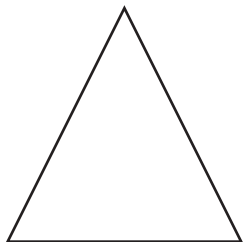
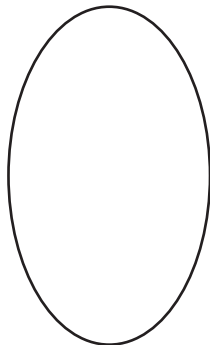
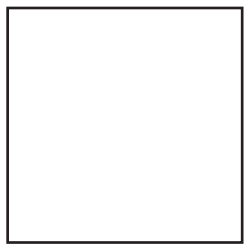
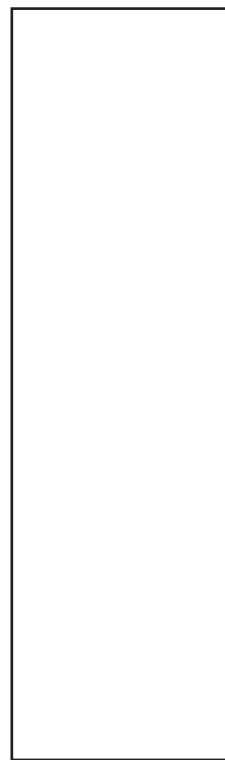
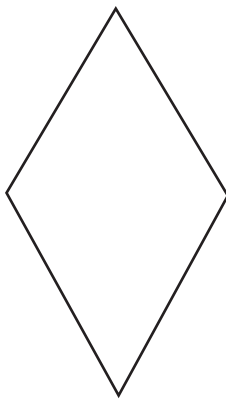
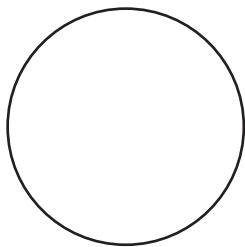


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Uqalimaariuqsaniq | Level 5

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.

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 become fluent readers.

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. Read to the child, read with the child, and let the child demonstrate his or her reading skills to you. This will help you provide gentle corrections, and it will provide an opportunity for the child to show you how he or she is improving.

Be patient. When the child is practising to sound out a new word, 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 the child makes a mistake, gently point out the syllabics he or she has mistaken or overlooked. It is common for beginning readers to guess.

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

Focus on successes, not mistakes. All early reading experiences should focus on praising success, as this will build confidence in the child.

Look for small morphemes. Help the child look for the different morphemes (or chunks) in the words. If there are words the child does not know, help him or her find a morpheme he or she does know.

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 animals, talk about other animals you have seen.

Book details

Level: **5**

Number of morphemes per page: **4**

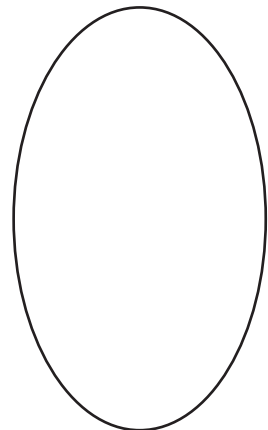
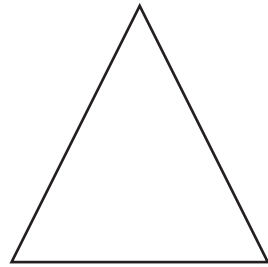
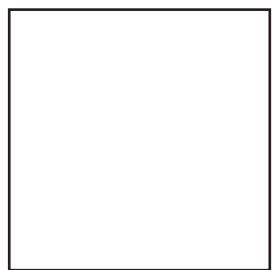
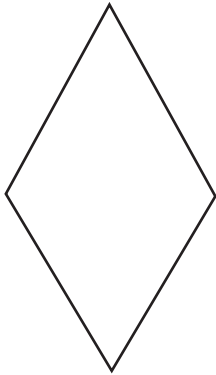
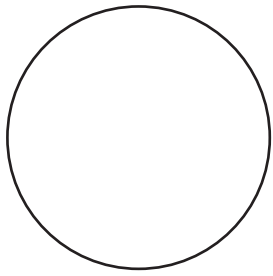
Number of repeating morphemes per page: **2**

