ᐃᓪᓈᓂᒃᑯᑦ
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Importance of early childhood literacy

A child's reading and writing skills are an important part of his or her success in school and beyond. Reading aloud to children at an early age has many proven benefits, including the development of early language and literacy skills. The more exposure children have to books and reading experiences, the more likely they are to develop positive attitudes about reading and about themselves as readers and writers.

Early literacy strategies
Some things you can do to promote positive and enjoyable reading experiences with children include:
- Finding a comfortable and quiet place to share stories.
- Using calm and positive language when talking with children about reading.
- Creating a daily routine of reading books with children.
- Setting aside a special place for books, such as a bookshelf or table. This demonstrates that books and the activity of reading are valued.

Emotional literacy

Reading stories out loud to a child is a meaningful and enjoyable way to introduce and discuss topics that are sometimes difficult to talk about with children. We call recognizing, naming, and talking about feelings "emotional literacy." Reading stories about characters who are feeling certain emotions helps children learn:
- How to recognize and name their own emotions.
- That talking about their feelings is healthy and normal.

When children are able to recognize their own emotions, they are often better able to express themselves in healthy and productive ways. As well, they often learn how to recognize and respond to others experiencing similar emotions.

About this book

This book is about Tiu-tiu feeling angry. Other words that are connected to feeling angry are mad, frustrated, and annoyed. This book can be used to start a discussion with young children about what it feels like to be angry and to teach them how to recognize, name, and positively deal with the emotion in themselves and others.

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INHABIT
EDUCATION

ᑎᐅ-ᑎᐅ ᑕᐅᑐᒃᑐᖅ ᐱᖅᑲᑎᒥᓂᒃ.
ᐱᖅᑎᖕᕐᒃ ᓴᐅᓈᕐᒥᒃ ᐊᑐᖅᓯᑎᒃ ᐊᖅᕌᖅᑐᒃ.
ᖅᑯᐃᐊᓇᕆᓇᓴᒪᖕᒃᑐᖅᕐ!

ᐊᐱᕆᔪᖅ ᑎᐅ-ᑎᐅ, "ᐱᒪᒍᐊᖅᕐᑕᑕᐅᓚᖕᓱ?"

"ᒪᒥᐊᓇᖅ, ᑎᐅ-ᑎᐅ. ᐅᓇᑦ ᐱᙳᐊᖅᑕᐅᔨᖅ ᒪᕐᕿ� ᖅᑯᐸᓄᐊᓄᑦ. ᐱᙳᐊᖅᑕᐅᔪᓄᖅᑐᑎᑦ ᐅᕿᑎᓄᑦ ᐱᖅᓕᒋᓄᖅ," ᐅᖅᖅᑐᖅ ᐱᖅᑎᓄᒐ.

ᑎᐅ-ᑎᐅ ᓂᙱᒃᑐᖅ.

"ᐱᓖᒥᕐᔭᐃᑦᑐᑎᖅ! ᐊᒥᖅᑲᕆᒫᖃᖕᒐᕐᑦᑐᑎᖅ!" ᖅᑲᐃᒪᑦᑕᑦᑐᖅᖅ.

ᐱᖅᑲᑎᖕᒐ ᑭᐅᒍᒪᖃᖅᕐᔭᒐᐃᖅᑎᒐᓪᒍ, ᑎᖕᒥᕐᐷᖅ.

ᓂᖕᒐᓗᑐᐊᖅᓂᑯᒍᒐᒻ ᖅᑲᐃᒐᒣᔑᒪᖅᑕᒻᒫᓂᓕᖅᑐᖅᖅ!

