Arausistuaq (S)	30
chum / dog salmon	alimaq	66
church	agayuwik	22
clam	mamaayaq; qahmaq (Akhiok)	34
Clean up ____.	Perirturu ____ (N) / Percaici ____ (S)	50
cleaning it up. She is	Perirturaa; Perica'iraa.	54
cliff / bluff	p'hnaq	72
Climb (command).	mayuwa	8
climb it	mayuru	4
clinic	sungcarwik	22
clock	casaaq	28
close it	patugiu	6
closed, It is	Patumauq.	42
cloudy, It is	Qilagtuq. (N) / Qilartu'uq. (S)	46
coat, long	paltuuk	24
cockles, She got some	Taugtartilria. (N) / Qahmaqurtllia. (S)	78
cockles, She's getting	Taugtasurtuq. (N) / Qahmaqursurtuq. (S)	78
cod	amutaq	66
cold, It is	Pat'snartuq.	8, 16
come here	tai-gut	4
come over, Let ____	____ taigkwakiu.	48
contest, They are in	Muciikutartut. (N) / Qaquingnaaqut. (S)	60
cook	kenirta	22
cook stove	pelit'aaq	12

<b>English</b>	<b>Sugt'stun</b>	<b>Page</b>
cooked it, She probably	Kenillruma.	62
cooking it, He is	Keniraa.	54
cooking seal, The woman is	Arnam kenirtuq isuwimek.	48
cooking, He is	Kenirtuq.	16
crab	iwalrayak	18
cranberries, low bush	kenegtat	18
cranberry, low bush	kenegtaq	70
Crawl (command).	pangalegaa (N) / auraa (S)	8
crooked knife	qawirnasqaq nuusiq	82
cross	kristaq	36
crying, S/he is	Qia'uq.	26
cup	casqaq	16
cupboard	skaapaq	12
cut it, She's about to	Kepkutaraa; Urkiqutaraa.	84
Cut the cards.	Kaar'taat qupkii.	60
dance, a	agnguaq	88
Dance (command).	agngua'a (N) / agnu'a'a (S)	8
dance parka (women's)	taqmak	86
dancing traditionally, She is	Lliilertuq.	88
dancing, He is	Agnguartuq.	88
day	erneq	28
days ago, a few	icivaaq	28
dentist	guutai'ista	22
dessert / sweet (a sweet thing)	neqnisqaq	66
devil's club	cukilanarpak	44, 70
diapering the baby, He is	Pat'stiilkaa cimiraa.	54
difficult (hard), It is	Kayagnartuq.	14, 82
digging it, S/he is	Lagaa.	78
divide it up, He will	Qupkuiciqaa.	56
divide it up?, Who will	Kinam qupkuiciqaa?	56
dividing it up, She is	Qupkuitaa.	56
Do it nicely. (command)	Asingia'art'slluku.	14
do well, He is going to	Picuurciiquq.	64
doctor	tuug'taraq	22
doctor (healer)	sungca'ista	22
dog salmon / chum	alimaq	66
doll, his/her	suarua'a	52
doll, my	suaruaqa	52
doll, your	suaruan	52
done cooking, It is	Uutaa.	36
door	amiik	4
door, from the	amiigmek	72
door, to the	amiigmen	4, 72
dory / skiff	tuuraq / skiifaaq (N) / skiiguuq (S)	40
dough, bread	kusniaq	16
downward	kanaut	64
dressing her, She is	Atukugt'staa.	54
drill, bow	ukicaisuun	82
drilling it, He is	Ukitaq. (N) / Napaliaraa. (S)	54
dry fish	tamuuq	18
dry, It is	kinerngaaq (N) / kin'rngaaq (S)	24
drying it, She is	Kinengciraa.	84
duck	saqul'aaq	16
dump (place)	qanitaq	44
Eagle Harbor	Irak	74
ear	cuuteq	6
earrings (pair)	kulunguak	86
Easter	Paas'kaaqaq	36
Easter bread	kulic'aaq	36, 68

English	Sugt'stun	Page	English	Sugt'stun	Page
easy, It is	Kayagnaituq.	82	fisherman	iqallugsurta	22
eat it, She won't	Piturnaita.	70	fishing, She is	Iqallugsurtuq.	54
eat it?, Who will	Kinam piturciqaa?	56	fixing it, S/he is	Asircaraa.	54, 84
eating this one, I'm	Pituwaqa una.	48	floating, He is	Pugtuq.	62
eating too much, He's	Piturpakartuq.	84	floor	nateq	4
eating, I am	Ner'ua.	18	flounder	waa'uq; sagiruaq (S)	18, 66
edible, It is	Piturkausqat	70	flour	mukaaq	68
edible, It is not	Piturkaun'sqat	70	flower	suitkaa	70
egg	manik	36	flowers	suitkaat	36
eggs	manit	16	foggy, It is	Tumananguq. (N) / Umniyuq. (S)	46
eggs, seagull	qatayam maniit	18	foggy, It is not	Tumaninituq. (N) / Umt'hnituuq. (S)	46
Elder	Cuqlli	20	food, hang/dried	kinerngasqat neq'rkat	18
empty, It is	Imaituq.	42	food, healthy (good)	asisqat neq'rkat	18
end, The	Iqua.	50	food, junk	callret neq'rkat	18
Enough.	Awa'i.	50	foot	itgaq	6
environment / weather / outside	Ila	28	forehead	tatek (N) / cugyuk (S)	6
eye	iingalaq	6	forest	napartu'uq	72
eyebrows (3+)	qaugllut (N) / qauglut (S)	6	fork	wiil'kaa (N) / wiir'kaa (S)	16
eyelashes (3+)	qemeryat	6	forward	cutmen	64
face	giinaq	6	found (it), He	lkugaa.	36
face me	caugnga	4	four wheeler	kaarakuaq	40
fall	uksuaq	28	frying pan	skuurutaq	16
Fall (command).	kataa	8	full, It is	Tatarngauq.	42
falling, He is	Katagtuq.	64	Fun/Crazy Week (week before Lent)	maslingka (N) / masliniq (S)	36
family (plural)	ilat	10	fur / feather	culuk	82
far away target	yaqsisqaa napataq	60	game, Rock (stones at target).	Yaamaq	60
far, It is	yaqsigtuq	32	gathering eggs, S/he is	Manigsurtuq.	78
fast, He apparently went	Cukallrumauq.	62	get a piece of paper, I need to	Kalikamek nuryugtua. (N) / Kalikamek picartua. (S)	50
fast, It is	Pirartuq; Cukauq.	42, 62, 64	get down / go	aciwaa	4
Fasten / button it.	Tupiru.	24	give it to	tun'giu	4
faster than her, She is	Piranqaa.	64	give this to you, I	Mina'amken.	60
Faster.	Cukaluten.	88	go / get down	aciwaa	4
fat / oil	uquq	68	go by car, I will	Agciqua kaaragun.	40
fat, S/he is	Quiliuq.	42	go by plane, I will	Agciqua tengausqagun.	40
father	ataq (N) / taataq (S)	10	Go fish. (command)	Iqallugsuuwa	66
father, his/her	atii (N) / taataa (S)	52	go, I won't	Ageninaitua.	70
father, my	ataaqa (N) / taataqa (S)	52	Go.	Agi.	62
father, your	ataan (N) / taatan (S)	52	goat	paranaq	18
feather / fur	culuk	82	going outside, He's	An'uq llamen.	72
Feed the pets.	Qungutuwat neregkwarkii.	50	going to the beach, He's	Qutmen ag'uq.	72
feeding her, She is	Neregkwaraa.	54	going too fast, She's	Cukawakartuq.	84
fermenting it, She's	Arinarcairaa. (N) / Arinacaraa. (S)	84	going too slow, She's	Cukaipakartuq.	84
find it?, Where did you	Naken ikuken?	76	good, It is	Asirtuq.	14
fingers	sua'at	6	good, It is not	Asiituq.	14
firecrackers	nutegparuat	30	goose tongue	weguaq	44
firewood / wood pile	iqiuwat; kenirkat	12	grandchild	elltuwaq	10
First he'll sleep, then he'll hunt.	Qawaraarciquq, taumi pisuryarciquq.	78	grandfather	taatuska (N) / apaa (S)	10
First I'll eat, then go for a walk.	Nerarciqua, taumi kwingciiqua.	78	grandfather, your	taatuskan (N) / apaan (S)	52
fish pie	piruq	66	grandfather, his/her	taatuskaa (N) / apaa'a (S)	52
fish roe	sisut	78	grandfather, my	taatuskaqa (N) / apaaqa (S)	52
fish Yes, I have dried. Here.	A'aa, tamuungq'rtuanga. Kana.	66	grandmother	papuska (N) / emaa (S)	10
fish, dried	tamuq	66	grandmother, your	papuskan (N) / emaan (S)	52
fish, half-smoked, baked	umataq (N) / sikiaq (S)	66	grandmother, his/her	papuskaa (N) / emaa'a (S)	52
fish, I don't have any dried	Tamuu'itua.	66	grandmother, my	papuskaqa (N) / emaaqa (S)	52
fish, I have dried	Tamuungq'rtua(nga).	66	grass	weg'et	44
fish, No, I have no dried	Qanga, tamuu'itua.	66	grass roots (scrubbers)	taarit	78
fish?, Do you have any dried	Tamuungq'rtuten-qaa?	66	green one	cungaruasqaq	16

