

Δένεσθε να γράψετε και να ζωγραφίσετε



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

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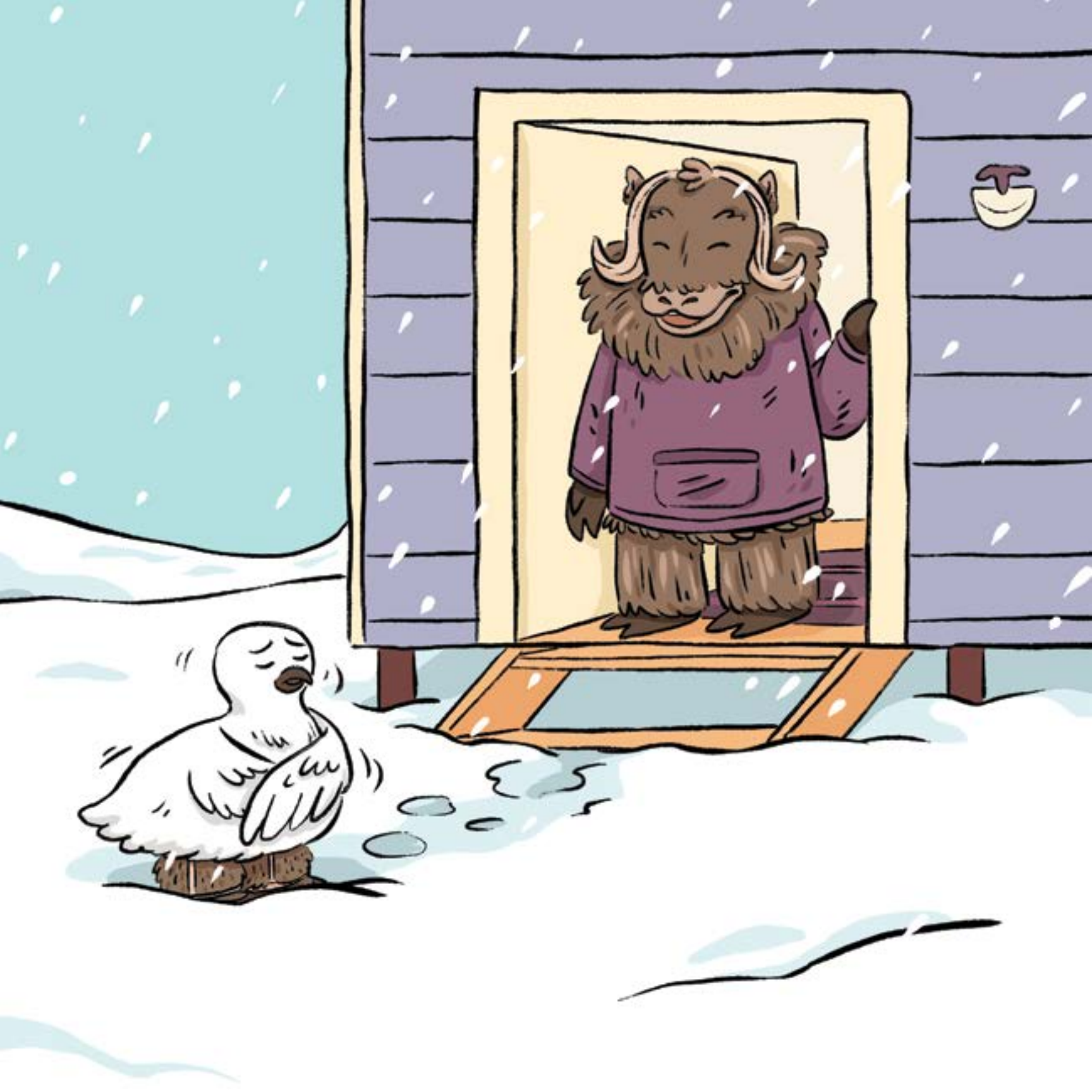
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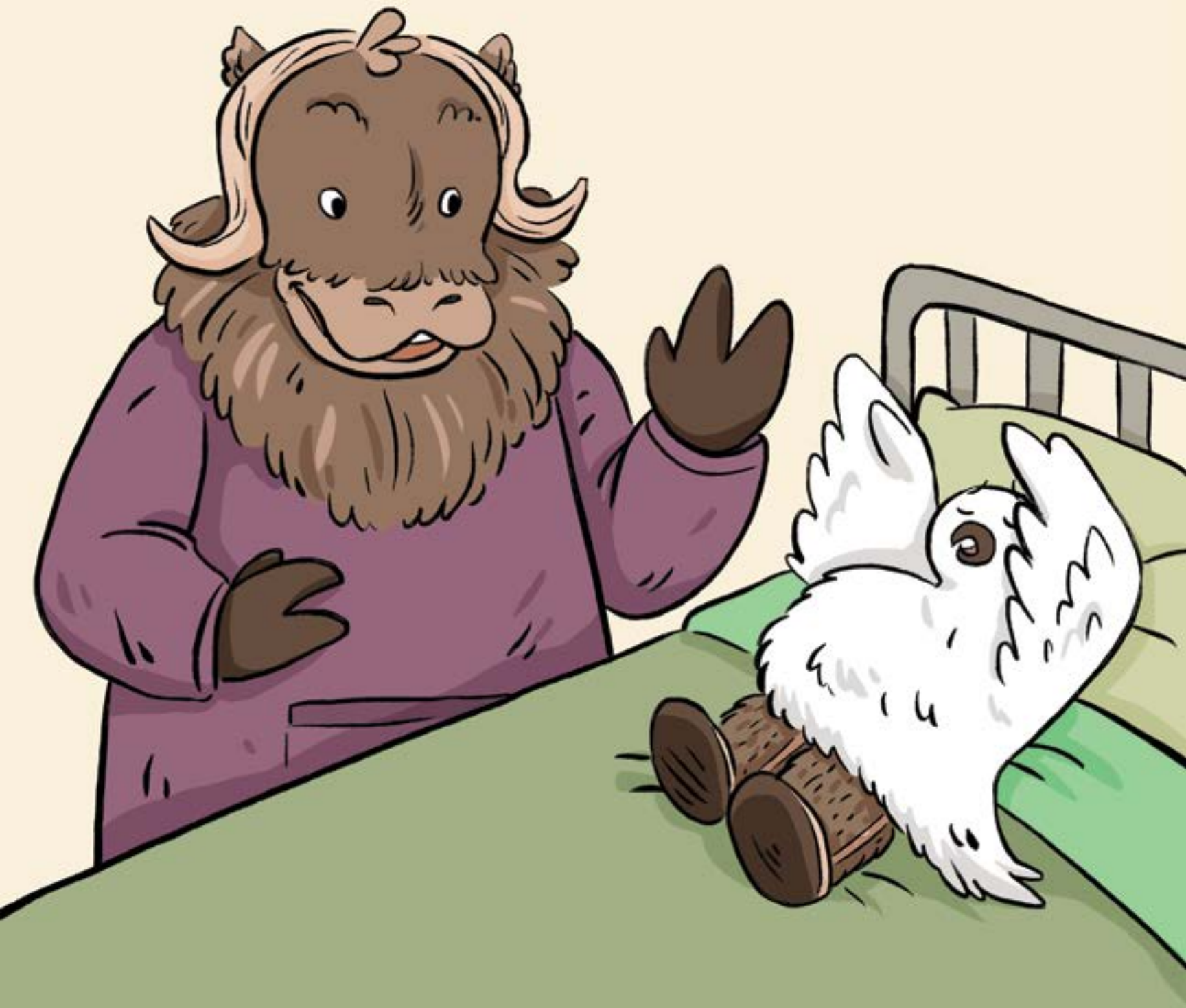


