

Δένεσβεδε Δερεμζεβεζεβεζεβεζεβε



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.

Social emotional learning

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 "social emotional learning." 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 Ukpik feeling bored. Other phrases that are connected to feeling bored are "I don't like this," "This is boring," and "There's nothing to do." This book can be used to start a discussion with young children about what it feels like to be bored and to teach them how to recognize, name, and positively deal with the emotion in themselves and others.

Get talking!

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

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

Try this!

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

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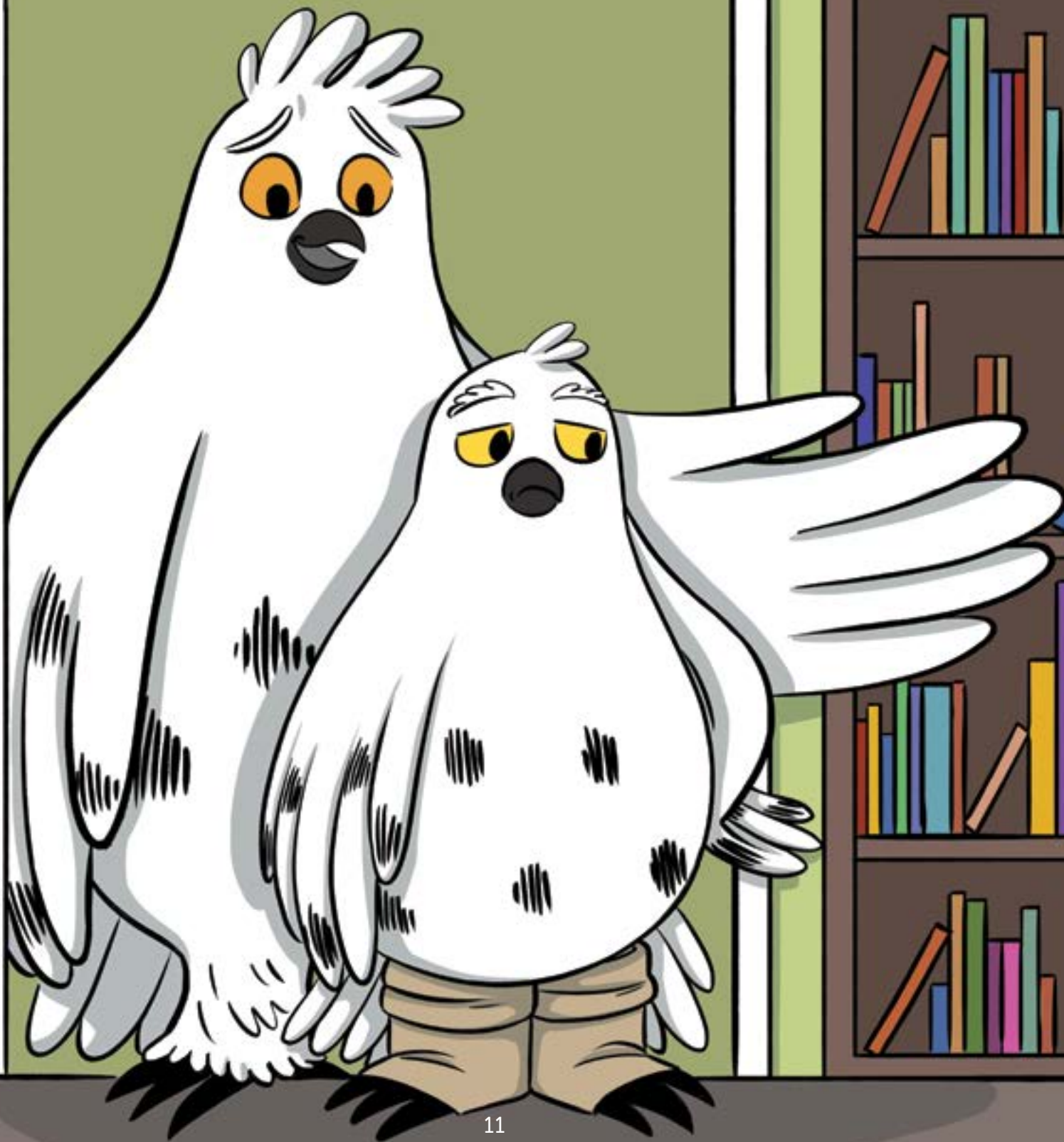