English	Sugt'stun	Page
gun	nutek	38, 82
gut (the material)	qilut	86
gutting it, He's	Qiluigaa.	84
hair (plural)	nuyat	6
halibut	sagiq	18, 66
hammer	mulut'uuk	38
hand	aigaq	6
Hang it up.	Iniiigu.	24
hankie	plaatuk	36
happy, S/he is	Atgurtuq.	26, 62
hard (difficult), It is	Kayagnartuq.	82
hard (tactile), It is	Teg'uuq.	78
hat (brimmed) / cap	sliyapaq (N) / slaapaq (S) / saapek (S)	24
hat, spruceroot	awirnaq	20
having fun, He is	Nunaniqsagtuq.	62
having no fun, He is	Nunaniqsanituq.	62
head	nasquq	6
headdress, beaded	nacaq	20, 86
heading up the bay, He's	Qamaut ag'uuq.	72
health aide / nurse	sungca'istem ikaiyuwa; tuug'taram ikaiyuwa	22
hear it, I	niitaqa	8
heavy (weight), It is	Artunartuq.	42
helicopter	cilrayuruq	40
hello	cama'i	4
help her, She will	Ikayurciqaa.	56
help him?, Who will	Kinam Ikayurciqaa	56
help me?, Can you	Ikayurkau'arpenga-qaa?	14
help you, I will	Ikayurcikamken.	56
help, I need	Ikayurnga.	50
Help. (command)	Ikayurnga.	14
helping him, She is	Ikayuraa.	56
hiding (it), She is	Nuuyaa.	36
hill	ing'ingcuk	72
hit it, I	Aga'agaqa.	60
holding a feast, I'm	Neregkwa'iqurtartua.	60
hole	laakaq	32
home / house	engluq (N) / ungluq (S)	12
hook	iqsak	82
hosting a feast, They are	Neregkwa'iyut.	60
hot, It is. (object)	Uqnartuq.	16, 18
hot, It is. (person)	Maqartuq.	18
house / home	engluq (N) / ungluq (S)	12
How?	Cestun?	88
hungry, I am	Kiagtua(nga).	14
hunt sea lions at sea, They	Wiinarsurtut imarmi.	76
hunt seal lions, They	Wiinarsurtut.	76
hunted it, He	Pisukii.	58
hunted it, I	Pisuk'gka.	58
hunter	pisurta	58
hunting for seal, _____ is	____ pisurtuq isuimek.	48
hunting it, He is	Pisuraa.	54
hunting, _____ is	____ pisurtuq.	48
hunting, He was	Pisullria/Pisullia.	58
hunts, This one usually	Pisuryartaartuq.	48
hurt, My feelings are.	Qaisugtua.	26
hurt?, Do your teeth	Guuteten anq'rtut?; Guuciquten?	62

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hurts, His leg	Irua anq'rtuq.	62
hurts, My ear	Cuuteqa anq'rtuq. (N) / Cuut'qa anq'rtuq. (S)	62
husband, his/her	wiinga / wiira	52
husband, my	wiika	52
husband, your	win	52
I am _____.	Gui _____.	48
ice cream, Alutiiq	sisuq (N) / akutaq (N/S) / pirinaq (S)	16
ice cream, She is making Alutiiq	Sisuliyuq.	82
inside it	iluani	32
island	qik'rtaq	32, 72
island, from the	qik'rtamek	72
island, to the	qik'rtamen	72
jacket	atkuk	24
jacket, jean	kalankaq (N)	24
job [work to do]	pektaa	22
Jump (once) (command).	qetgaa	4, 8
jumping, He is	Qetgau'artuq.	64
Kaguyak	Kangiyak	74
Karluk	Kal'uuq; Kal'ut	74
Kataq	Qat'aaq	74
kayak, He is making a	Qayaliyuq.	82
kelp	kapuustaq	34
Kick it (once) (command)	tuk'ru	8
Kick way up there.	Tuk'rtugu pamautsinaq.	64
kicking it, She is	Tuk'rtugaa.	64
kitchen	kenirwik	12
knee	cisquq	6
knife	nuusiq	16, 38, 82
knife, crooked	qawirnasqaq nuusiq	82
Kodiak City	Sun'aaq	74
Kodiak City, from	Sun'amek	74
Kodiak Island	Qik'rtaq	74
lake	nanwaq	32, 72
lake, from the	nanwamek	72
lake, in the	nanwami	76
lake, to the	nanwamen	72
lamp, oil	naniq	20
land, on the	nunami	76
Larsen Bay	Uyaqsaq	74
Larsen Bay, from	Uyaqsamek	74
last night / yesterday	akgua'aaq	28
laugh	englaa	4
laughing, S/he is	Englartuq.	26
leaf	cuyaq	70
left, She apparently	Agellrumauq.	62
leg	iruq	6
lid	patuq	82
lifejacket	pugtarsuuteq	40
lifted it, I	Kuluark'gka. (N) / Kwerk'gka. (S)	58
light	tanqik	12
light (weight), It is	Uqegtuq. (N) / Uq'gituq (S)	42
like it, He won't	Pingaqningaita.	70
like it, I don't	Pingakenitaqa.	26
like someone, I	Pingaaqqa.	26
likes it, She	Pingaaqa. (N) / Pinaqa. (S)	54, 68
likes your akutaq, He	Pingaaqa akutan.	54

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listen, All	Niici. (N) / Nicu'arci. (S)	50
listening to her, He is	Nitniqaa	54
little, a	ellma	68
long ago	qangisinaq	20
long johns (N) / underwear, boy's	patstaaniq (N) / iluqlliit (S)	24
long long ago	qangiqusinaq	20
long, It is	Takuuq.	42
looking for (it), She is	Iwa'iraa. (N) / Iwayaa. (S)	36
lot, a / quite a bit	angli	68
lots of something (non-quantifiable)	amlertut	68
Louder. (Noise)	Migluten.	88
Louder. (Voice)	Emtuluten. (N) / Metuluten. (S)	88
love you, I	Qunuqamken.	26
making a gill net, I am	Siit'kaaligua.	82
making an knife, He is	Nuusiliyuq.	82
mashing it, He or she is	Ciitaa.	82
mask	maaskaaq; giinaruaq	20, 86
Masking	Maaskarataq	30
me	gui	6
measuring it, He's	Usparaa. (N) / Uspera. (S)	84
men's	nukallpam _____	84
missed it, I	Uniurtaqa.	60
Monk's Lagoon	Anwik	74
moon	iraluq	28
moose	tunturpak	18
mop	suuwiteq	38
mopping it, She is	Sugaa	84
morning	unuaq	28
mother	aanaq (N); maama (S)	10
mother, his/her	aanaa (N)	52
mother, my	aanaqa (N) / maamaqa (S)	52
mother, your	aanan (N)	52
motion	lliileq	88
motorcycle	masiinakliitaa	40
mountain	ing'iq; ingriq	32, 72
mouth	qaneq	6
mussels, blue	qapilat	18
name (is), My	atqa	4
name (is), That person's	taugum atra	4
name (is), Your	atren	4
name of that across there?, What's the	Cestun ik'um at'ra akimi?	48
name of that?, What's the	Cestun taug'um at'ra?	48
name of this?, What's the	Cestun unam at'ra?	48
near it / beside	caniani	32
Near target / close to target	napatam caniani	60
neck	uyaquq	6
necklace	uyamillquaq; uyamillquyaq (S)	86
needle	mingqun	38, 82
net, gill	siit'kaaq (N) / kugyasiq (S)	82
net, seine	kugyasiq	82
nettle	uqaayanaq	70
new	nuta'aq	20, 82
New Year(s)	Nutaaq Uksuq; Snuuwikuutaq	30
new, brand (really)	nuta'arpiaq	82
next / again	cali	78, 88
nighttime	unuk	28

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nose	qengaq; paciruak (S)	6
nurse / health aide	sungca'istem ikaiyuwa; tuug'taram ikaiyuwa	22
ocean / water, salt	imaq	32, 72, 76
ocean, in the	imarmi	76
octopus, She caught some	Amikurtllria. (N) / Utguirtllia. (S)	78
octopus, She's hunting	Amikursurtuq. (N) / Utguirsurtuq. (S)	78
oil / fat	uquq	68
oil, I don't have any	Uqu'itua.	66
oil, I have	Uqungq'rtua(nga).	66
old	qangirllaq (N)/ qangillaq (S)	20, 82
Old Harbor	Nuniaq	74
Old Harbor, from	Nuniamek	74
older	qangirllarpiaq (N) / qangillarpiaq (S)	82
on it (on top of it)	qaingani	32
on top of it, (put it)	qainganun (lliigiu)	4
on top of the rock	yaamam qaingani	32
onions	luuget	18
open it	ikirs'gu	6
open, It is	Ikirngauq.	42
outside / environment / weather	lla	28
outside?, What's it like	Cestun-mi llami et'a?	46
Ouzinkie	Uusenkaa	74
over the mountains	ing'igun / ing'ikun	86
overland	nunagun / nunakun	86
paddle	caqiyutaq	20
pants	ul'uk	24
paper, piece of	kalikaq	4
Pasagshak	Pas'rsaq	74
pencil / writing tool	karantaasaq; igarsuuteq	4
pepper	piritsaaq	68
Pick berries (command).	nunaquryatuwa	8
picked berries, I	Nunaqullrianga; Alagnarsullrianga.	60
picked salmonberries, I	Alagnarsullrianga.	60
pillow	putuskaq	12
Place / put it.	Lliigiu.	24
plane	tengausqaq	40
plants	naut'staat	32
plate	qantaq (N) / alutaq (S)	16
play?, Will you	Wamciquten-qaa?	76
playing with it, She is	Wamqutaraa.	54
point at it	keniru	4
poisonous, It is	Yaagnartuq; Yaata'uuq.	70
policeman	palicuuskiiq	22
pond	nanwangcuk	72
Port Lions	Masiqsiraq	74
post office	kalikarwik	22
pot, cooking	asuq	16, 82
present	pikiyutaq	30
pretending to be a seal, S/he is	Iswiruangnaquq	60
priest	kas'aq	22, 36
Pull it.	Cayuru.	42
pulling it, She is	Cayugaa.	64
Push it.	Cingiu.	42
Put / place it.	Lliigiu.	4, 24
Put it on.	Asgu.	24

