

# ზ<sup>1</sup>Δ<sup>1</sup>Λ<sup>1</sup>ღ<sup>1</sup>ჯ<sup>1</sup> ◁<sup>9</sup>ჲ<sup>9</sup>ს<sup>9</sup>ღ<sup>9</sup>რ<sup>9</sup>◁<sup>9</sup>ბ<sup>9</sup>ჯ<sup>9</sup>შ<sup>9</sup>ბ<sup>9</sup>



ღ<sup>9</sup>ბ<sup>9</sup>ჯ<sup>9</sup>ს<sup>9</sup>ბ<sup>9</sup>ჯ<sup>9</sup>ბ<sup>9</sup> ◁<sup>9</sup>ც<sup>9</sup>ჲ<sup>9</sup> ჰ<sup>9</sup>Δ<sup>9</sup>ღ<sup>9</sup>ც<sup>9</sup>ჲ<sup>9</sup>

## Uqalimaariuqsaniq | Level 10

Uqalimaariuqsaniq is an Inuktitut reading program developed in Nunavut. This program is based on language-acquisition research from around the world. Uqalimaariuqsaniq is a sequential and progressive Inuktitut reading program that supports students in their development as readers.

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### Literacy at Home: Tips for Success

A child's success as a reader is dependent on supportive home and school environments. Reading, and a love of reading, begin at home. The Department of Education has developed a series of levelled Inuktitut take-home books to support reading at home. The following is a list of things you can do to support children as they read.

**Read daily.** Making reading a part of a daily routine helps young readers grow up to enjoy reading. Dedicate a regular amount of time each day (for example, 30 minutes after dinner) to reading as a family, either independently or together.

**Model reading behaviour.** Children are more likely to enjoy reading if they see others at home reading. Let your child see you reading in your spare time to encourage the idea that reading can be a hobby and pastime.

**Keep distractions to a minimum.** Find a quiet place to read and talk about the book. Even the best readers have a difficult time focusing on reading when there are too many distractions.

**Take turns.** With practice, your child will start to read more independently. Let your child demonstrate his or her reading skills to you, but also read to your child and read with your child. This will help you provide gentle corrections, and it will provide an opportunity for your child to show you how he or she is improving.

**Be patient.** When your child is practising to sound out a new word or reading out a sentence, give him or her time to do so. Remember, learning to read takes a lot of practice, and children learn at their own pace.

**Gently correct the young reader.** If your child makes a mistake, gently point out the syllabics he or she has mistaken or overlooked. It is common for emerging readers to guess and then revise their reading.

**Ask questions.** As you read through the book, pause and ask questions about the book. This will help your child think about what he or she is reading and will reinforce reading comprehension.

**Focus on successes, not mistakes.** Emerging reading experiences should focus on praising success and adding to your child's reading strategies, as this will build confidence in your child.

**Look for clues.** Help your child look for the different morphemes, or chunks, in the words and use those as clues. If there are words your child does not know, help him or her find a morpheme he or she does know. Help your child look for clues in the pictures as well.

**Read it and experience it.** If possible, make connections between what the book is about and what happens in life. For example, if the book is about helping people, you might talk about how you and your child could help people in your community.

