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Early Years Literacy

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A Manual for Educators and Families

NBES

INHABIT EDUCATION

NBES

Nunavut

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Introduction

Welcome to the *Early Years Literacy: A Manual for Educators and Families*. This manual is designed to serve as a comprehensive guide for fostering language acquisition and literacy development in young children. Grounded in the rich cultural heritage of the Inuit community, this manual recognizes the importance of language acquisition and literacy development in the early years. This parent-friendly manual offers practical strategies to support children on their journey to becoming confident and proficient communicators.

Language holds immense power; it is how we express our thoughts, emotions, and experiences, and it forms the foundation of all learning and social interaction. In the early years of a child's life, language development unfolds rapidly, laying the foundation for future academic success and overall well-being. Research has shown that children who are exposed to rich language experiences from an early age tend to have stronger literacy skills later in life.

As adults—whether parents, educators, or caregivers—we have an opportunity to nurture and support children's language development. Through meaningful interaction, engaging activities, and a supportive environment, we can create opportunities for children to explore, experiment, and express themselves through language.

This manual is designed to provide parents, educators, and caregivers with the knowledge, strategies, and resources needed to facilitate progressive language development in young children. By fostering a language-rich environment at home and in early childhood settings, we can lay a strong foundation for children's future success in literacy and beyond.

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How to use this manual

For families:

This manual serves as a valuable resource for families and guardians seeking to support their children's literacy development at home. Families can use the manual to gain insight into the importance of early literacy, discover practical tips for creating language-rich environments, and explore engaging activities to do with their children. The manual is broken up into three sections.

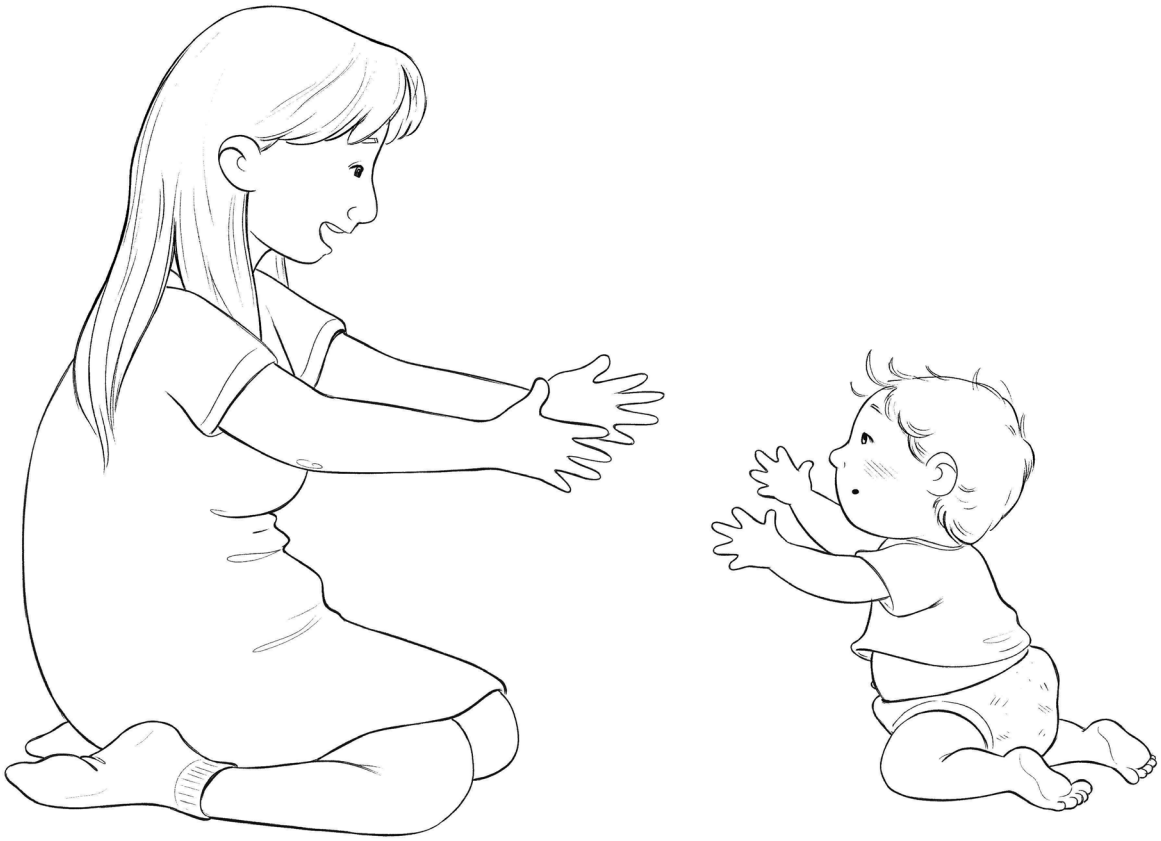
1. **Infants (0–12 months):** Families can use the manual to learn about the importance of early language exposure and explore activities focused on non-verbal communication skills, receptive language skills, and expressive language skills.