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Put them away.	Kuluaskii.	24
Put things away and sweep up.	Kumluski taumi kagici.	50
put under	acaanun	4
quiet, All	Nepairci. / Nepaici.	50
rain	qiteq	24
raincoat	taasawik	20, 24
raincoat, gut	kanaglluk	20, 86
rainy, It is	Qitenguq.	46
raspberries, trailing	puyurniit	18
Reach it (command).	uyagquu (N) / pakigiu (S)	8
red one	kawisqaq	16
refrigerator	pat'sna'isuuteq	12
Refuge Rock	Awa'uq	74
respect them	lingaklluki	44
rhubarb, wild	aatunat	44
rice	riisaq (N) / krupaaq (S)	16, 68
river	kuik	32, 72
road / trail	aprun	72
road, on the	aprumti	76, 78
rock fish	cilupuuk (N) / cirupuk (S)	66
Rock game (stones at target).	Yaamaq	60
Roll (command).	akaa	8
roll it	akarsgu	4
root	nukek	70
rough, It is	Gagtuq.	8, 78
rubber boots (pair)	arapak	24
run	qeceng'i (N); q'ceng'i (S)	4
sad, S/he is	Imasuugtuq.	26, 62
salmon	iqalluk	44, 68
salmon, big pink	amartusinaq	50
salmon, king	aamasuuk	66
salmon, pink	amartuq; amaqaayak (N)	66
salmon, red	niklliq	66
salmon, salted	sulunaq	68
salmon, silver	qakiiyaq	66
salmon, small pink	amartungcuk	50
salmonberries	alagnat	16, 18
salmonberries, She has	Alagnangq'rtuq.	66
salmonberry	alagnaq	70
salt	sauliq (N) / taryuq (S)	68
salting it, She's	Sulunaraa.	84
salty, It is	Taryurtuq.	18
same, They 2 are not the	Ayukutenituk.	42
same, They 2 are the	Ayukutuk.	42
saucer	pelut'saaq	16
saw	pilaq	38
saw it, He's about to	Pilaqutaraa.	84
sawing it, He is	Pilaraa.	54
scared, I am	Alingua.	26
school	skauluq (N) / litnaurwik (S)	22
scissors	nuus'nit'saak (N) / naus'nit'saak (N) / nuusicuak (S)	38, 82
scrape it, You won't	Kelignigaitan.	70
scrapes it, He	Keligaa.	70
sea cucumber	anaqiitaq	34
seagull	qatayaq	34
sea lion	wiinaq	18
sea lions, He caught some	Wiinartllria.	78
sea lions, He is hunting	Wiinarsurtuq.	78

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sea otter	arhnaq	44
sea urchin	uutuk	34
seal	isuwiq	18
seal, You don't have	Isuwiituten.	66
seal?, Do you have	Isuwingq'rtuten-qaq?	66
seals, He is hunting	Isuwirsurtuq.	78
seasons (weather's changes)	llam cimiyuca	28
see it, I	tangraqa	8
see it, I	Tang'raqa.	54
see it, You	Tang'ran.	54
see me, You	Tang'rarpenga.	54
see you (again), I'll	tang'rciqamken (cali)	4
see you, I	Tang'ramken.	54
sees him, It	Tang'raa.	54
sees me, S/he	Tang'raanga.	54
sending something to him, She is	Caqimek tuyuraa.	56
sew it, She's about to	Mingq'rqutaraa.	84
sewing it, He is	Mingqaa.	54
sewing kit, portable	kakiwik	82
sews, Your mother always	Aanan mingq'rtaartuq.	54
Shake hands. (command)	Aigartuuru.	14
shampoo	nuyat milaraa'a	8
sharpen my pencil, I need to	Karantaasaqa ipegcarsuwaqa.	50
shell (of sea creature)	salaq	34
shirt	tiuplaaq (N) / qaliyaruqa (S)	24
shirt, man's	tiuplaaq (N) / nukallpiam kaliarua'a (S)	86
shoes (pair)	pashmakiik	24
Shoot it.	Nut'gu.	58
shoot, He's about to	Nutkutartuq.	84
Shooter	nutegsta (N) / nutegta (S)	58
shooting it, He's	Nutegaa	84
shooting too much He's	Nut'gpakartuq. (N) / Nut'gpakartuq. (S)	84
short, S/he is	Nanituq.	42
shot it, She	Nut'kii.	58
shot it, The other one	Aipaa/Taugum nut'kii.	58
shoulder	tuwik; tuik (S)	6
shovel	lapaat'kaaq	38
shuffled the cards, She	Kaar'taat akuuskii.	60
shy, S/he is (always)	Qikitaartuq.	26
sibling, his/her younger	wiiwaa (N) / uyuwaa (S)	52
sibling, my younger	wiiwaqa (N) / uyuwaqa (S)	52
sibling, younger	wiiwaq (N) / uyuwaq (S)	10
sibling, your younger	wiiwan (N) / uyuwan (S)	52
singing, S/he is	Aturtuq.	30
sink	urturwik (N) / urtuwiwik (S)	12
sinking, She is	Kit'uq.	62
sister, his/her older	alqaa (N) / aakaa'a (S)	52
sister, my older	alqaqa (N) / aakaaqa (S)	52
sister, older	alqaq	10
sister, your older	alqan (N) / aakaaqan (S)	52
Sit down, Please. (nicely)	Aqumsaa.	48
Sit down.	Aqumi.	4, 48
skiff / dory	tuuraq / skiifaq (N) / skiiguqaq (S)	40
skiff, by	tuuragun / tuurakun	86
skin	amiq	82
skinning it, He's	Amiraa.	84
skinny, S/he is	Mayartuq.	42



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sled	Iluwarsuun (N); saaniik	40
sleeping too much, She's	Qawarpakartuq.	84
sleepy, S/he is	Qawarniuq.	26
slow, He is going	Piraituq; Cukaituq.	42, 62
slower than her, He's	Piraillqaa; Cukaillqaa. (S)	64
Slower.	Cukailuten.	88
small, It is	Miktuq.	42
smaller than she, He's	Mikellqaa.	64
Smart/wise person	Uswituu'uq.	62
smell good, They	tepek'gtut	8
smell it, I	nar'aqa	8
Smell it.	Nariu. (N) / Naru. (S)	18
smells bad, It	Tupllugtuq.	18
smells good, It	Tepek'gtuq.	18
smile	englaryuwa (N); englarua'a (S)	4
smoke house	puyuqtaawik; puyuq'cik	12
smoke processing it, She is	Puyuqtaara. (N) / Puyugcira. (S)	84
smoked salmon	palkaaq (N) / kupcuunaq (S) / palik (OH)	18
snail	ipuk; ac'aruaq	18
snipe	kulickiiq (N) / kurickiiq (S)	34
snow machine	anium masiinaa	40
snow, falling	qaniq	24
snow, on the ground	aniuq	24
snowing, It is	Qaniguq.	46
soap	miilaq	8
socks	cuukiik	24
sod house / barabara	ciqlluaq	20
soft, It is	Unaituq.	8, 78
Softer.	Emkiluten.	88
song	atuun	30, 88
soup	suupaq	16
sour / bitter, It is	Quunartuq (N) / Quuhnartuq (S)	8, 18
spear, fish	kapsuun; kapugsuuteq	38, 82
spine	wiiwat	62
spoon	luus'kaa	16
spring	ugnerkaq	28
stagnant (slimy) water	arinasqaq taangaq	76
stalking it, He's	Pinarcuraa. (N) / Malitaturaa. (S)	84
stand up	nangarten	4
star	agyaq	28, 30
starfish	agyaruaq	34
Starring	Slaawiq	30
steam bath/ banya	maqiwik	12
steam bathing, She was	Maqillria/Maqillia.	58
stem (its stem)	puunga	70
stink, They	tupllugtuq	8
stirring it, She is	Pekagaa.(N) / akutaa. (S)	16
stomach	suqaq	6
Stop.	Nagten.	62
storehouse / cache	ciqlluaq	12
stories	quliyanguat	20
stormy, It is	Kayunguq.	46
straight, It is	nallqigtuq	8
Straighten things up.	Asircarkii; Asirciluci.	50
stream	kuiguuq	72
strong, She is	Tukniuq; Tutnigtuq.	64
stronger than him, She's	Tukninqaa.	64
summer	kiak	28

<b>English</b>	<b>Sugt'stun</b>	<b>Page</b>
sun	macaq	24, 28
sunny, It is	Macartuq; Macanguq.	46
sunny, It is not	Macangenituq.	46
sunrise (the sun is rising)	macaq suartuq	28
sunset (the sun is setting)	macaq kal'urtuq	28
swampy place / bog	maraq	72
sweater	suitaraq	24
sweep it?, Who will	Kinam kagicicqaa?	56
sweeping it up, She is	Kagigaa.	54
sweet (a sweet thing) /dessert	neqnisqaq	66
sweet, It is	Neqnirtuq.	8, 18
swept it, He	Kagikii.	58
T.V.	ulutegwik	12
table	stuuluq	4
table, from the	stuulumek	72
table, on the	stuulumu	76
table, to the	stuulumen	4
Take care of yourself.	carlia'aluten; carlia'akina	8
take it	tuugiu	4
Take it off.	Yuugiu.	24
taking something to her, He is	Caqimek agutaa.	56
talking too much, He's	Niugpakartuq.	84
tall, S/he is	Kanagtuq.	42
target, Near it / close to the	napatam caniani	60
Taste it. (command)	Sur'iru.	16
tasting it, He is	Suryaraa; Suriraa.	68
tea	caayuq	16, 68
teacher	uciitiliaq (N) / litnauwista (S)	22
teapot	cainiik	16
teeth	guutet	6
tern	igiaq	34
Thank you very much	Quyanaasinaq	58
Thank you.	Quyanaa.	4, 60
thankful, He is	Quyannartuq.; Quyatuq.	16
thanks is necessary, No	Quyannaituq.	60
The woman sees the bear.	Arnann tangraa takuka'aaq.	48
thimble	tekruaq	82
thirsty, I am	Patirraanga.	8, 14
This is for you.	Ellpet una pin.	60
thoughtless person, He's a	Picunituq.	62
thread	kelugkaq	38, 82
throw it	egesgu	4
Throw it later.	Ataqu egeskiu/ersgu.	60
throw it, S/he doesn't want to	Egcun'ita.	60
throw it, She wants to	egcugaa	60
throws it, S/he	Egtaa.	60
tide, ebbing/lowering	kentuq	76
tide, high	tung'iq	44, 76
tide, low	ken'aaq	44, 76
tide, rising/flooding	tung'irtuq	76
Tie it.	Napyuusgu.	24
toes	angenquyut (N) / putukat (S)	6
toilet	nuus'hniik; anarwik	12
tongue	uluq	6
tonight	akgua'aaq	28
took it, I	Tuuk'gka.	58
touch it	agturu	4
towel	palatensaq (N) / ermiutaq (S)	8