ᓇᐅ-ᓇᐅ ᒥᒍᑐᓂ ᐅᔭᖃᐅᕼ ᖃᓂᒥᔾᓄ�ᑦ.
ᒥᕿ ᑕᒪᓇᖃᕈᓪᓂᓂᒍᑦᑕᐅᖅ. ᒥᕿ ᐅᕐᔭᕈᓲᖅ
ᓇᐅ-ᓇᐅ ᐊᖃᐅᖕᖅᕈᖕᓂᖕᓗᓂᑦ.
ᐊᐱᓕᓲᓂ, "ᓱᓇᕿᑦ ᓇᐅ-ᓇᐅ?"

"ᐱᖃᖅᐳᖃ ᐱᖕᒥᕐᔭᐅᒐᒪᓄᒃ. ᐅᖁᓂᒃ
ᐱᖕᒍᐊᖃᓇᖅᖃᕈᒪᖕᒥᒐᒪᓂᒃ," ᑮᐅᔪᖅ ᓇᐅ-ᓇᐅ.

"ᓇᓗᓪᒥ," ᐅᖃᖅᑐᖅ ᒥᑭ. "ᖃᓄᐃᓕᕋᑦᑐᖕᓂᑎᒃ?"

"ᐅᖃᕋᑦᖅᑐᒃ ᐃᓕᒍᖅ ᐱᖕᒍᐊᖅᑕᐅᓯᖅ
ᓪᓯᐱᐊᖕᓇᖕᓄᒃ ᖅᑯᐸᓄᐊᖕᓄᒃ. ᓯᐊᐳᒍᖅ ᐱᖕᒍᐊᐳᖕᓇᕐᒪ.
ᒪᖕᓇᓕ ᐱᖕᒍᐊᐳᒪᔪᖕᓇ!" ᐅᖃᖅᑐᖅ ᓂᐅᑎᐅᑎᐅ.

"ᑐᑭᓯᔪᕐᑦ ᓯ�"ᒐᑦ ᓂ°ᒥᒃᒍᒪᕆᓂᖃᑉᐱᑦ.
ᐃᓄᖕᑦ ᐊᓂᖃᑦᒍᒼᒃᒍᒫᕆᐊᒃᐃᐄᐊᓇᑎᑦ," ᐅᖃᖅᑐᖅ
ᒥᑭ ᐅᐃᒪᕐᓐᑎᒐᓯᓂ.

ᑎᐅ-ᑎᐅ ᐊᓂᖃᔦᖅᑐᖅ ᐃᓄᖕᑦ ᐊᑯᓂᐅᒍᒐᖃᒃᕐᓂ,
ᓯᑎᖕᑦ ᐊᓂᖃᔦᑦᑕᓂᖑᖅ ᓯᖕᑲᐃᓐᓂ.

ᒥᑭ ᐅᖃᖅᑐᖅ, "ᐃᒡᓗᓂᒃᑯᑦ
ᐅᑕᖅᑭᒃᑲᑕᓂᐊᖅᖃᑐᒍᑦ ᐊᑐᒪᓕᔪᑎᓐᓂᒃ.
ᖅᒪᐅᝃᓂᐊᖅᖃᑐᒍᑦ ᐃᒡᓂᒃᑯᑦ."

ᑎᐅ-ᑎᐅ ᐃᝃᓐᖅᓴᖅᐳᖅ ᓱᒡᓴᑐᓂ.
"ᐅᑕᖅᑭᒃᑕᒪᝃᒻᑐᖁᓇ!" ᐅᖃᖅᓴᓂ.

"ᖃᐅᔨᒪᔪᖕᒪ, ᑭᓯᐊᓂ ᓇᖕᓚᖅᑕᖅᓂᖅ ᐱᓪᒪᓂᐅᔾᓂᕿᐅᐸᖅ?" ᐅᖅᖃᖅᑐᖅ ᒥᑭ.

ᑎᐅ-ᑎᐅ ᖅᐅᕿᐊᖅᑐᖅ ᒥᑭᒍᑦ. ᑭᐅᓪᑐᓂ, "ᐄ, ᑕᐃᒪᖕᒍᐸᓪᓚᐃᕿᖅ."