2. **Older infants (13 months–2 years):** Families can find guidance on encouraging language development through activities that focus on receptive and expressive language skills, as well as pre-printing and life skills.

3. **Preschool (2.5–5 years):** Families can learn strategies for fostering emergent literacy skills such as the awareness of sounds in spoken language, syllabary/alphabet knowledge, and comprehension, while continuing to build on their receptive and expressive language as well as pre-printing skills.

For Early Childhood Educators (ECEs), teacher assistants, and volunteers:

For early childhood educators, teacher assistants, and volunteers working in educational settings, this manual offers many ideas and resources for promoting language and literacy development in young children. ECEs can use the manual to enhance their understanding of effective literacy instruction, access evidence-based strategies for supporting diverse learners, and discover creative activities to incorporate into their daily routines. Whether in a preschool, daycare, or community centre, educators can adapt the suggestions in the manual to meet the individual needs and interests of the children they serve, fostering a love for learning and literacy that will last their whole lives.



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Stages of development

Young infant (0–12 months):

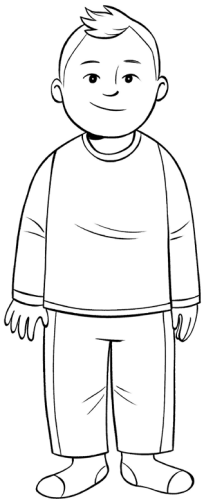
During the infant stage, language development begins with non-verbal communication such as crying, cooing, and babbling. In the first year, infants start to recognize and respond to familiar sounds and voices, demonstrating early understanding of language. At around 12 months, infants typically utter their first words, gradually expanding their vocabulary through imitation and repetition. During the second year, they begin to combine words into simple phrases and sentences, demonstrating an increasing ability to express their needs and desires.

Older infant (13 months–2 years):

The older infant stage is characterized by rapid language growth and increasing verbal communication skills. Older infants acquire language through exploration, imitation, and social interaction. They expand their vocabulary rapidly, learning new words at a remarkable pace. Additionally, older infants begin to grasp basic grammar rules, such as using simple pronouns and verb forms, and may start to ask questions and engage in basic conversations with caregivers and educators. Their communication becomes more purposeful and expressive as they strive to make sense of the world around them.

All children achieve developmental milestones at different stages/ages because skills build upon one another.

Preschool (2–5 years):



In the preschool years, language development becomes more sophisticated as children refine their communication skills and expand their linguistic abilities. Preschoolers continue to build their vocabulary, mastering thousands of words and gaining a deeper understanding of language structure and usage. They develop more complex sentence structures, use language to express thoughts and feelings, and engage in imaginative play that incorporates storytelling and role-playing. Additionally, preschoolers begin to demonstrate emerging literacy skills, such as recognizing syllabics/letters and understanding the concept of print, laying the foundation for formal reading and writing instruction.

Throughout these early years, children progress along a continuum of language, literacy, and communication development, building on foundational skills and experiences. Caregivers and educators play a vital role in providing nurturing and stimulating environments that support children's growth in these areas, preparing them for future academic success and lifelong learning.

This manual focuses on language development; however, the five developmental domains that contribute to holistic child development are physical, social, emotional, cognitive, and language development.

Children's social skills develop as they age. Most Older Infant and Preschooler activities in this manual can be modified to be done with one or more children. Any activities that can *only* be done with a group are clearly identified at the beginning of the activity.

