

# Δένδροσβεδέ Ρυτίτις βελόνη και βελόνη



## 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 Aqi feeling lonely. Other words that are connected to feeling lonely are lost, alone, and empty. This book can be used to start a discussion with young children about what it feels like to be lonely and to teach them how to recognize, name, and positively deal with the emotion in themselves and others.

# ᐃᓂᓐᓂᓐᓂᓐ ᐱᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ



Published by Inhabit Education | [www.inhabiteducation.com](http://www.inhabiteducation.com)

Inhabit Education (Iqaluit), P.O. Box 2129, Iqaluit, Nunavut, X0A 1H0  
(Toronto), 191 Eglinton Avenue East, Suite 301, Toronto, Ontario, M4P 1K1

Design and layout copyright © 2017 Inhabit Education  
Text copyright © Inhabit Education  
Illustrations by Amanda Sandland © Inhabit Education  
Character design by Ali Hinch © Inhabit Education

All rights reserved. The use of any part of this publication reproduced, transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, or stored in a retrievable system, without written consent of the publisher, is an infringement of copyright law.

Printed in Canada.

ISBN: 978-1-77266-523-9



INHABIT  
EDUCATION



ᐊᓃᓃ ᓄᓃᓃᓃᓃᓃ ᐊᓃᓃᓃᓃ ᓄᓄᓃᓃᓃᓃ  
ᓄᓄᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ. ᓄᓄᓃᓃᓃᓃᓃᓃ ᐊᓃᓃᓃᓃᓃᓃᓃᓃᓃ  
ᐱᓃᓃᓃᓃᓃ. ᓃᓃᓃ ᓃᓃᓃᓃ ᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ.

ᓃᓃᓃᓃᓃᓃᓃ.

ሳዕድ ሳዕልሳጉረር ኃይላ ለገሰገሱ ደረጃ ሰጥቶታል።  
ሳዕድ ለገሰገሱ ደረጃ ሰጥቶታል። ሳዕድ ለገሰገሱ ደረጃ ሰጥቶታል።

“ለገሰገሱ ደረጃ ሰጥቶታል  
ሳዕድ ለገሰገሱ ደረጃ ሰጥቶታል።” ለገሰገሱ ደረጃ ሰጥቶታል።







ገደፊያ, ለሰዎች ጥቅም ላይ ሚውል።  
ይህንን ልማት ለማሳካት ለሚያስችል ገንዘብ ለማግኘት!  
ልማት ለማሳካት ለሚያስችል ለሚከተሉት ሁሉም  
ደብዳቤዎችን ይላኩኝ።

ሰዎች ለሰዎች ለሚያስችሉት ሁሉም ገንዘብ ለማግኘት።

ᐃᑦᓃ ᐅᓯᑦᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ. ᑘᑕᑦᓯᑦᑕᑕ  
ᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕ  
ᑕᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕ. ᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕᑕ  
ᐅᓯᑦᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ.





ᐃᑦᓱ ᑦᓱᓂᑦᓱᑦᓱᑦᓱ ᑦᓱᓂᑦᓱᑦᓱᑦᓱ,  
ᐃᓂᐃᓂᐃᓂᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱ. ᓂᓂᑦᓱᑦᓱᓂᑦᓱ  
ᓂᓂᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱ.

“ᐃᓂᑦᓱᑦᓱ?” ᓂᓂᑦᓱᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱ.

ᐃᑦᓱ ᓂᓂᑦᓱᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱ.  
ᓂᓂᑦᓱᑦᓱᑦᓱ ᓂᓂᑦᓱᑦᓱᑦᓱᑦᓱ!

ᐅᑦᑭ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ  
ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ.

ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ,  
ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ.

“ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ,  
ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ ᐱᑦᑭᑦ.”







“ልልዎችህ. ጋር ለርህ. የሚጠይቅ?”  
ለሌሎች ልል.

ሌላ ማህተም ልሊት የሚሆን, “ለሌላውህ.”

“ግንኙነት ለማሳካት ይቻላል?”  
ለሌሎች ልል.

“ለሌላውህ,” ግንኙነት ሌላ. “ከሌላው  
ለሌላውህ.”

ልልዎች ለሌላውህ ግንኙነት ሌላውህ  
ከሌላውህ ሌላውህ.

















“ለፍብጠኛ ኃይል?” ለፍጆ ለሌሊቱ።

“ርዕይህ ለማንኛውም ሰው ሊሆን ሊችል ይችላል። ለፍጆ ለሌሊቱ።  
ፍጆ ለሌሊቱ ለሌሊቱ!” ለሌሊቱ ለሌሊቱ።

ሌሊቱ ለሌሊቱ ለሌሊቱ ለሌሊቱ ለሌሊቱ  
ለሌሊቱ ለሌሊቱ ለሌሊቱ ለሌሊቱ ለሌሊቱ።

“Գժձձձձձձձձձ ԼԳԵՆՆՆՆՆՆ  
ԳԵԾՂՐԾՇԳՁՐԸ,” ԾԳԵԳԾԳԵ ԶԶ.

“Ճ!” ԾԳԵԳԾԳԵ ՎԳՐ. Գժձձձձձձ ԺՎԸՂՐՎԳԵԾԳԵԵԾՆԴ  
ԾԷԳԵԵՍԵ ՎԷԼՂ ՎՂԻՂՂՇԳԵԵԾՆԴ ԶԶԼԸ.

ՎԳՐ ԴՎՐՎՊՅՐՁՐՇԳԵԾԳԵ.



## Get talking!

Here are some prompts to start discussion after reading the story:

- Have you ever felt lonely?
- What does your face look like when you feel lonely?
- What does your body look like when you feel lonely?
- Can you think of a time you or someone you know felt lonely?
- What do you do when you feel lonely?

## Try this!

- Provide paper and drawing materials (crayons, pencils, markers, etc.) for children to draw a picture of a time when they felt lonely. 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 Aqi is feeling lonely and ask the children to act out the scene as you read out loud.
- Make paper-bag puppets of Aqi and Vivi using paper bags, markers or crayons, and scrap pieces of paper. Act out the story using the puppets.