English	Sugt'stun	Page
toy box	wamqutat yaasi'at (N) / wamqutat yaasiit (S)	12
tracking it, He's	Tumaartaraa. (N) /Tumagtaaraa. (S)	84
tracks	tumait	44
trade you this for that, I'll	Cimigiucikamken.	60
trail / road	aprun	72
trash	callret	44
trash can	pumuinik; kug'iwik	12
tree	napaq	30
trees	napat	32
trout	anciq	66
truck / car	kaaraq	40
try a little, She will	Ellma piciiquq.	64
try hard, He will	Angli piciiquq.	64
turn to your back	tunuten	4
turn to your back	numirten	4
turn your back to me	tunusnga	4
ulu	ulukaq	20
under it	acani	32
under the rock	yaamam acani	32
under the sand	qaugyam acani	32
understand, I don't	Kangircinitua. (N) / Kangircin'tua. (S)	50
underwear, boy's (N - long johns)	patstaaniq (N) / iluqlliit (S)	24
underwear, girl's (N - bloomers)	pluumersaq (N) / iluqlliit (S)	24
upward	pagut	64
vegetables (lit. plants)	naut'staat	66
via the lake	nanwagun / nanwakun	86
via the river	kuigun / kuigkun	86
visor, bentwood	caguyaq	20
walk (command)	kuingten	4
want to hunt, He doesn't	Pisuryun'ituq.	60
want to hunt, I	Pisuryugtua.	60
want to learn, I don't	Liicun'itua.	60
washtub	saikaq	82
watching, He was	Tang'rllria/Tang'rllia.	58
water, fresh	taangaq	12, 76
water, salt / ocean	imaq	32, 72, 76
water, stagnant (slimy)	arinasqaq taangaq	76
watermelon berries	muuguat	18
waves	qangyut	76
waves, large	qangyusinat	76
waves, small	qangyungcut	76
waves, There are many	Qangyugtu'uq.	76
waves, There are no	Qangsuituq.	76
weak, He is	Tukniituq; Tutniatuq.	64
weaker than him, He is	Tukniallqaa.	64
weather / outside / environment	lla	28
weir	sapuuluq (N) / saputaq (S)	82
Well done.	Asirt'stan.	50
went across there, She	Akimen agellria.	58
wet, It is	mecu'uq	24
What is it?	Caqiq-llu una? ; Caqiq una?	88
What is the Alutiiq name of _____?	Cestun Alutiit'stun atra _____?	48
When is it?	Camiku? ; Qaku?	88
When? (future)	Qaku?	88

English	Sugt'stun	Page
When? (past)	Qangwaq?	88
When'd you get here?	Cami tailliaten maa'ut?	88
Where are you staying?	Nani et'cit?	88
Where at?	Nani?	88
Where from?	Naken?	88
Where is _____?	Naama-mi _____?	24
Where is it?	Nani et'aa?	88
Where'd he go?	Nat'en agellria?	88
Where'd you come from?	Naken taillriaten?	88
Where's my dog gone?	Naten aikuqa agellria? (N)	88
white one	qatesqaq	16
Who is singing?	Kina aturtuq?	88
Who is that across there?	Kina(-mi) ikna?	48
Who is that near you?	Kina taugna?	48
Who is this?	Kina(-mi) una?	48
Who is this?	Kina una? ; Kina-llu?	88
Why?	Qai-cali?	88
wife, his/her	nulira	52
wife, my	nuliqa	52
wife, your	nulin	52
willow	nimruyaq	70
wind	aqllaq	24
window	gaaleq	4
windy, It is	Aqllanguq.	46
windy, It is very	Aqllangwakartuq.	46
winter	uksuq	28
Wipe the tables.	Stuulut allturkii.	50
wiping it, She's	Allturaa.	84
women's	arnam _____	84
won over him, He	Qakukii.	60
won, She	Qakullria.	60
wood pile / firewood	iqiuwat; kenirkat	12
Woody Island	Tangirnaq	74
worker	pekt'staq	22
working on the boat, She is	Parag'uutaq pektaa.	82
working on the engine, I'm	Masiinaq pektaqa.	82
working on the gill net, He is	Siiit'kaaq pektaa.	82
working, I am	Pektua.	22
wormwood, artemisia	caik	70
writing tool / pencil	karantaasaq; igarsuuteq	4
yarrow	qangananguaq	70
yellow one	qaqairngasqaq	16
yesterday / last night	akgua'aq	28
you	ellpet	10

# GLOSSARY (SUGT'STUN TO ENGLISH)

Sugt'stun	English	Page	Sugt'stun	English	Page
A'aa, tamuungq'rtuanga. Kana.	fish Yes, I have dried. Here.	66	Alingua.	scared, I am	26
aakaa'a (S) / alqaa (N)	sister, his/her older	52	Alitaaq	Alitak	74
aakaaqa (S) / alqaqa (N)	sister, my older	52	Allturaa.	wiping it, She's	84
aakaaqan (S) / alqan (N)	sister, your older	52	alqaa (N) / aakaa'a (S)	sister, his/her older	52
aamasuuk	salmon, king	66	alqan (N) / aakaaqan (S)	sister, your older	52
aanaa	mother, his/her	52	alqaq	sister, older	10
aanan	mother, your	52	alqaqa (N) / aakaaqa (S)	sister, my older	52
Aanan mingq'rtartuq.	sews, Your mother always	54	alutaq (S) / qantaq (N)	plate	16
aanaq (N); maama (S)	mother	10	amaqaayak (N); amartuq	salmon, pink	66
aanaqa (N) / maamaqa (S)	mother, my	52	amartungcuk	salmon, small pink	50
aatunat	rhubarb, wild	44	amartuq; amaqaayak (N)	salmon, pink	66
ac'aruq; ipuk	snail	18	amartusinaq	salmon, big pink	50
acaanun	put under	4	amiigmek	door, from the	72
acani	under it	32	amiigmen	door, to the	4, 72
aciwaa	go / get down	4	amiik	door	4
Ag'waneq	Afognak	74	Amikursurtuq. (N) / Utgursurtuq. (S)	octopus, She's hunting	78
Aga'agaqa.	hit it, I	60	Amikurtllria. (N) / Utguirtllia. (S)	octopus, She caught some	78
agayuwik	church	22	amiq	skin	82
Agciqua kaaragun.	go by car, I will	40	Amiraa.	skinning it, He's	84
Agciqua tengausqagun.	go by plane, I will	40	amlertut	lots of something (non-quantifiable)	68
Agellrumauq.	left, She apparently	62	amutaq	cod	66
Ageninaitua.	go, I won't	70	An'uq llamen.	going outside, He's	72
Agi.	Go.	62	anaqiitaaq	sea cucumber	34
agngua'a (N) / agnua'a (S)	Dance (command).	8	anarwik; nuus'hniik	toilet	12
agnguaq	dance, a	88	anciq	trout	66
Agnguartaq.	dancing, He is	88	Anengqaa. (S) / Angenqaa. (N)	bigger than him, She's	64
agnua'a (S) / agngua'a (N)	Dance (command).	8	Angenqaa. (N) / Anengqaa. (S)	bigger than him, She's	64
agturu	touch it	4	angenquyut (N) / putukat (S)	toes	6
agyaq	star	28, 30	angli	lot, a / quite a bit	68
agyaruq	starfish	34	Angli piciiquq.	try hard, He will	64
a'igaq	hand	6	Anguq.	big, It is	42
Aigartuuru.	Shake hands. (command)	14	Angyartalik	Aiaktalik	74
Aikum (N) / Piugtem (S)	bites the man, The dog always	48	aningaa'a (S) / anngaa (N)	brother, his/her older	52
nukallpiaq keghmartaaraa.			aningaan (S) / anngan (N)	brother, your older	52
Aipaa / Taugum nut'kii.	shot it, The other one	58	aningaaq (S) / anngaq (N)	brother, older	10
akaa	Roll (command).	8	aningaaqa (S) / anngaaqa (N)	brother, my older	52
akarsgu	roll it	4	anium masiinaa	snow machine	40
akgua'aaq	last night / yesterday	28	aniuq	snow, on the ground	24
akgua'aqu	tonight	28	anngaa (N) / aningaa'a (S)	brother, his/her older	52
Akimen agellria.	went across there, She	58	anngan (N) / aningaan (S)	brother, your older	52
Akutaa. (S) / Pekagaa.(N)	stirring it, She is	16	anngaq (N) / aningaaq (S)	brother, older	10
akutaq (N/S) / sisuq (N) / pirinaq (S)	ice cream, Alutiiq	16	anngaaqa (N) / aningaaqa (S)	brother, my older	52
alaciq (S) / alatiq (N) / lipiuskaq (N)	bread, fried	18, 66	Anwik	Monk's Lagoon	74
Alagnaituq.	berries, She doesn't have any	66	apaa (S) / taatuska (N)	grandfather	10
Alagnang'rtuq.	salmonberries, She has	66	apaa'a (S) / taatuskaa (N)	grandfather, his/her	52
alagnaq	salmonberry	70	apaan (S) / taatuskan (N)	grandfather, your	52
Alagnarsullrianga; Nunaqullrianga.	picked berries, I	60	apaaqa (S) / taatuskaqa (N)	grandfather, my	52
Alagnarsullrianga.	picked salmonberries, I	60	aprun	road / trail	72
alagnat	salmonberries	16, 18	aprutmi	road, on the	76, 78
Alaskaaq	Alaska	74	Aqllanguq.	windy, It is	46
alatiq (N) / lipiuskaq (N) / alaciq (S)	bread, fried	18, 66	Aqllangwakartuq.	windy, It is very	46
alimaq	chum / dog salmon	66	aqllaq	wind	24
			aqsaq	belly	6