Continuum of development (Language and literacy)

Stages of Early Childhood Language Development		
Young Infant (0–12 months)	**Older infant** (13 months–2 years)	**Preschool** (2.5–5 years)
• Begins communicating through crying • Starts to coo and babble • Responds to familiar voices and sounds by turning head or making eye contact • Begins to imitate simple sounds and gestures • Engages in vocal turn-taking during interactions with caregivers • Starts to recognize and respond to their name • Begins to understand simple words and commands, such as “<ᐃ-<ᐃ”/“bye-bye” or “ᖃᐃᑎᑦ”/“come here”	• Vocabulary expands rapidly, with older infants learning new words daily through exposure to language-rich environments • Starts using single words to express needs and desires (for example, “ᐃᒻᒧᒃ”/“milk,” “ᐊᖅᓴᖅ”/ “ball,” or “ᐊᓈᓇ”/“mommy”) • Begins to combine words to form two-word phrases (for example, “ᐊᑏᓗᒃᑲᓂᖅ”/“more juice,” “ᒫᒻᒪᕐᓗᒃ”/“big dog”) • Uses gestures and body language to enhance communication, such as pointing or nodding • Follows simple verbal instructions (for example, “<ᒃᑕᒃᑐᑯᓗᒃ”/“clap your hands” or “<ᐃ-<ᐃᕐᓗᑎᑦ”/ “wave bye-bye”) • Starts to understand and respond to simple questions (for example, “ᓇᐅᒡᓕ ᐊᖅᓴᖅ?”/ “Where’s the ball?”)	• Vocabulary continues to expand rapidly, with preschoolers mastering thousands of words and understanding more complex concepts • Uses more complex sentences and grammatical structures, including plurals and verb tenses • Engages in conversations with peers and adults, asks and answers questions, and shares thoughts • Tells simple stories and recounts events from personal experiences • Begins to understand basic literacy concepts, such as recognizing syllabics/letters, identifying some sight words • Shows interest in books and may begin to pretend to read or write

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Your role in children's language development

The relationship between adults and children plays a crucial role in shaping language development during the early years. Adults, including parents, caregivers, and educators, serve as primary models and facilitators of language learning for young children. From infancy through preschool age, children rely on interactions with adults to acquire and refine their language skills. Adults provide the linguistic input, support, and guidance necessary for children to make sense of the world around them and develop effective communication abilities.

Adult–child interactions serve as rich learning opportunities where language is present in everyday experiences. Through responsive interactions, adults support children's language development by providing appropriate feedback, expanding on children's utterances, and modelling correct language use. These interactions not only expose children to a diverse range of vocabulary and language structures but also foster social emotional connections and strengthen the bond between adults and children.

The quality of adult–child interactions can significantly influence language outcomes. Warm, nurturing relationships characterized by positive reinforcement, encouragement, and active listening create an environment where children feel safe and motivated to communicate. Conversely, negative interactions may hinder language development and impact children's self-esteem and confidence in expressing themselves verbally. Therefore, fostering strong, supportive relationships between adults and children is essential for promoting healthy language development and laying a strong foundation for future academic success and social emotional well-being.

The relationship between adults and children in the context of language development is multifaceted in nurturing children's linguistic abilities. Adults serve as role models, providing the necessary encouragement for children to navigate the complexities of language and communication. The cultivation of respectful and caring connections, rooted in *inuuqatigiitsiarniq* (developing respectful and caring relationships with children), is central to this relationship. Adults take the time to label, define, and explore the world around children, demonstrating enthusiasm and curiosity during activities. Through observation and experimentation alongside children, adults create an environment where language acquisition is a collaborative and engaging process.

Furthermore, adults have a responsibility to foster a welcoming and inclusive environment for all children and families, embracing the value of *tunnganarniq* (creating a welcoming and inclusive environment). This involves ensuring that learning spaces are free of distractions and tailored to meet the needs of diverse learners. By selecting materials that reflect the children's interests and cultural backgrounds, adults affirm each child's unique identity and promote a sense of belonging.

Additionally, adults facilitate learning through discussion and openness, embodying the principles of *aajiiqatigiinniq* (learning through discussion and openness). Encouraging children to connect with materials, make choices independently, and engage in verbal communication during play fosters a dynamic and interactive learning environment where language flourishes.