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EDUCATION











ጌታ ለጌሩ ልጅ ሳይሆን ልጅ ሆኖ ገባው ነው።
“ጌሩ ለጌታው ለጌታው ለጌታው ነው።
ለጌታው ለጌታው ለጌታው ነው።” ጌታው ለጌታው ነው።

ጌታ ለጌታው ለጌታው ለጌታው ነው። ጌታው ለጌታው ነው።
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ለጌታው ለጌታው ለጌታው ነው።













“Δῖῆσῖς ἰδῶν τὸν ἄνθρωπον ἔειπε, ὁ
ὄψωνος ἄνθρωπος ἴσως ἔσται ἄνθρωπος,
ἔπειτα ἔειπε.”

“Ὁὗτος ἄνθρωπος ἴσως ἔσται ἄνθρωπος.”

“Ὁὗτος ἄνθρωπος ἴσως ἔσται ἄνθρωπος,” ἔπειτα
ἔειπε. “Ὁὗτος ἄνθρωπος ἴσως ἔσται ἄνθρωπος!”





“ከጋራ ጋር፣ ወይንም ወይንም ጋር ወይንም ጋር
ጋር፣ ወይንም ጋር፣” ወይንም ጋር፣

ጋር፣ ጋር፣ ጋር፣ ጋር፣ ጋር፣

“ጋር፣ ጋር፣ ጋር፣ ወይንም ጋር፣
ጋር፣ ወይንም ጋር፣” ወይንም ጋር፣

▷^b∧^b Δ^{ᶜᵇ}Δ^{ḃ^c}↳^{ᶜᵇ}.

“^{ᶜᵇ}∩^{ᶜᵇ}, ▷^{ᶜᵇ}∩^{ᶜᵇ}⊂▷^LΔ^c? Δ^{ᶜᵇ}Δ^{ḃ^c}↳^{ᶜᵇ}
^{ᶜᵇ}∩^{ᶜᵇ} ᶜᵇΔ^cΔ^{ᶜᵇ}ᶜᵇ↳^{ᶜᵇ}↳^{ᶜᵇ}↳^{ᶜᵇ}↳^{ᶜᵇ}↳^{ᶜᵇ}
Δ^{ᶜᵇ}∩^{ᶜᵇ}∩^{ᶜᵇ}↳^{ᶜᵇ}Δ^{ᶜᵇ}↳^{ᶜᵇ}↳^{ᶜᵇ}!” ▷^b∧^b ▷^{ᶜᵇ}↳^{ᶜᵇ}.

“∩!” ^{ᶜᵇ}∩^{ᶜᵇ} ▷^{ᶜᵇ}↳^{ᶜᵇ}. ∩^c∩^b∩^c
▷^b∧^b∩^c↳^b.





ለሮላቲካዲርሶኑባራታታ፣ ስለሌሎች ወይም
ለሮላቲካዲርሶኑባራታ፣ ስለሌሎች ለሌሎች.

“ለሌሎች ለሌሎች ለሌሎች ለሌሎች ለሌሎች!”
ስለሌሎች ለሌሎች. ስለሌሎች ለሌሎች ለሌሎች ለሌሎች
ለሌሎች ለሌሎች ለሌሎች ለሌሎች ለሌሎች.



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
- Generally 1-3 sentences per page
- 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
- Generally 2-4 sentences per page
- 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
- Generally 3-5 sentences per page
- 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

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Nunavummi*
Reading Series

ᐅᑲ ᐅᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ ᐅᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑲᑦᑲᑦ.

Ukpik finds everything boring, even playing! Natti tries to change her perspective. Ukpik is always bored and restless. Natti helps Ukpik find creative and fun things to do.

*See inside cover for more information.

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