



QUYAWIM IRALUA

THANKSGIVING MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

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

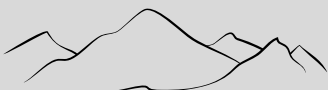
MATERIALS

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

SCAFFOLD SUPPORT

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

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



Painting Discussion

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

ACTIVITY:



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

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

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

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

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

ROWDY RAVEN IS GRATEFUL

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

Examples & Non-Examples of Gratitude

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



LING'ATARLUTA - WE ARE RESPECTFUL

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

WE ARE SAFE

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

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

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

WE ARE KIND

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



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

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

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

TUKNILUTA - WE ARE STRONG / RESILIENT

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



Share What You Have Giving Makes You Richer

Reflection Questions

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



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

NURTURING & POSITIVE RELATIONSHIPS

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

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

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

HIGH QUALITY SUPPORTIVE ENVIRONMENT

Providing Clear and Effective Directions:

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



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

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

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

LET'S LEARN ALUTIIQ!



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

EGGS: CORE LANGUAGE



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

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

ALEVIN:



DEVELOPING THE FUNDAMENTALS

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

MANICI BRING OUT & SHOW



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

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



SMOLT: EXPANDING

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

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

Sample Activities: Ilanka, Quyanaa cards

Ilanka

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

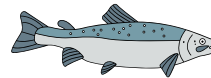
Quyanaa Cards

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

Level: Adult (free response, interaction and conversation)

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

ADULT: CONVERSATION



Sample Activities: Cestun et'cit?, Quyanaa song

Cestun et'cit?

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

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

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

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

Quyanaa Song

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

The lyrics are as follows:

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