Finally, adults nurture children's innovative and resourceful spirit through *qanuqtuurniq* (teaching children to be innovative and resourceful), promoting literacy in various contexts to demonstrate its everyday relevance and empowering children to explore language in diverse spaces. In this way, the relationship between adults and children provides opportunities for fostering language development, nurturing children's curiosity, and laying the foundation for lifelong learning.

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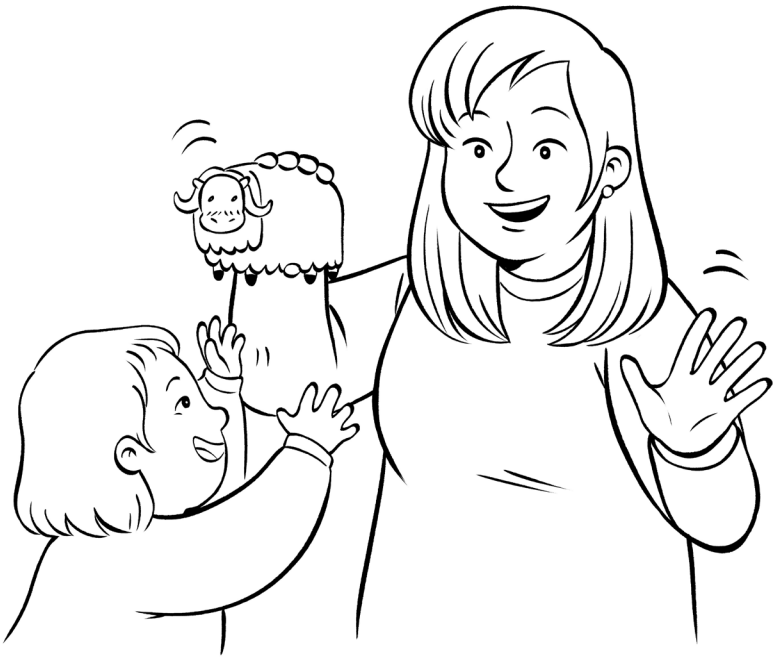
(0-12 ᑕᖅᑭᓕᖕᓄᑦ)

Activities for Young Infants
(0 to 12 months)

ᐱᓕᕆᐊᒃᓴᑦ ᓄᑕᕐᕐᓄᑦ (0-12 ᑕᖅᑭᓕᖕᓄᑦ)
Young Infants (0 to 12 months)



Activities for non-verbal communication skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᑕᑯᒃᖓ! ᑕᑯᓕᕈᒃ ᑕᑯᔭᕋ!
Activity 1: Look at me! Look what I see!

Purpose of the activity

In this activity, you will use a fun item, like a ball or block, to engage with the child and practise joining your attention to the same object. The goal is for the child to practise sustaining their gaze on an item that you are also looking at. When adults show excitement in communicating, infants are more likely to sustain joint attention. The ability to focus on the same item reinforces the child's communication with an adult and provides a shared reference point for language.

Materials

- A toy that the child will find interesting, such as a ball, block, doll, animal figurine, or a book

What to do

1. Get close to the child's level so it will be easy for the child to see your face and follow your eyes.
2. Exaggerate your voice and facial gestures. This will spark the child's curiosity and help them notice what you are looking at.

ᐱᓕᕆᐊᒃᓴᖅ 2:
ᖃᖅᑐᒍ ᐳᓪᓚᐅᔭᕋᖅ ᖃᖅᑐᒍ!
Activity 2: Pop bubble pop!

Purpose of the activity

In this activity, you will use a bottle of bubbles to practise maintaining joint attention with the infant. The goal of this experience is to have the child observe the bubbles near your face as an activity that you are enjoying. Adding a simple verbal instruction can be a fun way to get the child excited about the bubbles. This activity promotes joint attention between you and the child, which is heavily linked to early language acquisition.

Materials

- A bottle of bubbles

What to do

1. Sitting at the child's level, hold the bottle of bubbles in front of your face and open the bottle. Ensure to talk to the child during this process to engage their attention.