"ᐃᓯᒪᔭᖕᒐ ᐱᖕᒍᐊᕐᑐᓂ ᖄᐅᐊᓇᕐᓂᖅᖅᓕᖅ ᐊᑕᖕᒥᕐᑐᑎᖕ ᓇᑦᓚᖅᑕᖅᑎᕐᑐᒫᕐᑦ. ᑐᑭᓕᖕ ᐃᔪᖕᐊᑎᖕ ᐅᑕᖅᑭᑲᐃᐊᓇᓐᐊᓐᐊᕐᑦ," ᐅᖅᑲᖅᑐᖅ ᒥᑭ.

ᑎᐅ-ᑎᐅ ᐃᓯᒪᒥᕐᖅᑲᑲᐃᐊᓇᖅᑐᖅ. ᓇᑦᓚᖅᑕᕐᓂᖅ ᖄᐅᐊᓇᖅᑎᕐᕐᓂᖅᖅᓕᐅᓕᖅ ᐱᖕᒍᐊᕐᑐᓂ.

"ᓂᓪᓯᒥᐊᖅᖃᒃᐅᖕᒃᑲᓗᐊᖅᑐᖕᒪ," ∩ᐅ-∩ᐅ
ᐅᖅᖃᐳᖕᐃ ᖅᐳᖕᒃᑕᑐᓂ.

"ᖅᓄᐃᖕᒎᑲ ᓂᓪᐅᒪᑐᓂ!" ᒥᑭ ᐅᖅᖃᐳᖕᕗ.
"ᑭᔾᐊᓂ ᐊᑲᐅᓂᖅᕼᐅᕈᖕᑰᕙᖕ ᐅᑲᖅᑭᒪᐅᑲᕆᓂ
ᕼᐃᒪᒪᖅᔾᐊᓂᒎᓂ. ᕼᐃᒪᒪᖕᒃᑯᐃᐸᐃᓕ,
ᐅᖅᒎᐃᵃᐊᓂᐊᖅᖃᒎ∩ᖕ ᐅᖅᐅᔾᑲᒪᒪᒥᐸ."

ᑎᐅ-ᑎᐅ ᕐᒍᖕᑯᒻᑐᓂᐅᖅ ᒥᑭ ᐃᑲᕐᖃᒡᕱ. ᓴᐃᒻᒪᕐᕿᒻᑐᓂ.
ᐱᕐᑲᑎᒥ ᓄᑦ ᖅᖁᓕᑦᑯᖄᓂᓕᑦᑐᓂ.

"ᒪᒥᐊ ᓈᖅ ᖅᑲᐃᓇᑕᖅ ᑲᐅᓇᒪ. ᐅᑕᕐᖃᖅᑲᑦ ᕐᓂᐊᑕ ᖅᑐᒪ ᓇ
ᐅᕙ ᓇᐅᕎ ᓐ ᐊᖅᑲᓐ ᕐᕝᐊ ᕐᓇ ᓇ ᓇᑦ," ᑎᐅ-ᑎᐅ ᐅᖅᖅᐳᖅ.

ᑎᐅ-ᑎᐅ ᐅᑕᖅᑭᒻᑐᓂ ᐱᑭᖅᒻ ᐊ ᖕᒥᖅ
ᐱᓐ ᒍ ᐊᖅ ᖅᐳᖅ.

ᑎᐅ-ᑎᐅᐳᖕᖑᑦ ᐱᖅᑲᑎᒌᑦ ᐱᔪᓯᕐᒪᑕ ᐱᖕᒍᐊᖅᑕᒥᓂᖅ,
ᐃᓇᖕᑎᕗᑦ ᐱᖕᒍᐊᖅᑲᑎᖅᔪᒫᓲᑎᖅ. ᖅᑲᐱᐊᑐᖅᑳ
ᒥᑭᐅᕝ ᓴᐃᑦᓐᖓᑦᓐᓗᖅᑎᖅᑲᐳᖕᒪᒍ ᓇᑦᓂᖅᑕᖅᑲᑕᐅᓂᖅᑲᐳᖕᒪᑦ
ᖅᑲᐱᐊᕈᖅᑲᑎᖅᑲᓂᖅᑐᓂᑎ ᐱᖅᑲᑎᒥᓂᖅ.

