



QANIM IRALUA

SNOW MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

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

MATERIALS



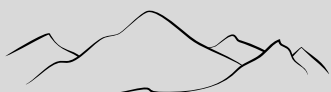
Snowflake tutorials or materials to decorate for younger students.

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

SCAFFOLD SUPPORT

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

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



Painting Discussion

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

ACTIVITY:



Learn about how snowflakes are formed.

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



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



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

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

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

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

ROWDY RAVEN IS UNIQUE

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

Examples & Non-Examples of Confidence in Our Identity

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



LING'ATARLUTA - WE ARE RESPECTFUL

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

WE ARE SAFE

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

WE ARE KIND

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

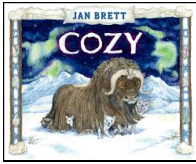
CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

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

TUKNILUTA - WE ARE STRONG / RESILIENT

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

Book Connection: Safe & Kind



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

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



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

Reflection Questions

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



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

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

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Transitions - Support children to select centers and become engaged.



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

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

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

NURTURING & POSITIVE RELATIONSHIPS

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

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

LET'S LEARN ALUTIIQ!



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

EGGS: 
CORE LANGUAGE



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

As students are able, encourage them to label their pictures in English and Alutiiq..

ALEVIN:



DEVELOPING THE FUNDAMENTALS

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

MANICI
BRING OUT & SHOW



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



SMOLT: EXPANDING

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

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Hat (winter)	Saapek
	Scarf	Plaatuuk
	Coat	Atkuk
	Gloves	Aritek
	Boots	Arapak
	wear	(r)tuuma
Simple Sentences:	I wear a hat.	Saapegtuumarua.
	I wear a scarf.	Plaatuugtuumarua.

Sample Activities: Nani alagnanka?

Caqiq una?

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

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

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

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

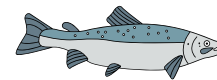
- Class comprehension check. Focus first on saapek. Indicate the illustration and ask **Saapegtuumauten-qaa?**/Are you wearing a hat? The class should respond with **Aa'a/Yes**.
- Individual student check. Prompt an individual student with **Saapegtuumauten-qaa?**/Are you wearing a hat? Encourage them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

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

Level: Adult (free response, interaction and conversation)

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

ADULT: CONVERSATION



Sample Activities: Calikausia aniuirmi?

Calikausia aniuirmi?/What can I do in the snow?

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

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

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

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