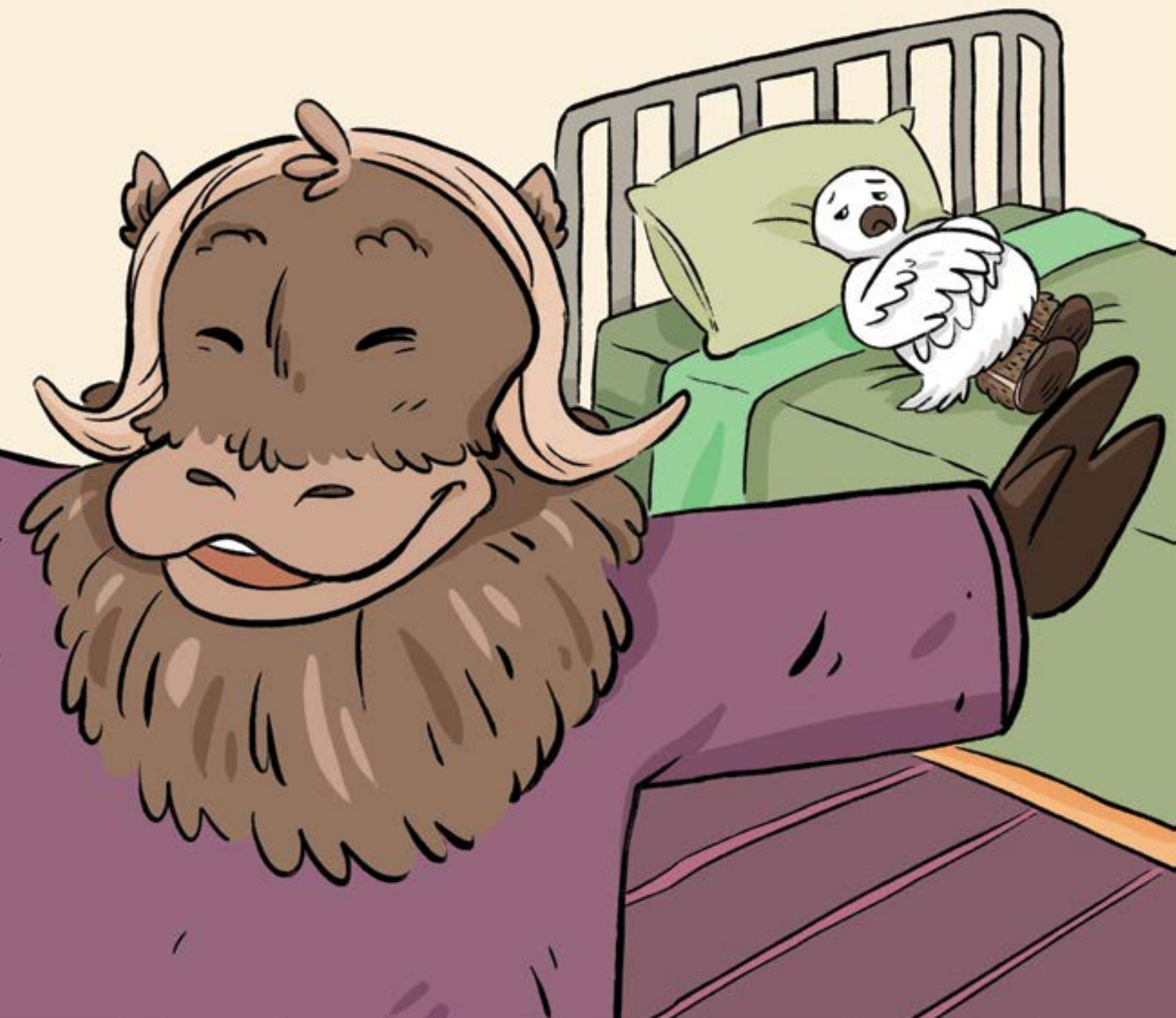
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▷Γ ደበኅኛ ደረሮታ, ለልዩሮላይሮላይሮላይ
ፋጠኛ. “ርግሮላይሮላይ ሮላይሮላይ
ፋጠኛሮላይሮላይሮላይሮላይ ፋጠኛ ለልዩሮላይሮላይሮላይ!”
▷Γ ሮላይሮላይ.