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### Book details

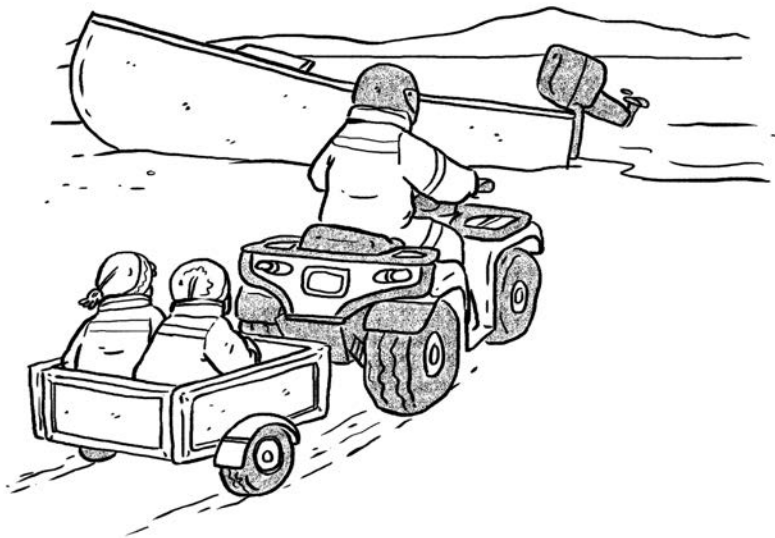
Level: **10**

Text type: **Fiction**

Subjects/themes: **Hunting for seals in the summer, learning from others**

Summary: **Tuumasi, his friend Mittuk, and Mittuk's uncle Jaypeetee go hunting for seals from Jaypeetee's boat.**





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 ለገረው ልሳሽገጽ.

“ኃይሉ፣ ገጽጽ፣ ልሳሽገጽ  
 ልሳሽገጽ ልሳሽገጽ፣” ነገረው  
 ለገረው ልሳሽገጽ.

“ላሳሽ!” ኃይሉ ገጽጽ ለገረው.



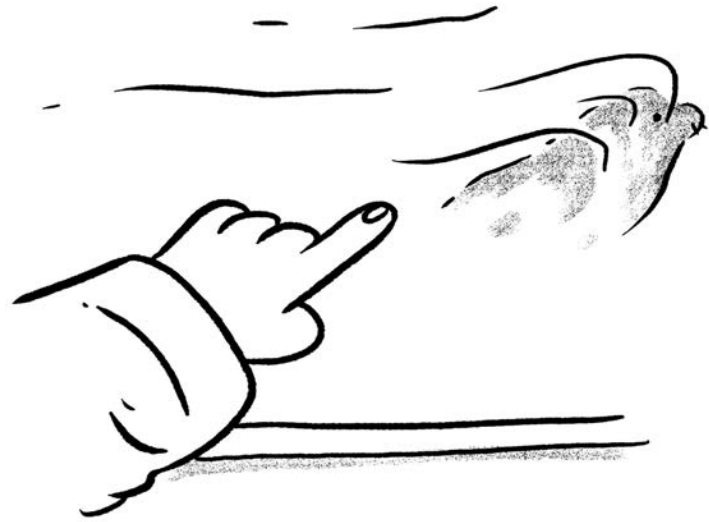
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 ስለ ልዩ ልዩ ሰዎች ላይ

“ሰዎች ለሰዎች ላይ ለመገናኛት”  
 ነገር ላይ ላይ  
 “ሰዎች ለሰዎች ላይ ለመገናኛት ሰዎች ላይ ለመገናኛት”  
 ለሰዎች ለሰዎች ላይ ለመገናኛት



“ርዕዮተኛ” ነገር ላይ ላይ  
 ሰዎች ለሰዎች ላይ ለመገናኛት  
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 ሰዎች ላይ

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 ሰዎች ላይ “ሰዎች ለሰዎች ላይ ለመገናኛት”  
 ሰዎች ለሰዎች ላይ ለመገናኛት ሰዎች ላይ ለመገናኛት  
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“ᑲᑲᑲᑦ ᓇᑲᑲᑦᑲᑦᑲᑦ!” ᑲᑲᑲᑦ ᑲᑲᑲᑦᑲᑦᑲᑦ.

“ᓃᑲᑲᑦᑲᑦ ᓇᑲᑲᑦᑲᑦᑲᑦᑲᑦ!” ᓇᑲᑲᑦ ᑲᑲᑲᑦᑲᑦᑲᑦ. “ᑲᑲᑲᑦ ᓇᑦᑎᓃᑦᑲᑲᑲᑦᑲᑦ!”

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