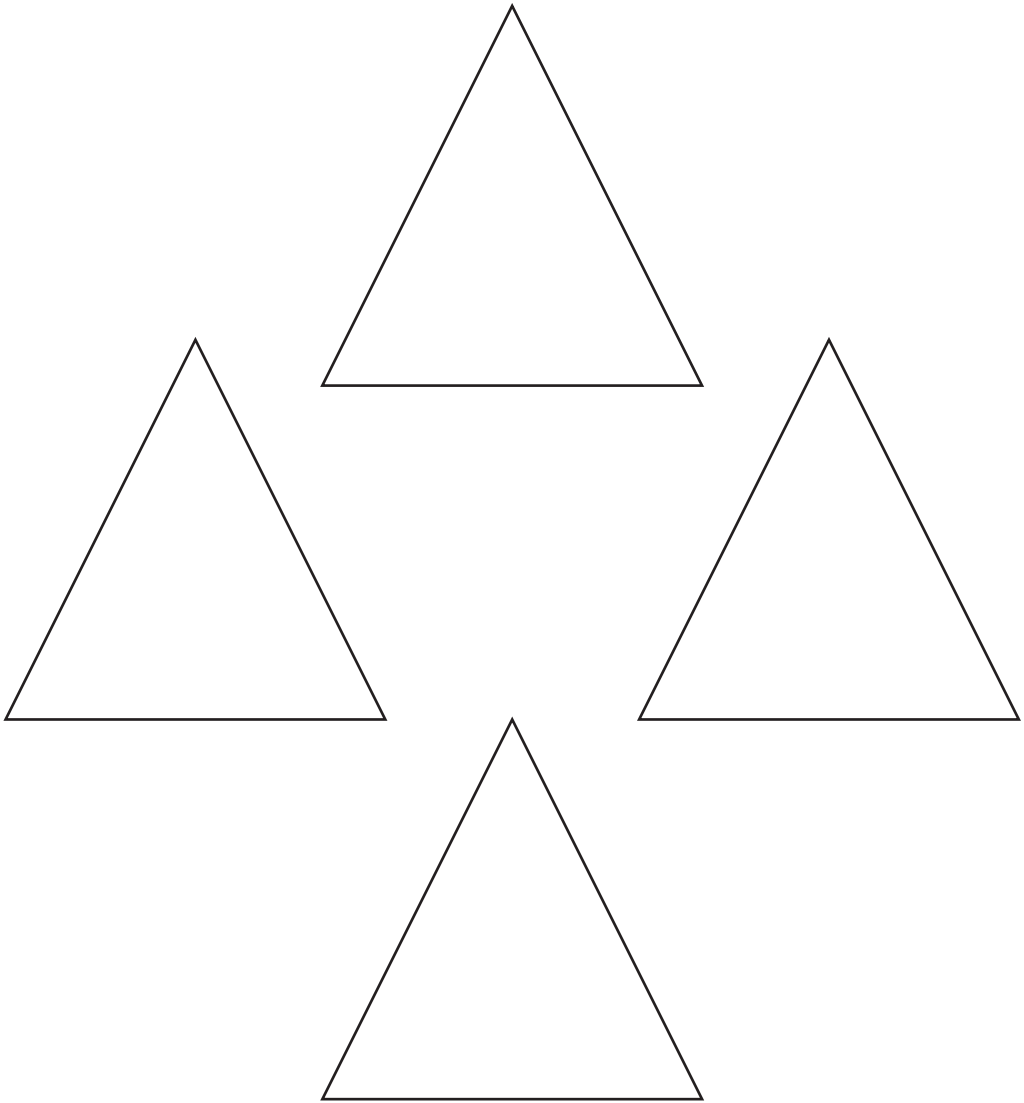
Text type: **Non-fiction**

Vocabulary: **Numbers between three and six, shapes**

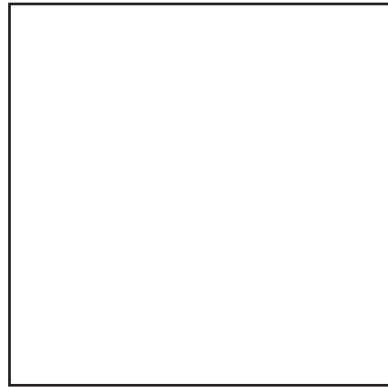
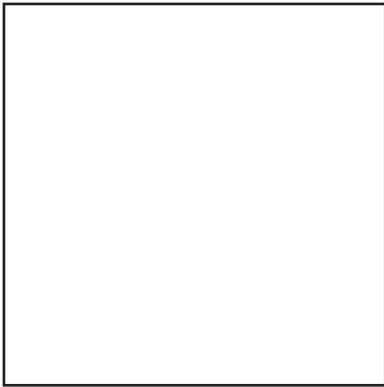
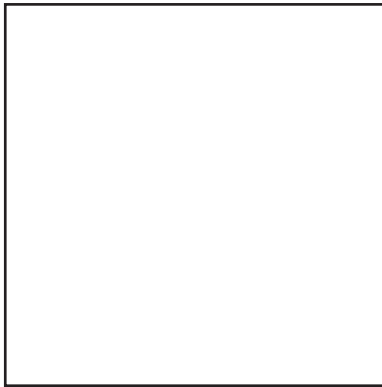
Frequently used morphemes: The morphemes **ᐃᐃᐃ** and **-ᐃᐃᐃ** are practised in this book.