2. Exaggerate dipping the wand in the bottle before pulling it out.

3. Blow some bubbles and model looking at them. Encourage the infant to look at the bubbles by saying "ᐅᐊ, ᑕᒃᑰᒃ!"/"Wow, look!" or "ᑕᑯᒃᑭᑦ ᐳᓪᓚᐅᔭᕋᖅᑦ!"/"Look at all of the bubbles!"

> Use a gentle and soothing tone of voice to engage the infant's attention and create a calm and positive atmosphere.

4. Pop the bubbles one by one and exaggerate your actions. Try to appear surprised when the bubbles pop to gauge the child's attention toward you.

5. If the infant is old enough, consider telling them to pop the bubbles. You may say, "ᐳᓪᓚᐅᔭᕋᓂᒃ ᖃᖅᓯᖅᑎᑎᙵᒐ! ᖃᖅ, ᖃᖅ, ᖃᖅ! ᖃᖅᓯᒃᑲᓗᐊᑎᑦ ᐳᓪᓚᐅᔭᕋᓂᒃ!"/"Pop the bubbles with me! Pop, pop, pop! You did so well popping the bubbles!"

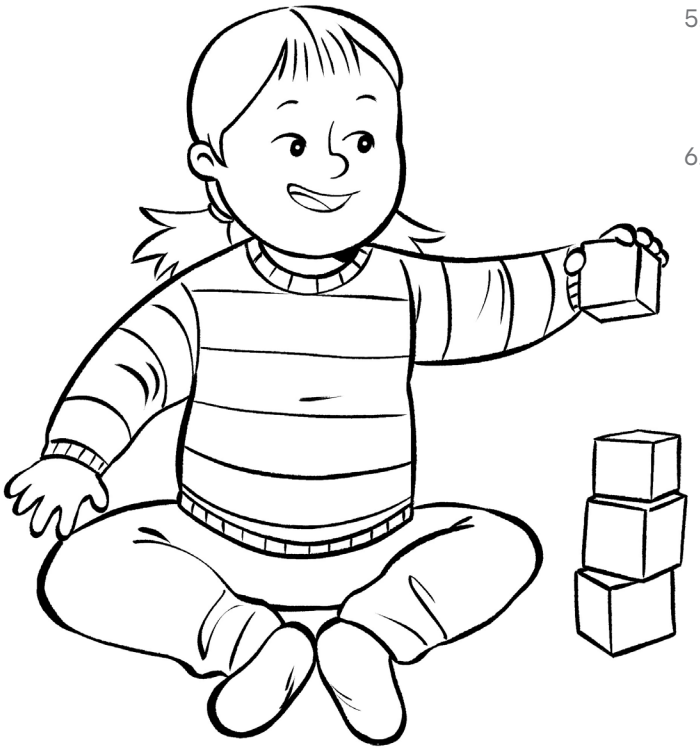
ᐱᓕᕆᐊᒃᓴᖅ 3: ᖃᓕᓈᒃᑎᑦᑎᓂᖅ ᓯᓇᕐᔪᓕᖕᓂᒃ ᑲᑕᒐᖅᑎᓪᓗᒋᓪᓗ
Activity 3: Stacking blocks and knocking them down

Purpose of the activity

Young infants are in the earliest stages of language development and primarily communicate through non-verbal cues such as gestures, facial expressions, and vocalizations. This activity provides young infants with opportunities to observe and interpret non-verbal communication cues from caregivers, such as tone of voice and facial expressions, which are essential for building social connections and understanding emotional cues.

Materials

- Soft, lightweight building blocks suitable for stacking and knocking down
- A soft surface or mat to play on



What to do

1. Clear a space on the floor or in the play area and ensure there are no small or sharp objects within reach of the young infant.

2. Invite the infant to join you for a fun game with building blocks.

3. Pick up one block and demonstrate how to place it gently on the surface in front of the infant. Encourage the infant to watch as you stack additional blocks on top, describing each step in simple language (“ᖃᓕᓈᑦᑎᓪᓗᒃ ᓯᓇᕐᔪᓖᑦ!”/“Let’s stack the blocks!”).

4. Allow the infant to reach out and explore the blocks with their hands. Use verbal cues to invite the infant to touch and feel the blocks (“ᓯᓇᕐᔪᓖᑦ ᐊᒡᒐᖕᓄᑦ ᐃᒃᐱᒋᒃᑭᑦ!”/ “Feel the blocks with your hands!”).