Get talking!

Here are some prompts to start discussion after reading the story:
- Have you ever felt angry?
- What does your face look like when you feel angry?
- What does your body look like when you feel angry?
- Can you think of a time you or someone you know felt angry?
- What do you do when you feel angry?

Try this!

- Provide paper and drawing materials (crayons, pencils, markers, etc.) for children to draw a picture of a time when they felt angry. Ask them to add their drawings to a "Feelings Display" up on a wall. Encourage them to think about their feelings and to point to the feeling words and pictures.
- Choose a scene in the book where Tiu-tiu is feeling angry and ask the children to act out the scene as you read out loud.
- Make paper-bag puppets of Tiu-tiu and Miki using paper bags, markers or crayons, and scrap pieces of paper. Act out the story using the puppets.

ᑎᐅ-ᑎᐅᐣ ᐱᖅᑕᏋᖕᒥᖕ ᐅᑕᖅᑭᖅᑯᕿᑦᔭᒃᑯᖕ ᐱᙳᐊᖅᑎᖕᓗᕿᖕ ᐃᓚᐅᐅᒧᓕᑎᖕᓗᒍ. ᑎᐅ-ᑎᐅᑕ ᐅᑕᖅᑭᔪᒪᖕᖕᑎᑐᖅ, ᐊᑦᑐ ᓂᖕᓘᖖᐊᒧᖕ! ᖃᓄᖕᑕ ᓂᖕᖕᓗᖖᓂ ᑲᒪᒋᐳᖕᕿᖅᑲᐅᖕ?

ᒥᑭ ᐅᐃᒪᏋᖕᑎᕝᓂ ᖁᕕᐅᏋᖕᕿᖖᓂᗁ, ᑎᐅ-ᑎᐅᒏᖕ ᓂᑦᑕᐊᑎᖕᕿᔨᖕ ᐃᕝᗁᖖᓂᐊᓂᗁᖖᐊᓂᖕ ᐃᑲᏋᑐᗁᖕᓗᒍ ᑕᑯᓂᐊᖕᖕᓗᖕ ᓂᖕᖕᓗᖖᓂᖕᖓᖕ ᐊᕿᐊᒍᖕᖏᖕ.

Nunavummi
Reading Series

The Nunavummi Reading Series is a Nunavut-developed series that supports literacy learning while teaching readers about the people, traditions, and environment of the Canadian Arctic.

Level 8
- 12–24 pages
- Sentences increase in length and complexity
- Dialogue is introduced in fiction texts, indicated by the word "said"
- Supportive images, but more information now coming from the text

9
- 16–32 pages
- Longer, more complex sentences
- Varied punctuation
- Dialogue is included in fiction texts
- Supportive images, but more information now coming from the text

Level 10
- 16–32 pages
- Sentences and stories become longer and more complex
- Varied punctuation
- Dialogue is included in fiction texts
- Readers rely more on the words than the images to decode the text

ᐅᓇ ᐅᖃᓕᒫᒐᖅ ᓂᐱᖅᑲᑐᒧᑦ ᐅᖃᓕᒫᐅᑎᖅᑲᓐᑕᐊᖕᔪᕇᒫᖕ ᓯᑐᔭᕐᓄᑦ.
Tiu-tiu's friends ask her to wait her turn to join in their game. But Tiu-tiu doesn't want to wait and becomes very angry! How can she deal with her anger? Miki is calm and patient with Tiu-tiu, and lets her talk about her feelings to help her see her anger from a different perspective.