

Δένδροσβεδέ Ροζγάβες, Γαβές, Γαβές, Γαβές



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 Tuka feeling nervous. Other words that are connected to feeling nervous are anxious, worried, and tense. This book can be used to start a discussion with young children about what it feels like to be nervous and to teach them how to recognize, name, and positively deal with the emotion in themselves and others.

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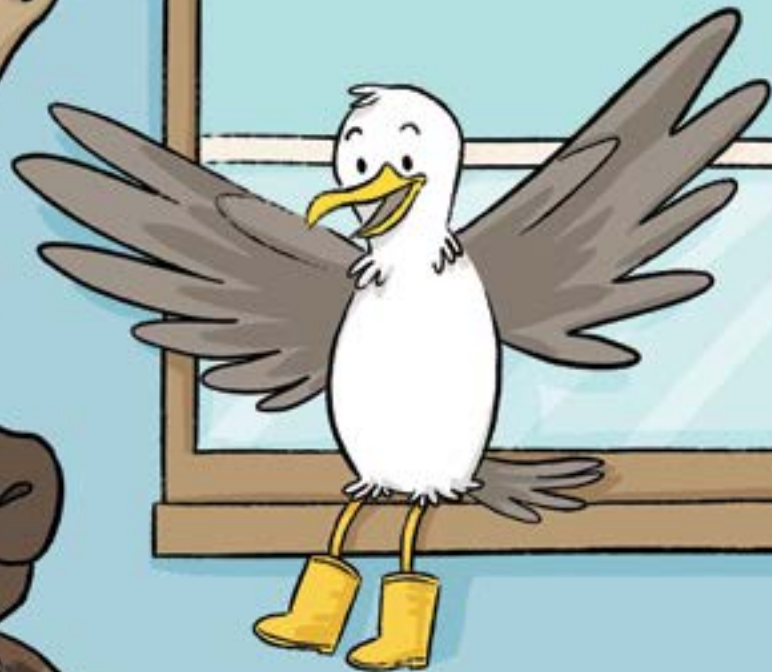
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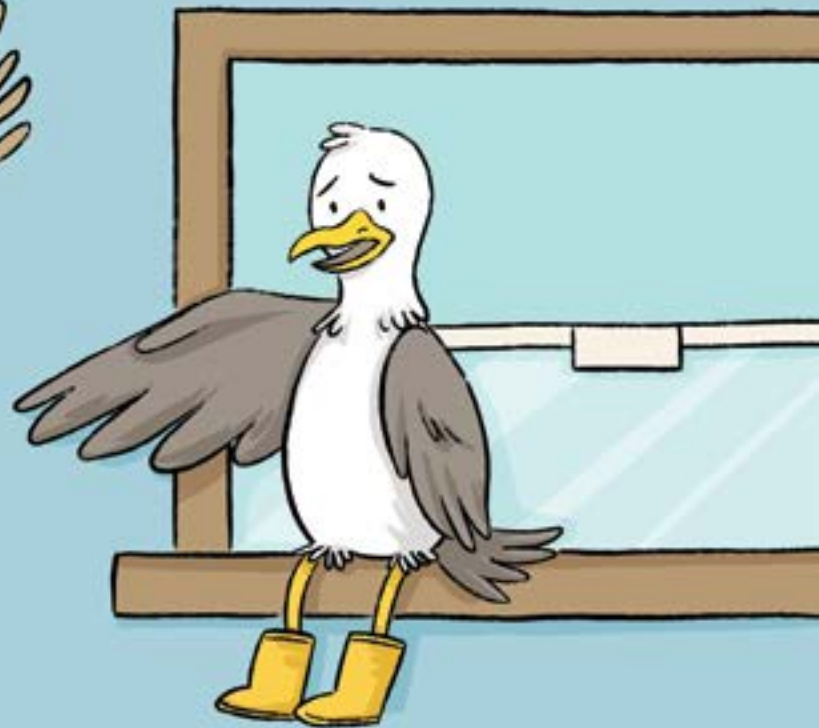
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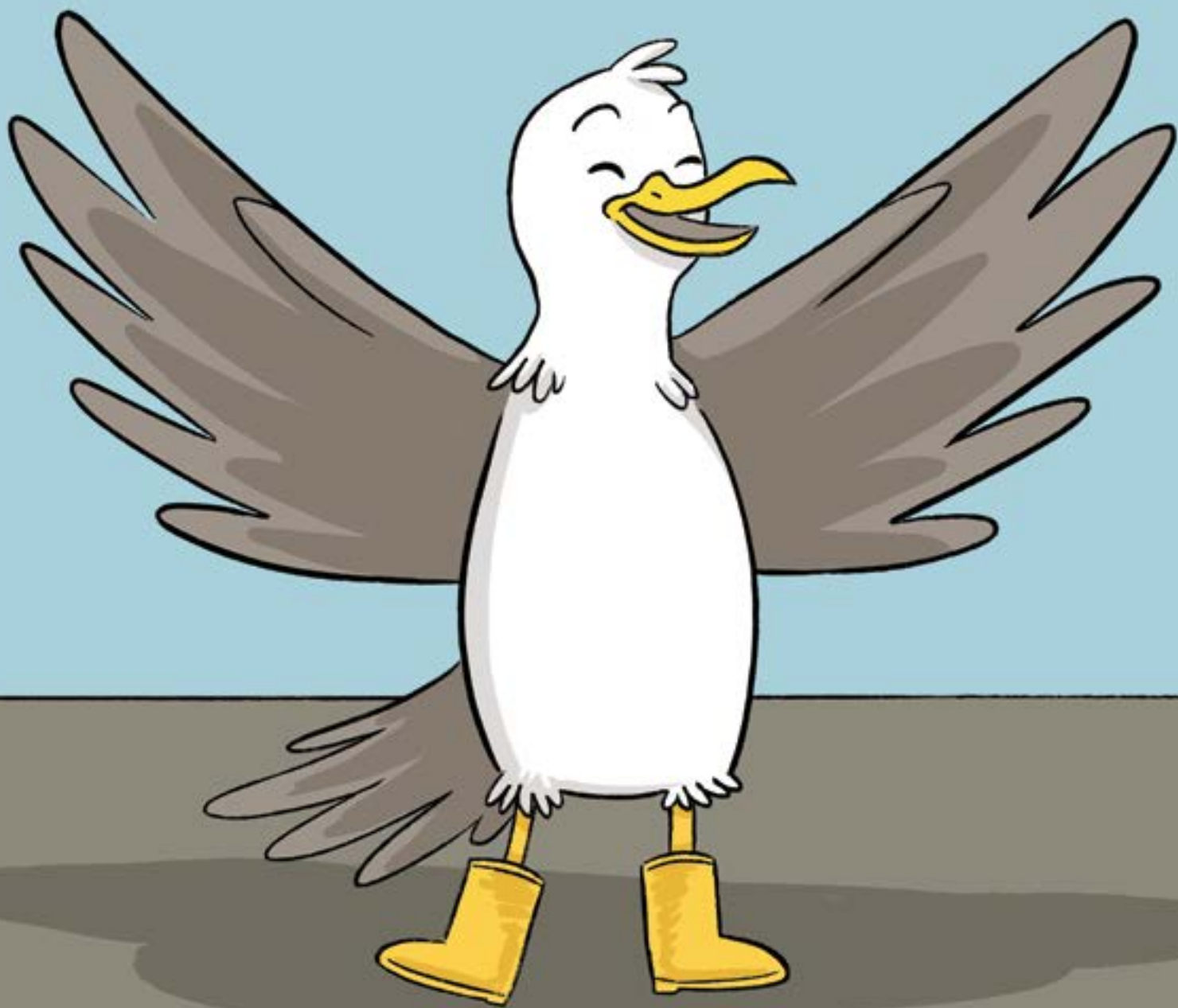
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“ከገረገረኝ ጋር ለመገናኛት ለመገናኛት!”
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“ፍልጠታዎቻችን ለህግ ማስፈጸም ለሚችሉ ሰዎች ናቸው።”
ይህን ዓይነት ስራዎችን ለማድረግ ለሚችሉ ሰዎች ናቸው።

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ጋጌ ለግንዛቤ ማግኘት ለሚችሉት ለሁሉም ግለሰቦች
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ገንዘብ ለማግኘት ለሚችሉት ለሁሉም ግለሰቦች” ብለው ነበረ።

“ገንዘብ ለማግኘት ለሚችሉት ለሁሉም ግለሰቦች
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Get talking!

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

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

Try this!

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