5. Continue stacking blocks with the infant. Encourage the infant to observe as the tower grows taller and more stable.

6. Build anticipation by explaining that it’s now time to see what happens when we knock the tower down. Use a playful and enthusiastic tone to maintain the infant’s engagement and excitement.

7. With the infant's permission, gently tap or nudge the tower to knock it down, observing their reaction and response. Use verbal cues to describe the action as it happens ("ᖃᓕᓐᕋᓗᐃᑦ ᑲᑕᒐᓕᖅᐳᑦ!"/"The tower is falling down!").

8. Pay attention to the infant's reactions and responses as the tower is knocked down. Use verbal and non-verbal cues to acknowledge the infant's emotions and encourage positive interaction ("ᖃᓄᐃᙱᑦᑐᖅ, ᓴᓇᒃᑲᓐᓂᕈᓐᓇᖅᑕᕗᒃ!"/"It's okay, we can build it again!").

Practise celebrating the infant's achievements with positive reinforcement and excitement. For example, you can say, "ᑕᑯᑦᑕᓕᕈᒃ ᖃᓕᓐᕋᒃᑎᑖᓗᕗᑦ!"/"Look at the tall tower we made!"

9. Take a moment to talk with the infant about what happened, describing the cause-and-effect relationship in simple language ("ᑲᑕᒐᖅᑎᑕᕗᒃ ᖃᓕᓐᕋᒃᑐᑦ, ᑲᑕᒃᐳᓕ!"/ "We knocked the tower down, and it fell!"). Encourage the infant to explore the blocks further, providing opportunities for repetition and reinforcement of the concept.

ᐱᓕᕆᐊᒃᓴᖅ 4: ᖁᐃᓇᒃᓵᕆᓇᖅ
Activity 4: Tickle Time

Purpose of the activity

Through this game, young infants develop anticipation and requesting behaviours, such as smiling and making eye contact, to initiate or continue the experience. This helps young infants understand the cause-and-effect relationship between their actions (smiling and making eye contact) and the desired outcome (more tickles), laying the foundation for early communication and social engagement.

Materials

- Optional: Soft toy for tickling

What to do

Choose a quiet and comfortable space where you and the infant can play without distractions.

1. Begin by sitting face-to-face with the infant and establishing eye contact.

2. Gently tickle the infant in a playful and safe manner, such as lightly stroking their belly or underarms. Optional: You can tickle using a soft toy instead of your fingers. Observe the infant's reaction and cues, such as laughter or smiling, to gauge their enjoyment.

3. After a few seconds of tickling, pause and wait for the infant's response. Encourage the infant to initiate or request more tickles by smiling or making eye contact with you.

4. As the infant starts to understand the cause-and-effect relationship, wait for them to anticipate more tickles by pairing their smile with eye contact. Use verbal cues, such as "ᖁᐃᓇᒃᓵᕆᖅᑕᐅᒃᑲᓂᕈᒪᕕᑦ?"/"Do you want more tickles?" to prompt the infant to use requesting behaviours.

5. When the infant smiles and makes eye contact as a request for more tickles, respond promptly by resuming the tickling activity. Pay attention to the infant's cues and adjust the intensity and duration of tickling accordingly.

6. Gradually wind down the Tickle Time activity, providing gentle reassurance and a calming touch.

ᐱᓕᕆᐊᒃᓴᖅ 5: ᓇᐅᑯᓗᒃᓕ
Activity 5: Peek-a-boo

Purpose of the activity

Through this game, young infants develop anticipation and object permanence skills as they anticipate the reappearance of the caregiver's face. Object permanence is the concept that objects and people continue to exist even when they are temporarily hidden from view. Different facial expressions and vocal cues enhance the young infant's curiosity and engagement, fostering early communication and social connection.

Materials

- Optional: A soft cloth or blanket

What to do

1. Sit or kneel in front of the infant. Hold your hands, a cloth, or a blanket in front of your face, partially covering it from view.

2. Playfully say, "ᓇᐅᑯᓗᒃᑦ!"/"Peek-a-boo!" as you quickly uncover your face, revealing your smiling expression to the infant. Observe the infant's reaction and cues, such as laughter or eye contact, to gauge their engagement.