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aqumagwigmi	chair, on the	76
aqumagwik; aqumawik; stuuicaiq	chair	12
aqumawik; stuuicaiq; aqumagwik	chair	12
Aqumi.	Sit down.	4, 48
Aqumsaa.	Sit down, Please. (nicely)	48
arakap	rubber boots (pair)	24
Arausistem tangii (S) / Rausistuam tanqii (N)	Christmas lights	30
Arausistuag (S) / Rausistuag (N)	Christmas, Russian	30
arhnaq	sea otter	44
Arinacaraa. (S) / Arinarcairaa. (N)	fermenting it, She's	84
Arinarcairaa. (N) / Arinacaraa. (S)	fermenting it, She's	84
arinasqaq taangaq	stagnant (slimy) water	76
arnam _____	women's	84
Arnam kenirtuq isuwimek.	cooking seal, The woman is	48
Arnam tangraa takuka'aq.	The woman sees the bear.	48
Artunartuq.	heavy (weight), It is	42
arunaten cimirkii (S) / atkututen cimirkii (N)	Change clothes (command).	8
Asgu.	Put it on.	24
Asiituq.	good, It is not	14
Asingia'art'slluku.	Do it nicely. (command)	14
Asircaraa.	fixing it, S/he is	54, 84
Asircarkii; Asirciluci.	Straighten things up.	50
Asirciluci; Asircarkii.	Straighten things up.	50
Asirt'stan.	Well done.	50
Asirtuq.	good, It is	14
asisqat neq'rkat	food, healthy (good)	18
asuq	pot, cooking	16, 82
ataan (N) / taatan (S)	father, your	52
ataaqa (N) / taataqa (S)	father, my	52
ataq (N) / taataq (S)	father	10
Ataqu egeskiu/ersgu.	Throw it later.	60
Atgurtuq.	happy, S/he is	26, 62
atii (N) / taataa (S)	father, his/her	52
atkuk	jacket	24
atkututen cimirkii (N) / arunaten cimirkii (S)	Change clothes (command).	8
atqa	name (is), My	4
atren	name (is), Your	4
Atukugt'staa.	dressing her, She is	54
Aturtuq.	singing, S/he is	30
atuun	song	30, 88
Augiraa.	bleeding it, He's	84
auraa (S) / pangalegaa (N)	Crawl (command).	8
auryaq; uryaq / siksa (N)	blackberry	18
Awa'i.	Enough.	50
Awa'uq	Refuge Rock	74
awirnaq	hat, spruceroot	20
Ayukutenituk.	same, They 2 are not the	42
Ayukutuk.	same, They 2 are the	42
caayuq	tea	16, 68
caguyaq	visor, bentwood	20
caik	wormwood, artemisia	70
cainiik	teapot	16
cali	again / next	78, 88
callret	trash	44
callret neq'rkat	food, junk	18

<b>Sugt'stun</b>	<b>English</b>	<b>Page</b>
cama'i	hello	4
Cami tailliaten maa'ut?	When'd you get here?	88
Camiku? ; Qaku?	When is it?	88
caniani	beside / near it	32
caniani	near it / beside	32
Caqimek agutaa.	taking something to her, He is	56
Caqimek tuyuraa.	sending something to him, She is	56
Caqiq-llu una? ; Caqiq una?	What is it?	88
caqiyutaq	paddle	20
carlia	baby, his/her	52
Carlia'araa.	babysitting him, She is	54, 84
carlia'arluku	care for someone	44
carlia'aluten; carlia'akina	Take care of yourself.	8
carlian	baby, your	52
carliaq; piipiq (N)	baby	10
carliaqa	baby, my	52
casaaq	clock	28
caskaq	cup	16
caugnga	face me	4
Cayugaa.	pulling it, She is	64
Cayuru.	Pull it.	42
Cestun Alutiit'stun atra ____?	What is the Alutiiq name of ____?	48
Cestun ik'um at'ra akimi?	name of that across there?, What's the	48
Cestun taug'um at'ra?	name of that?, What's the	48
Cestun unam at'ra?	name of this?, What's the	48
Cestun-mi llami et'a?	outside?, What's it like	46
Cestun?	How?	88
Ciitaa.	mashing it, He or she is	82
cilrayuruq	helicopter	40
cilupuuk (N) / cirupuk (S)	rock fish	66
Cimigiucikamen.	trade you this for that, I'll	60
Cing'iyay	Chiniak	74
Cingiu.	Push it.	42
ciqlluaq	barabara / sod house	20
ciqlluaq	storehouse / cache	12
Cirniq	Chignik	74
cirupuk (S) / cilupuuk (N)	rock fish	66
cisllaq; kalintaraq (N)	calendar	28
cisquq	knee	6
cuawaq	blueberry	70
cuawat	blueberries	18
cugyuk (S) / tatek (N)	forehead	6
Cukaillqaa. (S); Pirailqaa	slower than her, He's	64
Cukailuten.	Slower.	88
Cukaipakartuq.	going too slow, She's	84
Cukaituq; Piraituq.	slow, He is going	42, 62
Cukallrumauq.	fast, He apparently went	62
Cukaluten.	Faster.	88
Cukauq; Pirartuq.	fast, It is	42
Cukawakartuq.	going too fast, She's	84
cukilanarpak	devil's club	44, 70
culuk	fur / feather	82
cungaruasqaq	blue one	16
cungasqaq	blue one	16
Cuqlliqaq	Elder	20
cuqllirpaq pitaqa	catch, My first	60
cutmen	forward	64
cuukiik	socks	24

<b>Sugt'stun</b>	<b>English</b>	<b>Page</b>
Cuut'qa anq'rtuq. (S) / Cuuteqa anq'rtuq. (N)	hurts, My ear	62
cuuteq	ear	6
Cuuteqa anq'rtuq. (N) / Cuut'qa anq'rtuq. (S)	hurts, My ear	62
cuyaq	leaf	70
egcugaa	throw it, She wants to	60
Egcun'ita.	throw it, S/he doesn't want to	60
egesgu	throw it	4
Egtaa.	throws it, S/he	60
ellma	little, a	68
Ellma piciiquq.	try a little, She will	64
ellpet	you	10
Ellpet una pin.	This is for you.	60
elltuwaq	grandchild	10
emaa (S) / papuska (N)	grandmother	10
emaa'a (S) / papuskaa (N)	grandmother, his/her	52
emaan (S) / papuskan (N)	grandmother, your	52
emaaqa (S) / papuskaqa (N)	grandmother, my	52
Emkiluten.	Softer.	88
Emtuluten. (N) / Metuluten. (S)	Louder. (Voice)	88
englaa	laugh	4
Englartuq.	laughing, S/he is	26
englaryuwa (N); englarua'a (S)	smile	4
engleq	bed	12
engluq (N) / ungluq (S)	home / house	12
ermiutaq (S) / palatensaqa (N)	towel	8
erneq	day	28
faapxiikaaq; kaanaxiq	cannery	22
gaaleq	window	4
Gagtuq.	rough, It is	8, 78
gelipaq (N) / Iliipaq (S)	bread	16
giinaq	face	6
giinaruaq; maaskaqa	mask	20, 86
gui	me	6
Gui _____.	I am _____.	48
Guuciquten?; Guuteten anq'rtut?	hurt?, Do your teeth	62
guutai'ista	dentist	22
guuten sugkii	Brush your teeth (command).	8
guutet	teeth	6
Guuteten anq'rtut?; Guuciquten?	hurt?, Do your teeth	62
iciwaq	days ago, a few	28
igarsuuteq; karantaasaq	pencil / writing tool	4
igiaq	tern	34
iingalaq	eye	6
Ikayuraa.	helping him, She is	56
Ikayurcikamken.	help you, I will	56
Ikayurciqaa.	help her, She will	56
Ikayurkau'arpenga-qaa?	help me?, Can you	14
Ikayurnga.	help, I need	50
Ikayurnga.	Help. (command)	14
Ikirngauq.	open, It is	42
ikirs'gu	open it	6
Ikugaa.	found (it), He	36
ilagnasqat	bushes, tangled / brush	72
ilat	family (plural)	10
ilquq	brain	62

<b>Sugt'stun</b>	<b>English</b>	<b>Page</b>
iluani	inside it	32
iluqliit (S) / patstaaniq (N)	long johns (N) / underwear, boy's	24
iluqliit (S) / pluumeksaq (N)	bloomers (N) / underwear, girl's	24
imagun / imagun	by sea	86
Imaituq.	empty, It is	42
imaq	water, salt / ocean	32, 72, 76
imarmi	ocean, in the	76
Imasuugtuq.	sad, S/he is	26, 62
ing'igun / ing'ikun	over the mountains	86
ing'ingcuk	hill	72
ing'iq; ingriq	mountain	32, 72
Iniigiu.	Hang it up.	24
ipi	arm	6
ipuk; ac'aruaq	snail	18
iqallugsurta	fisherman	22
Iqallugsurtuq.	fishing, She is	54
Iqallugsuuwa	Go fish. (command)	66
iqalluk	salmon	44, 68
iqiuwat; kenirkat	firewood / wood pile	12
iqsak	hook	82
Iqua.	end, The	50
Irak	Eagle Harbor	74
iraluq	moon	28
Irua angq'rtuq.	hurts, His leg	62
iruq	leg	6
Isuwiituten.	seal, You don't have	66
Isuwillrianga.	caught a seal, I	60
Isuwingq'rtuten-qaa?	seal?, Do you have	66
isuwiq	seal	18
Isuwirsurtuq.	seals, He is hunting	78
Isuwiruangaquq	pretending to be a seal, S/he is	60
itgaq	foot	6
Iwa'iraa. (N) / Iwayaa. (S)	looking for (it), She is	36
iwalrayak	crab	18
kaanaxiq; faapxiikaaq	cannery	22
kaar'taaq	card	30
kaar'taat	cards	60
Kaar'taat akuuskii.	shuffled the cards, She	60
Kaar'taat qupkii.	Cut the cards.	60
kaaraq	car / truck	40
kaarakuaq	four wheeler	40
Kagigaa.	sweeping it up, She is	54
Kagikii.	swept it, He	58
kagitengcuk (N) / kagitngcuk (S)	broom, small	50
kagiteq	broom	38
kagitesinaq (N) / kagitsinaq (S)	broom, big	50
kakiwik	sewing kit, portable	82
Kal'uq; Kal'ut	Karluk	74
kalankaaq (N)	jacket, jean	24
Kalikamek nuryugtua. (N) Kalikamek picartua. (S)	get a piece of paper, I need to	50
kalikaq	paper, piece of	4
kalikarwik	post office	22
kalintaraq (N); cislilaq	calendar	28
kaluyuk (S); kayuluq; kayuruq (N)	bullhead	66
kanaglluk	raincoat, gut	20, 86
Kanagtuq.	tall, S/he is	42