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ᠵᠢᠨᠠᠭᠤᠯᠤᠰᠤ

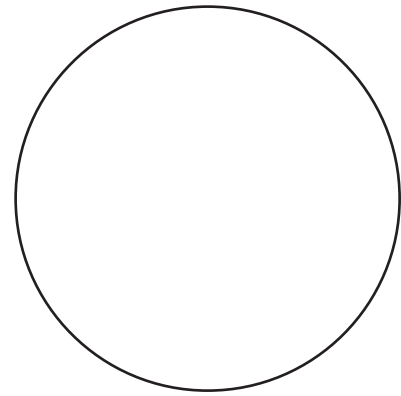
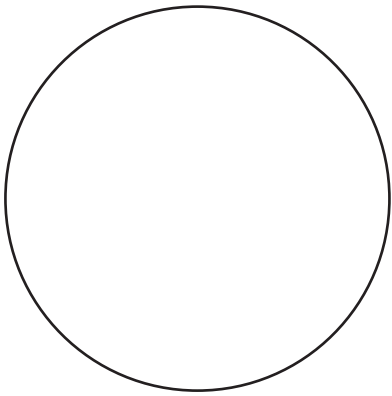
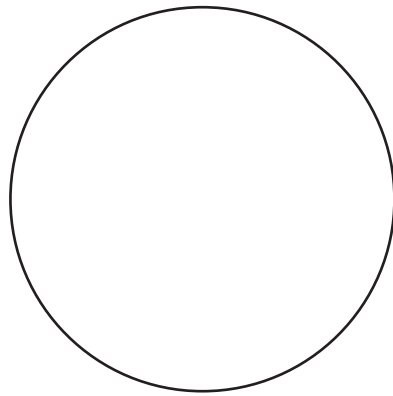
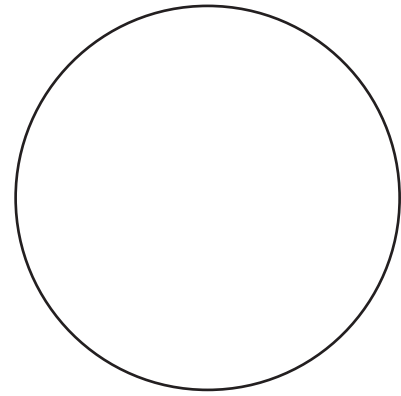
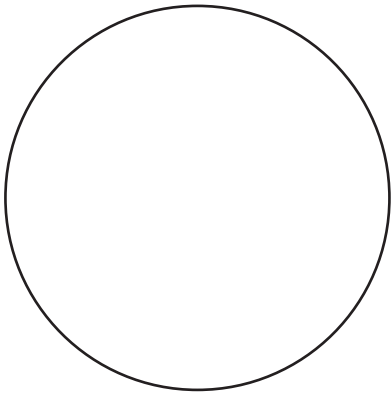