ፋጠኛ ሮላይሮላይሮላይሮላይሮላይ ሮላይሮላይሮላይ.
“ልዩሮላይሮላይ ሮላይሮላይሮላይሮላይሮላይ!”
ፋጠኛ ሮላይሮላይ.









“ኑጋሪ ለገረገሮች ምን ዓይነት ጥያቄዎች ናቸው?”
ሌላው ለአባቱ ገቢ ለማግኘት ጥረት ማድረግ ጀመረው ነበር።
እነዚህ ጥያቄዎች ለሌሎች ጥያቄዎች ናቸው።

ሌላው ለገረገሮች ገቢ ለማግኘት ጥረት ማድረግ ጀመረው ነበር።
እነዚህ ጥያቄዎች ለሌሎች ጥያቄዎች ናቸው።
እነዚህ ጥያቄዎች ለሌሎች ጥያቄዎች ናቸው።

ሌላው ለገረገሮች ገቢ ለማግኘት ጥረት ማድረግ ጀመረው ነበር።
እነዚህ ጥያቄዎች ለሌሎች ጥያቄዎች ናቸው።
እነዚህ ጥያቄዎች ለሌሎች ጥያቄዎች ናቸው።

▷Γ ደበኅኛ ልዩባኛጋሙ. “ካህናት ካህናት ለሆኑ,
ልጋላቸው ለሆኑ ለሆኑ ለሆኑ. ለሆኑ ለሆኑ ካህናት
ለሆኑ ለሆኑ ለሆኑ!” ▷Γ ለሆኑጋሙ.

ሌላ ደባኛ ለሆኑጋሙ, ካህናት ለሆኑ ለሆኑ.
“ሌላ ካህናት ለሆኑ ለሆኑ ለሆኑ ለሆኑ
ሌላ ለሆኑ ለሆኑ,” ሌላ ለሆኑጋሙ.





Ճգնժեմ զթրեմեմ երկուսն իմ զնոր Գեղձընձեմ
Գեղձընձեմ իմ զնոր! Որհնձեմ, Գեղձեմ
Ճգնձեմ իմ զնոր, իմ զնոր, իմ զնոր
Ճգնձեմ իմ զնոր. զթր Գեղձընձեմ
Կեղձեմ իմ զնոր իմ զնոր իմ զնոր իմ զնոր
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Get talking!

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

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

Try this!

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

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ᐊᑭᑭᑭᑦᑭᑦ ᐊᑭᑦᑭᑭᑦᑭᑦᑭᑦ. ᑦᐊᑭᑦᑭᑦᑭᑦᑭᑦ!

ᑦᑭᑭᑭᑦᑭᑦ ᑦᑭᑭᑦ ᐃᑭ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ, ᐊᑦᑭᑦᑭᑦ ᑭᐃᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᑦᑭᑭᑦᑭᑦᑭᑦ ᑦᐃᐃᐊᑭᑦᑭᑦᑭᑦ
ᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᐊᑭᑦᑭᑦᑭᑦ, ᑭᑭᑦᑭᑦᑭᑦᑭᑦ ᐊᑦᑭ.

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.



- 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



- 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



- 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

ᐃᐊ ᐃᑦᑭᑦᑭᑦᑭᑦ ᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᑭᑭᑦᑭᑦ.

Aqi is so excited to go berry picking with Umi. But when it starts to snow, her plans are ruined, and she becomes sad! See how Umi helps Aqi imagine all of the fun activities they can do in the new snow in order to cheer Aqi up.

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