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kanaut	downward	64
Kangircinitua. (N) / Kangircin'tua. (S)	understand, I don't	50
Kangiyak	Kaguyak	74
kapsuun; kapugsuuteq	spear, fish	38, 82
kapuustaq	kelp	34
karaagun / karaakun	car, by	86
karantaasaq; igarsuuteq	writing tool / pencil	4
Karantaasaqa ipegcarsuwaqa.	sharpen my pencil, I need to	50
kas'aq	priest	22, 36
Kasukuak	Akhiok	74
kataa	Fall (command).	8
Katagtuq.	falling, He is	64
kawisqaq	red one	16
Kayagnaituq.	easy, It is	82
Kayagnartuq.	difficult (hard), It is	14, 82
kayuluq; kayuruq (N); kaluyuk (S)	bullhead	66
Kayunguq.	stormy, It is	46
Kegmartuq.	bites, It	62
Keligaa.	scrapes it, He	70
Keligningaitan.	scrape it, You won't	70
kelugkaq	thread	38, 82
ken'aq	tide, low	44, 76
kenegtaq	cranberry, low bush	70
kenegtat	cranberries, low bush	18
Kenillruma.	cooked it, She probably	62
Keniraa.	cooking it, He is	54
kenirta	cook	22
Kenirtuq.	cooking, He is	16
keniru	point at it	4
kenirwik	kitchen	12
kentuq	tide, ebbing/lowering	76
Kepkutaraa; Urkiqutaraa.	cut it, She's about to	84
Kiagtua(nga).	hungry, I am	14
kiak	summer	28
Kicarwik	Anchorage	74
Kina aturtuq?	Who is singing?	88
Kina taugna?	Who is that near you?	48
Kina una? ; Kina-llu?	Who is this?	88
Kina(-mi) ikna?	Who is that across there?	48
Kina(-mi) una?	Who is this?	48
Kinam Ikeyurciqaa	help him?, Who will	56
Kinam kagiciqaa?	sweep it?, Who will	56
Kinam piturciqaa?	eat it?, Who will	56
Kinam qupkuiciqaa?	divide it up?, Who will	56
Kinam tuumiaqciqaa?	carry it?, Who will	56
Kinengciraa.	drying it, She is	84
kinerngasqat neq'rkak	food, hang/dried	18
kinerngauq (N) / kin'rngauq (S)	dry, It is	24
kingutmen	backwards	64
Kit'uq.	sinking, She is	62
Krismaq	Christmas, American	30
kristaq	cross	36
krupaaq (S) / riisaq (N)	rice	16, 68
kugyasiq	net, seine	82
kugyasiq (S) / siit'kaa (N)	net, gill	82
kuiguaq	stream	72
kuigun / kuigkun	via the river	86

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kuik	river	32, 72
kuingten	walk (command)	4
kulic'aaq	Easter bread	36, 68
kulickiiq (N) / kurickiiq (S)	snipe	34
Kuluark'gka. (N) / Kwerk'gka. (S)	lifted it, I	58
Kuluaskii.	Put them away.	24
kulunguak	earrings (pair)	86
Kumegllumauq. (N) / Kum'gllrumauq. (S)	angry, She was probably	62
Kumegtuq. (N) / Kum'gtuq. (S)	angry, She is	26, 62
Kumluski taumi kagici.	Put things away and sweep up.	50
kupcuunaq (S) / palik (OH) / palkaaq (N)	smoked salmon	18
kusniaq	dough, bread	16
Kwerk'gka. (S) / Kuluark'gka. (N)	lifted it, I	58
laakaq	hole	32
Lagaa.	digging it, S/he is	78
lapaat'kaa	shovel	38
legtaq	animal den	44
Liicun'itua.	want to learn, I don't	60
lingaklluki	respect them	44
lipiuskaq (N) / alatiq (N) / alaciq (S)	bread, fried	18, 66
litnaurwik (S) / skauluq (N)	school	22
litnauwista (S) / uciitiliaq (N)	teacher	22
luuget	onions	18
luus'kaa	spoon	16
lla	weather / outside / environment	28
llaasuwa (N) / nallukunaq (S)	Be careful.	8
llam cimiyuca	seasons (weather's changes)	28
Lliigiu.	Put / place it.	4, 24
lliileq	motion	88
Lliilertuq.	dancing traditionally, She is	88
lliipaq (S) / gelipaq (N)	bread	16
lluwaruun (N); saaniik	sled	40
maama (S); aanaq (N)	mother	10
maamaqa (S) / aanaqa (N)	mother, my	52
maaskaq; giinaruaq	mask	20, 86
Maaskarataq	Masking	30
Macangenituq.	sunny, It is not	46
macaq	sun	24, 28
macaq kal'urtuq	sunset (the sun is setting)	28
macaq suartuq	sunrise (the sun is rising)	28
Macartuq; Macanguq.	sunny, It is	46
Malitaturaa. (S) / Pinarcuraa. (N)	stalking it, He's	84
mamaayaq; qahmaquq (Akhiok)	clam	34
Manigsurtuq.	gathering eggs, S/he is	78
manik	egg	36
manit	eggs	16
Maqartuq.	hot, It is. (person)	18
Maqikaskuma, qawarciqua.	After banya, I'll sleep.	78
Maqillria/Maqillia.	steam bathing, She was	58
maqiwik	steam bath/ banya	12
maqiyaa	bath, Take a (command).	8
maraq	bog / swampy place	72
Mariasaq	card game, A Russian	60
masiinakliitaq	motorcycle	40
Masiinaq pektaqa.	working on the engine, I'm	82



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Masiqsiraq	Port Lions	74	naut'staat	plants; vegetables	32, 66
maslingka (N) / masliniq (S)	Fun/Crazy Week (week before Lent)	36	neneq	bone	82
mayaciik	ball	4	Nepairci. / Nepaici.	quiet, All	50
Mayartuq.	skinny, S/he is	42	Neqirtuq.	sweet, It is	8, 18
mayuru	climb it	4	neqnisqaq	dessert / sweet (a sweet thing)	66
mayuwa	Climb (command).	8	Ner'ua.	eating, I am	18
mecu'uq	wet, It is	24	Nerarciqua, taumi kwingciiqua.	First I'll eat, then go for a walk.	78
Migluten.	Louder. (Noise)	88	Neregkwa'iqutartua.	holding a feast, I'm	60
migwik	airstrip	22	Neregkwa'iyut.	hosting a feast, They are	60
miilaq	soap	8	Neregkwaraa.	feeding her, She is	54
Mikellqaa.	smaller than she, He's	64	Niici. (N) / Nicu'arci. (S)	listen, All	50
Miktuq.	small, It is	42	niitaqa	hear it, I	8
Mina'amken.	give this to you, I	60	niklliq	salmon, red	66
Mingq'rqutaraa.	sew it, She's about to	84	nimruyaq	willow	70
Mingqaa.	sewing it, He is	54	Nitniqaa	listening to her, He is	54
mingqun	needle	38, 82	Niugpakartuq.	talking too much, He's	84
Muciikutartut. (N) / Qaquingnaaqut. (S)	contest, They are in	60	nukallpam _____	men's	84
mukaaq	flour	68	Nukallpam aikuq (N) / piugta (S) keghmartaaraa.	bites the dog, The man always	48
mulut'uuk	hammer	38	nukallpam kaliarua'a (S) / tiuplaaq (N)	shirt, man's	86
muuguat	watermelon berries	18	nukek	root	70
Naama-mi ____?	Where is ____?	24	nulin	wife, your	52
nacaq	headdress, beaded	20, 86	nuliqa	wife, my	52
Nagten.	Stop.	62	nulira	wife, his/her	52
Naken ikuken?	find it?, Where did you	76	numirten	turn to your back	4
Naken pitag'ken?	catch this?, Where did you	76	nunagun / nunakun	overland	86
Naken taillriaten?	Where'd you come from?	88	nunami	land, on the	76
Naken?	Where from?	88	Nunaniqsagtuq.	having fun, He is	62
nallqigtuq	straight, It is	8	Nunaniqsanituq.	having no fun, He is	62
nallukunaq (S) / Ilaasuwa (N)	Be careful.	8	Nunaqullrianga; Alagnarsullrianga.	picked berries, I	60
nangarten	stand up	4	nunaquryatuwa	Pick berries (command).	8
Nani et'aa?	Where is it?	88	Nuniamek	Old Harbor, from	74
Nani et'cit?	Where are you staying?	88	Nuniahq	Old Harbor	74
Nani?	Where at?	88	Nut'gu.	Shoot it.	58
naniq	lamp, oil	20	Nut'kii.	shot it, She	58
Nanituq.	short, S/he is	42	nuta'aq	new	20, 82
nanwagun / nanwakun	via the lake	86	nuta'arpiaq	new, brand (really)	82
nanwamek	lake, from the	72	Nutaaq Uksuq	New Year	30
nanwamen	lake, to the	72	Nutegaa	shooting it, He's	84
nanwami	lake, in the	76	Nutegpakartuq. (N) / Nut'gpakartuq. (S)	shooting too much He's	84
nanwangcuk	pond	72	nutegparuat	firecrackers	30
nanwaq	lake	32, 72	nutegsta (N) /nutegta (S)	Shooter	58
Napaliaraa. (S) / Ukitaa. (N)	drilling it, He is	54	nutek	gun	38, 82
napaq	tree	30	Nutkutartuq.	shoot, He's about to	84
napartu'uq	forest	72	nuus'hniik; anarwik	toilet	12
napat	trees	32	nuus'nit'saak / naus'nit'sak (N) / nuusicuak (S)	scissors	38, 82
napatam caniani	Near the target / close to the target	60	nuusicuak (S) / nuus'nit'saak / naus'nit'sak (N)	scissors	38, 82
Napyuusgu.	Tie it.	24	Nuusiliyuq.	making an knife, He is	82
nar'aq	smell it, I	8	nuusiq	knife	16, 38, 82
Nariu. (N) / Naru. (S)	Smell it.	18	Nuusnicugtua. / Nuusnirsurtua.	bathroom, I need to use the	8, 50
nasquluk	bull kelp	34, 44	Nuuyaa.	hiding (it), She is	36
nasquq	head	6	nuyat	hair (plural)	6
Nat'en agellria?	Where'd he go?	88	nuyat milaraa'a	shampoo	8
Naten aikuqa agellria? (N)	Where's my dog gone?	88			
nateq	floor	4			
naus'nit'sak; nuus'nit'saak (N) / nuusicuak (S)	scissors	38, 82			