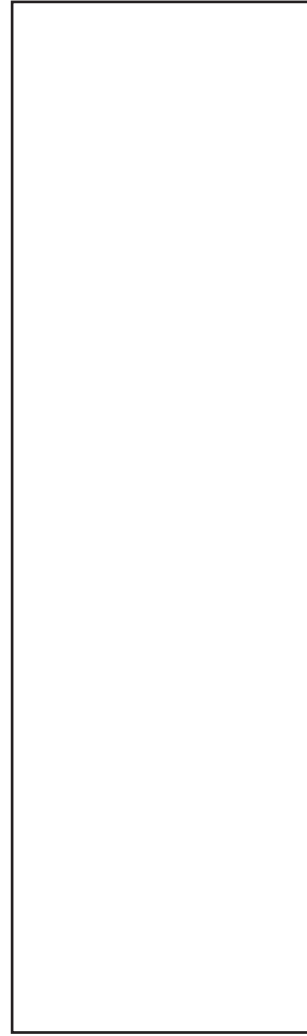
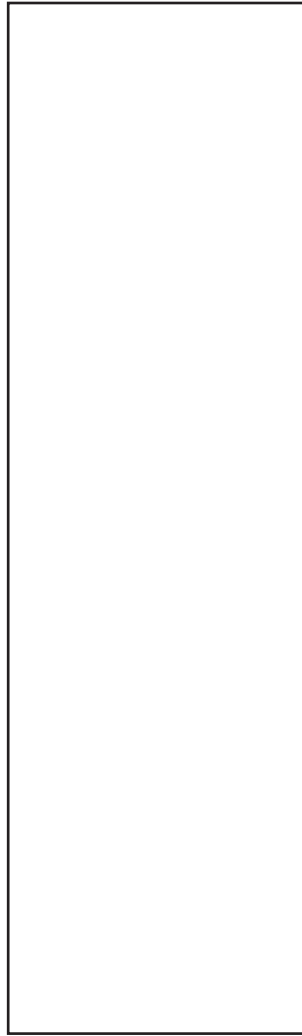
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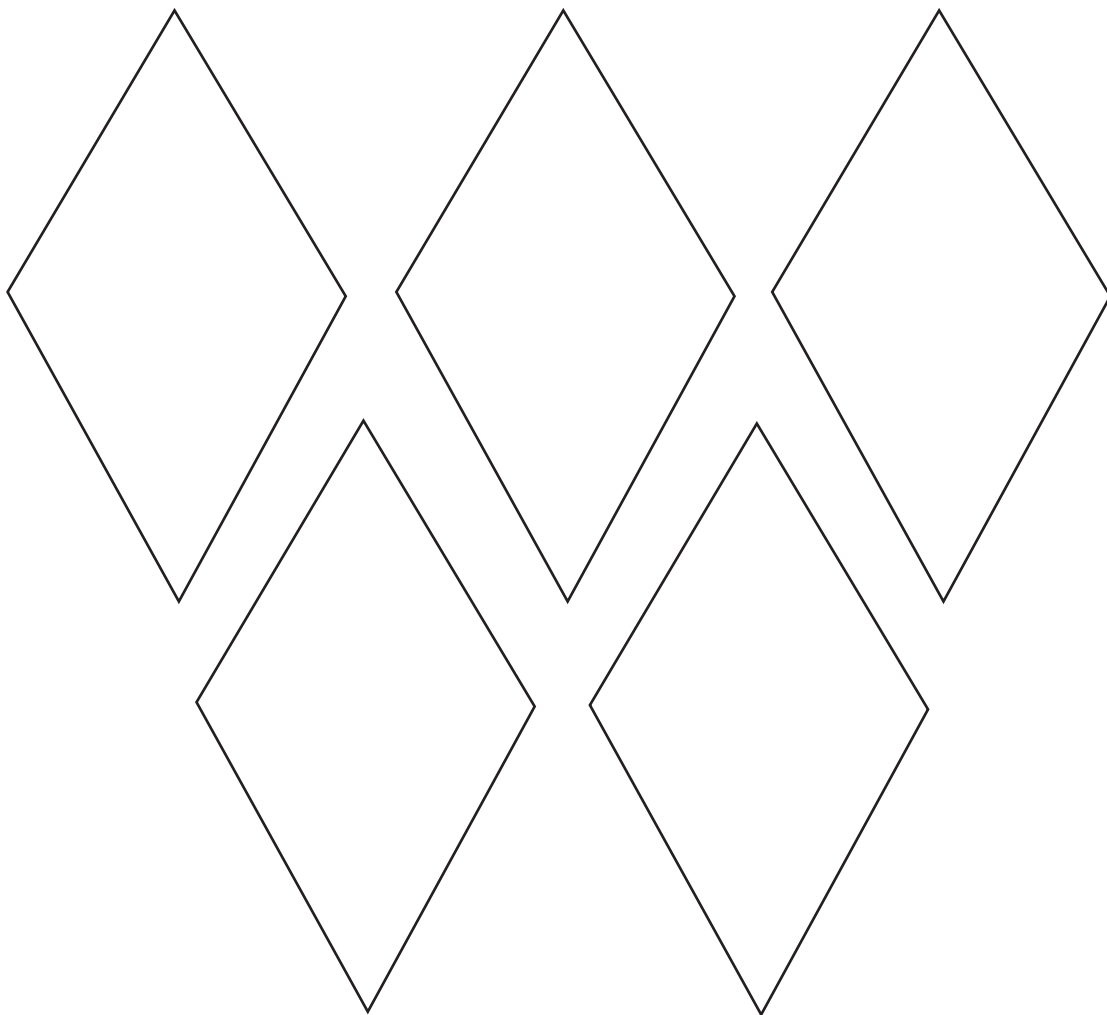
▷d◁ Λ^qsr^c ρ<<˙nr^c∩^c.