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p'hnaq	bluff / cliff	72
Paas'kaa	Easter	36
paciruak (S); qenga	nose	6
pagut	upward	64
pakigi (S) / uyagquu (N)	Reach it (command).	8
palatensaq (N) / ermiutaq (S)	towel	8
palicuuskiq	policeman	22
palik (OH) / palkaaq (N) / kupcuunaq (S)	smoked salmon	18
palkaaq (N) / kupcuunaq (S) / palik (OH)	smoked salmon	18
paltuuk	coat, long	24
pangaleгаа (N) / auraa (S)	Crawl (command).	8
papuska (N) / emaa (S)	grandmother	10
papuskaa (N) / emaa'a (S)	grandmother, his/her	52
papuskan (N) / emaan (S)	grandmother, your	52
papuskaqa (N) / emaaqa (S)	grandmother, my	52
paᵛag'uutakun	boat, by	86
Paᵛag'uutaq pektaa.	working on the boat, She is	82
paᵛanaq	goat	18
Pas'rsaq	Pasagshak	74
pashmakiik	shoes (pair)	24
pat'sna'isuuteq	refrigerator	12
Pat'snartuq.	cold, It is	8, 16
Pat'stiilkaa cimira.	diapering the baby, He is	54
Patiraanga.	thirsty, I am	8, 14
patstaaniq (N) / iluqlliit (S)	underwear, boy's (N - long johns)	24
patugiu	close it	6
Patumauq.	closed, It is	42
patuq	lid	82
Pekagaa.(N) / Akutaa. (S)	stirring it, She is	16
pekt'staq	worker	22
pektaa	job [work to do]	22
Pektua.	working, I am	22
pelit'aaq	cook stove	12
pelut'saaq	saucer	16
Perirturaa; Perica'iraa.	cleaning it up. She is	54
Perirturu _.(N) / Percaici _.(S)	Clean up ____.	50
Picunituq.	thoughtless person, He's a	62
Picuurciiquq.	do well, He is going to	64
pikiyutaq	present	30
pilaq	saw	38
Pilaqutaraa.	saw it, He's about to	84
Pilaraa.	sawing it, He is	54
Pinarcuraa. (N) / Malitaturaa. (S)	stalking it, He's	84
Pinartuq.	calm, It is	46
Pingakenitaqa.	like it, I don't	26
Pingaqaa akutan.	likes your akutaq, He	54
Pingaqaa. (N) / Pinaqa. (S)	likes it, She	54, 68
Pingaqaa.	like someone, I	26
Pingaqningaita.	like it, He won't	70
Piraiilqaa; Cukaiilqaa. (S)	slower than her, He's	64
Piraituq; Cukaituq.	slow, He is going	42, 62
Piranqaa.	faster than her, She is	64
Pirartuq; Cukauq.	fast, It is	42
Pirartuq.	fast, She is	62, 64
pirinaq (S) / sisuq (N) / akutaq (N/S)	ice cream, Alutiiq	16

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pisitsaaq	pepper	68
piruq	fish pie	66
Pisuk'gka.	hunted it, I	58
Pisukii.	hunted it, He	58
Pisullria/Pisullia.	hunting, He was	58
Pisuraa.	hunting it, He is	54
pisurta	hunter	58
___ pisurtuq isuimek.	hunting for seal, ____ is	48
___ pisurtuq.	hunting, ____ is	48
Pisuryartaartuq.	hunts, This one usually	48
Pisuryugtua.	want to hunt, I	60
Pisuryun'ituq.	want to hunt, He doesn't	60
Pitullruma.	ate it, He probably	62
Piturkaun'sqat	edible, It is not	70
Piturkausqat	edible, It is	70
Piturnaita.	eat it, She won't	70
Piturpakartuq.	eating too much, He's	84
Pituwaqa una.	eating this one, I'm	48
Piugtem (S) / Aikum (N)	bites the man, The dog always	48
nukallpiaq keghmartaaraa.		
plaatuk	hankie	36
pluumersaq (N) / iluqlliit (S)	underwear, girl's(N - bloomers)	24
puckaaq	barrel	82
pugtarsuuteq	lifejacket	40
Pugtuq.	floating, He is	62
pumuinik; kug'iwik	trash can	12
Puᵛkartuq. (N) / Tal'artuq. (S)	blizzard, It is a	46
putukat (S) / angenquyut (N)	toes	6
putuskaq	pillow	12
puunga	stem (its stem)	70
puyuyqtaawik; puyuyq'cik	smoke house	12
Puyuyqtaara. (N) / Puyugciraa. (S)	smoke processing it, She is	84
puyurniit	raspberries, trailing	18
qahmaquq (Akhiok); mamaayaq	clam	34
Qahmaqursurtuq. (S) / Taugtasurtuq. (N)	cockles, She's getting	78
Qahmaqurtllia. (S) / Taugtartilria. (N)	cockles, She got some	78
Qai-cali?	Why?	88
qaingani	on it (on top of it)	32
qainganun (Iliigi)	on top of it, (put it)	4
Qaisugtua.	hurt, My feelings are.	26
qakiiyaq	salmon, silver	66
Qaku?	When? (future)	88
Qaku?; Camiku?	When is it?	88
Qakukii.	won over him, He	60
Qakullria.	won, She	60
qaliyruaq (S) / tiuplaaq (N)	shirt	24
Qamaut ag'uq.	heading up the bay, He's	72
qaneq	mouth	6
Qanga, tamuu'itua.	fish, No, I have no dried	66
qangananguaq	yarrow	70
qangiquusinaq	long long ago	20
qangirllaq (N)/ qangillaq (S)	old	20, 82
qangirllarpiaq (N) / qangillarpiaq (S)	older	82
qangisinaq	long ago	20
Qangsuituq.	waves, There are no	76

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Qangwaq?	When? (past)	88	qutmi	beach, at the	76, 78
Qangyugtu'uuq.	waves, There are many	76	qutmi	beach, on the	76
qangyungcut	waves, small	76	Quuhnartuq.	bitter / sour, It is	18
qangyusinat	waves, large	76	Quunartuq (N) / Quuhnartuq (S)	sour / bitter, It is	8, 18
qangyut	waves	76	Quyanaa.	Thank you.	4, 60
Qaniguq.	snowing, It is	46	Quyanaasinaq	Thank you very much	58
qaniq	snow, falling	24	Quyanaituq.	thanks is necessary, No	60
qanitaq	dump (place)	44	Quyanaartuq.; Quyatuq.	thankful, He is	16
qantaq (N) / alutaq (S)	plate	16	Rausistuam tanqii (N) / Akausistem tangii (S)	Christmas lights	30
qapilat	mussels, blue	18	Rausistuuaq (N) / Akausistuuaq (S)	Christmas, Russian	30
qaqairngasqaq	yellow one	16	riisaq (N) / krupaaq (S)	rice	16, 68
Qaquiringnaaqut. (S) / Muciikutartut. (N)	contest, They are in	60	ruuwaq	arrow	20
Qat'aaq	Kataq	74	saaniik; Iluwarsuun (N)	sled	40
qatayam maniit	eggs, seagull	18	saapek (S) / sliyapaq (N) / slaapaq (S)	hat (brimmed) / cap	24
qatayaq	seagull	34	sagiq	halibut	18, 66
qatesqaq	white one	16	sagiruaq (S); waa'uuq	flounder	18, 66
qaugllut (N) / qauglut (S)	eyebrows (3+)	6	saikaaq	washtub	82
qaugtat; qauq (S)	barnacles	34	salaq	shell (of sea creature)	34
qaugyam acani	under the sand	32	saputaq (S) / sapuuluq (N)	weir	82
qauq (S); qaugt	barnacles	34	sapuuluq (N) / saputaq (S)	weir	82
Qawaraarciquq, taumi pisuryarciquq.	First he'll sleep, then he'll hunt.	78	saqul'aaq	duck	16
Qawarniuq.	sleepy, S/he is	26	sauliq (N) / taryuq (S)	salt	68
Qawarpakartuq.	sleeping too much, She's	84	Siit'kaaligua.	making a gill net, I am	82
qawirnasqaq nuusiq	crooked knife	82	Siit'kaa'pektaa.	working on the gill net, He is	82
qawirnasqaq nuusiq	knife, crooked	82	siit'kaa'q (N) / kugyasiq (S)	net, gill	82
Qayaliyuq.	kayak, He is making a	82	sikiaq (S) / umataq (N)	fish, half-smoked, baked	66
qayaq	boat, skin (kayak)	20	siksa (N) / auryaq; uryaq	blackberry	18
qeceng'i (N); q'ceng'i (S)	run	4	Sisuliyuq.	ice cream, She is making Alutiiq	82
qemeryat	eyelashes (3+)	6	sisuq (N) / akutaq (N/S) / pirinaq (S)	ice cream, Alutiiq	16
qengaq; paciruak (S)	nose	6	sisut	fish roe	78
qetgaa	Jump (once) (command).	4, 8	skaapaq	cupboard	12
Qetgau'artuq.	jumping, He is	64	skauluq (N) / litnaurwik (S)	school	22
Qia'uuq.	crying, S/he is	26	skiifaaq (N) / skiiguuq (S) / tuuraq (N/S)	skiff / dory	40
qik'rtamek	island, from the	72	skiiguuq (S) / tuuraq (N/S) / skiifaaq (N)	dory / skiff	40
qik'rtamen	island, to the	72	skuurutaq	frying pan	16
qik'rtaq	island	32, 72	slaapaq (S) / saapek (S) / sliyapaq (N)	cap / hat (brimmed)	24
Qik'rtaq	Kodiak Island	74	Slaawiq	Starring	30
Qikitaartuq.	shy, S/he is (always)	26	sliyapaq (N) / slaapaq (S) / saapek (S)	hat (brimmed) / cap	24
Qilagtuq. (N) / Qilartu'uuq. (S)	cloudy, It is	46	stuulciiq; aqumagwik; aqumawik	chair	12
Qiluigaa.	gutting it, He's	84	stuulumek	table, from the	72
qilut	gut (the material)	86	stuulumen	table, to the	4
Qitenguq.	rainy, It is	46	stuulumi	table, on the	76
qiteq	rain	24	stuuluq	table	4
qitguyaq	bow	20	Stuulut allturkii.	Wipe the tables.	50
Quiliuq.	fat, S/he is	42	sua'at	fingers	6
qukaani	between them	32	suarua'a	doll, his/her	52
quliini	above it	32	suaruan	doll, your	52
quliyanguat	stories	20	suaruaqa	doll, my	52
qungurwik	cemetery	22	Sugaa	mopping it, She is	84
Qungutuwat neregkwarkii.	Feed the pets.	50	Suistaq	Christmas star (for starring)	30
Qunuqamken.	love you, I	26	suitaraq	sweater	24
Qupkuiciqaa.	divide it up, He will	56			
Qupkuitaa.	dividing it up, She is	56			
quteq	beach	32, 72			
qutmek	beach, from the	72			
qutmen	beach, to the	72			
Qutmen ag'uuq.	going to the beach, He's	72			

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suitkaa	flower	70
suitkaat	flowers	36
sulunaq	salmon, salted	68
Sulunaraa.	salting it, She's	84
Sun'amek	Kodiak City, from	74
Sun'aq	Kodiak City	74
sungca'ista	doctor (healer)	22
sungca'istem ikaiyuwa; tuug'takam ikaiyuwa	nurse / health aide	22
sungcarwik	clinic	22
suqaq	stomach	6
Sur'iru.	Taste it. (command)	16
Suryaraa; Suriraa.	tasting it, He is	68
suupa	soup	16
suuwiteq	mop	38
taangaq	water, fresh	12, 76
taarit	grass roots (scrubbers)	78
taasawik	raincoat	20, 24
taataa (S) / atii (N)	father, his/her	52
taatan (S) / ataan (N)	father, your	52
taataq (S) / ataq (N)	father	10
taataqa (S) / ataaqa (N)	father, my	52
taatuska (N) / apaa (S)	grandfather	10
taatuskaa (N) / apaa'a (S)	grandfather, his/her	52
taatuskan (N) / apan (S)	grandfather, your	52
taatuskaqa (N) / apaaqa (S)	grandfather, my	52
tai-gut	come here	4
___ taigkwakui.	come over, Let ___	48
Taillianga kaaragun.	came by car, I	40
Taillianga tengausqagun.	came by plane, I	40
taisgu	bring it	4
taisgu guamnun	bring it to me	4
Takuuq.	long, It is	42
Tal'artuq. (S) / Purkartuq. (N)	blizzard, It is a	46
tamlesqaq (S) / tan'esqaq (N)	black one	16
tamluq	chin	6
Tamuu'itua.	fish, I don't have any dried	66
Tamuungq'rtua(nga).	fish, I have dried	66
Tamuungq'rtuten-qaa?	fish?, Do you have any dried	66
tamuuq	dry fish	18
tamuuq	fish, dried	66
tan'esqaq (N) / tamlesqaq (S)	black one	16
Tang'raa.	sees him, It	54
Tang'raanga.	sees me, S/he	54
Tang'ramken.	see you, I	54
Tang'ran.	see it, You	54
Tang'raqa.	see it, I	54
Tang'rapenga.	see me, You	54
tang'rciqamken (cali)	see you (again), I'll	4
Tang'rlria/Tang'rlia.	watching, He was	58
Tangirnaq	Woody Island	74
tangraqa	see it, I	8
tanqik	light	12
taqmak	dance parka (women's)	86
taquka'angcuk	bear, small brown	50
taquka'asinaq	bear, big brown	50
taryuq (S) / sauliq (N)	salt	68
Taryurtuq.	salty, It is	18
Tatarngauq.	full, It is	42

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tatek (N) / cugyuk (S)	forehead	6
Taugtartilria. (N) / Qahmaqurtllia. (S)	cockles, She got some	78
Taugtasurtuq. (N) / Qahmaqursurtuq. (S)	cockles, She's getting	78
Taugum / Aipaa nut'kii.	shot it, The other one	58
taugum atra	name (is), That person's	4
taumi	and then	78
Teg'uuq.	hard (tactile), It is	78
tekruaq	thimble	82
tengausqagun / tengausqakun	by airplane	86
tengausqaq	plane	40
Tepek'gtuq.	smells good, It	18
tepek'gtut	smell good, They	8
tiuplaaq (N) / nukallpiam kaliarua'a (S)	shirt, man's	86
tiuplaaq (N) / qaliyaruaq (S)	shirt	24
tuik (S); tuwik	shoulder	6
Tuk'rtugaa.	kicking it, She is	64
Tuk'rtugu pamautsinaq.	Kick way up there.	64
tuk'ru	Kick it (once) (command)	8
Tukniallqaa.	weaker than him, He is	64
Tukniituuq; Tutniatuq.	weak, He is	64
Tukniinqaa.	stronger than him, She's	64
Tukniuuq; Tutnigtuuq.	strong, She is	64
Tumaartaraa. (N) / Tumagtaaraa. (S)	tracking it, He's	84
tumait	tracks	44
Tumananguq. (N) / Umniquq. (S)	foggy, It is	46
Tumaninituq. (N) / Umt'hnituq. (S)	foggy, It is not	46
tun'giu	give it to	4
tung'iq	tide, high	44, 76
tung'irtuq	tide, rising/flooding	76
tunturpak	moose	18
tunuani	behind it	32
tunusnga	turn your back to me	4
tunuten	turn to your back	4
Tupiru.	Button / fasten it.	24
Tupiru.	Fasten / button it.	24
Tupllugtuq.	smells bad, It	18
tupllugtut	stink, They	8
tupuuruq	axe	38, 82
Turaak	card game, A Russian	60
tuug'takam ikaiyuwa; sungca'istem ikaiyuwa	health aide / nurse	22
tuug'taraq	doctor	22
tuugiu	take it	4
Tuuk'gka.	took it, I	58
Tuumiaqaa.	carrying it, He is	56
Tuumiaqciqaqa.	carry it, I will	56
tuuragun / tuurakun	skiff, by	86
tuuraq (N/S) / skiifaq (N) / skiiguuq (S)	dory / skiff	40
tuwik; tuik (S)	shoulder	6
tuyuq	chief	22
uciitiliaq (N) / litnauwista (S)	teacher	22
ugnerkaq	spring	28
ukicaisuun	drill, bow	82
Ukita. (N) / Napaliaraa. (S)	drilling it, He is	54

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uksuq	winter	28
ul'uk	pants	24
ulik	blanket	12
ulluuwaq	cheek	6
ulukaq	ulu	20
uluq	tongue	6
ulutegwik	T.V.	12
umataq (N) / sikiaq (S)	fish, half-smoked, baked	66
Umniquq. (S) / Tumananguq. (N)	foggy, It is	46
Umt'hnituuq. (S) / Tumaninituuq. (N)	foggy, It is not	46
Unaituq.	soft, It is	8, 78
ungluq (S) / engluq (N)	house / home	12
Uniurtaqa.	missed it, I	60
unuaq	morning	28
unuk	nighttime	28
uqaayanaq	nettle	70
Uqegtuq. (N) / Uq'gituq (S)	light (weight), It is	42
uqgwik	alder	70
Uqnartuq.	hot, It is. (object)	16, 18
Uqu'itua.	oil, I don't have any	66
Uqungq'rtua(nga).	oil, I have	66
uquq	fat / oil	68
uquq	oil / fat	68
uriisaq	angelica	70
Uriitaitua.	bidarkis, I don't have any	66
Uriitangq'rtua(nga).	bidarkis, I have	66
uriitaq	bidarkis / chiton	34
uriitaq	chiton / bidarkis	34
Uriitarsurtua.	bidarkis, I'm gathering	78
Uriitartllria.	bidarkis, She got	78
Urkiquataa; Kepkutaraa.	cut it, She's about to	84
urturwik (N) / urtuwiwik (S)	sink	12
Urtuwikaskan, taumi kenirciquq.	After washing dishes, she'll cook.	78
urtuwiwik (S) / urturwik (N)	sink	12
uryaq; auryaq / siksa (N)	blackberry	18
Usparaa. (N) / Uspera. (S)	measuring it, He's	84
Uspera. (S) / Usparaa. (N)	measuring it, He's	84
Uswiituuq.	careless person, She is a	62
Uswituu'uq.	Smart/wise person	62
Utguiursurtuq. (S) / Amikursurtuq. (N)	octopus, She's hunting	78
Utguitllria. (S) / Amikurtllria. (N)	octopus, She caught some	78
Uusenkaaq	Ouzinkie	74
Uutaa.	done cooking, It is	36
uutuk	sea urchin	34
Uyaaquqa anq'rtuq.	aches, My neck	62
uyagquu (N) / pakigiu (S)	Reach it (command).	8
uyamillquaq; uyamillquyaaq (S)	necklace	86
Uyaqsamek	Larsen Bay, from	74
Uyaqsaq	Larsen Bay	74
uyaquq	neck	6
uyuwa (S) / wiiwaa (N)	sibling, his/her younger	52
uyuwan (S) / wiiwan (N)	sibling, your younger	52
uyuwaq (S) / wiiwaq (N)	sibling, younger	10
uyuwaqa (S) / wiiwaqa (N)	sibling, my younger	52
waa'uq; sagiruaq (S)	flounder	18, 66
Wamciquten-qaa?	play?, Will you	76

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wamqutat yaasi'at (N) / wamqutat yaasiit (S)	toy box	12
weg'et	grass	44
weguqaq	goose tongue	44
wiika	husband, my	52
wiil'kaa (N) / wiir'kaa (S)	fork	16
wiinaq	sea lion	18
Wiinarsurtuq.	sea lions, He is hunting	78
Wiinarsurtut imarmi.	hunt sea lions at sea, They	76
Wiinarsurtut.	hunt seal lions, They	76
Wiinartllria.	sea lions, He caught some	78
wiinga / wiira	husband, his/her	52
wiit'ruuq	bucket	82
wiiwaa (N) / uyuwaa (S)	sibling, his/her younger	52
wiiwan (N) / uyuwan (S)	sibling, your younger	52
wiiwaq (N) / uyuwaq (S)	sibling, younger	10
wiiwaqa (N) / uyuwaqa (S)	sibling, my younger	52
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win	husband, your	52
Yaagnartuq; Yaata'uq.	poisonous, It is	70
yaamam acani	under the rock	32
yaamam qaingani	on top of the rock	32
yaamam tunuani	behind the rock	32
Yaamaq	game, Rock (stones at target).	60
Yaamaq	Rock game (stones at target).	60
Yaata'uq; Yaagnartuq.	poisonous, It is	70
yaqsigtuq	far, It is	32
yaqsisqaq napataq	far away target	60
Yuugiu.	Take it off.	24

# NOTES

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