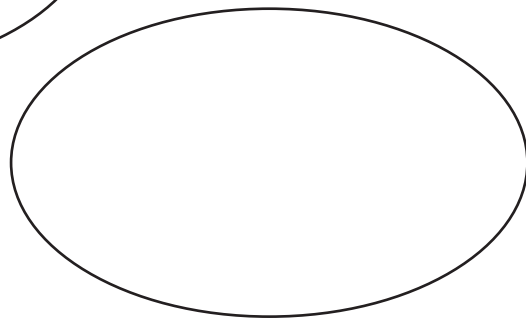
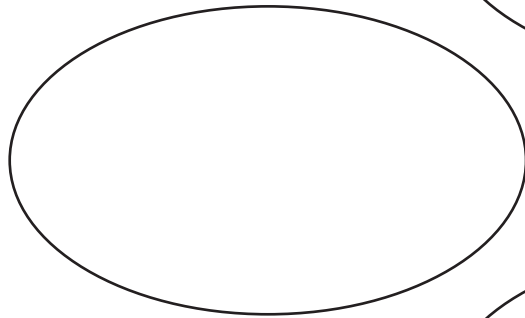
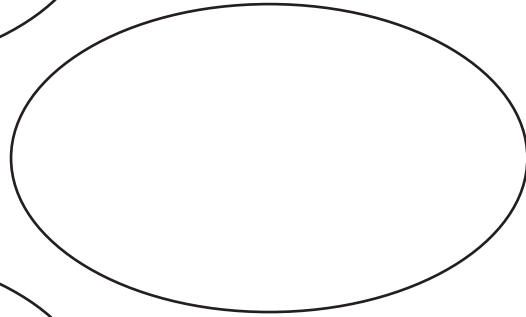
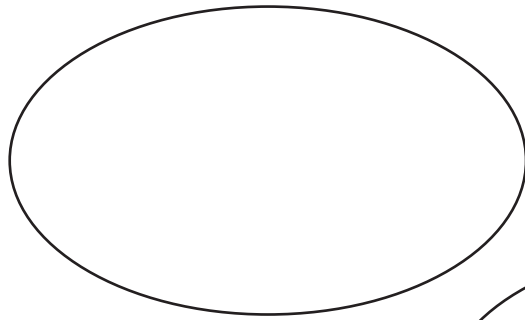
▷d◁ C^ccL^c ◁^LL▷Pⁱh^c.



▷d◁ Λ^qℓ^c ρ<<̇ℓ^c∩dĈ^c.



▷ d ◁ C^c c L^c
 ƒ b^b ʀ^ʀ ʒ^ʒ ʒ^ʒ ʒ^ʒ ʒ^ʒ ʒ^ʒ J ◁^c.



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Department of Education, Government of Nunavut

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