3. As the infant becomes familiar with the game, gradually increase the length of time your face is covered before revealing it again.

4. Experiment with different facial expressions and vocal cues during Peek-a-boo to capture the infant's attention and curiosity. Make funny faces, use exaggerated expressions, or change the tone of your voice to keep the game exciting and engaging for the infant. Use verbal and non-verbal cues, such as saying "ᓇᐅᒃᓕ ᐊᓈᓇ/ᐊᑖᑕ?"/ "Where's mommy/daddy?" or making eye contact, to prompt the infant to use anticipation behaviours.

5. Encourage turn-taking by giving the infant opportunities to initiate Peek-a-boo interactions. Watch for signs of readiness, such as reaching for the cloth or making vocalizations, and respond promptly to their cues.

6. Engage in back-and-forth interactions of covering and uncovering faces, maintaining a playful and supportive atmosphere. Pay attention to the infant's cues and adjust the pace and intensity of the game to match their comfort level and interest.

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Receptive language skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐃᙵᒋᕐᓂᖅ ᐃᓄᒃᑎᑐᑦ ᐃᙵᒋᒐᕐᓂᒃ
Activity 1: Singing Inuktut songs

Purpose of the activity

Through this activity, young infants are exposed to the rhythmic patterns and melodic tones of their home language, helping them become familiar with these sounds from an early age. Additionally, incorporating actions and gestures into the songs enhances young infants' understanding of meaning through non-verbal cues, fostering early communication and cultural identity.

Materials

- Optional: Visual aids or props to accompany the songs, such as pictures of animals or actions

What to do

1. Select traditional Inuktut songs that are age-appropriate and have simple melodies and repetitive lyrics such as "ᐃ, ᐱ, ᑎ, ᑭ"/ "I Pi Ti Ki" or "ᐊᓈᓇ, ᐊᑖᑕ"/"Anaana, Ataata." Consider songs that incorporate actions or gestures to enhance understanding and engagement.

2. Set up a cozy space where you and the infant can sit or cuddle comfortably during singing time.

3. Begin by singing the chosen Inuktut song in a clear and gentle voice, maintaining eye contact with the infant. Use simple and repetitive lyrics to make it easy for the infant to follow.

4. Introduce actions or gestures that correspond to the song's lyrics, such as clapping hands, waving, or mimicking animal sounds. Use exaggerated movements and facial expressions to capture the infant's attention and encourage participation.

5. Sing the song slowly and clearly, modelling the pronunciation of the words and phrases for the infant to hear. Demonstrate the actions or gestures associated with each part of the song, inviting the infant to imitate your movements.

6. Encourage the infant to listen attentively to the song and observe the actions and gestures being performed. Use verbal cues, such as "ᓈᓚᒍᒃ ᐃᙵᒋᒐᖅ"/"Listen to the song" or "Cdᓇᓇᕈᒃ ᐊᓈᓇ/ᐊᑖᑕ"/"Watch Mommy/ Daddy," to prompt the infant to focus their attention.

7. Repeat the song several times, allowing the infant to become familiar with the melody, lyrics, and actions.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᓂᐊᖅᑯᖅ, ᑐᐃᒃ, ᓱᖅᑰᒃ ᐳᑐᒍᒃ
Activity 2: Head, Shoulders, Knees, and Toes

Purpose of the activity

Through this game, young infants learn to recognize and associate names with various body parts, laying the foundation for future language development and communication skills. Using a visual aid enhances comprehension and engagement. Incorporating actions fosters sensory exploration and motor skill development.

Materials

- Optional: A visual aid such as a doll, teddy bear, or the **ᓂᐊᖅᑯᖅ, ᑐᐃᒃ, ᓱᖅᑰᒃ ᐳᑐᒍᒃ/ Head, Shoulders, Knees, and Toes** Activity Sheet

What to do

1. Sit or kneel in front of the infant, maintaining eye contact and a warm expression.

2. Optional: If you are using a visual aid, point to the head, shoulders, knees, and toes on the visual aid while naming each body part. If you are not using a visual aid, point to your own head, shoulders, knees, and toes while naming each body part. Encourage the infant to look at you or the visual aid to observe the different body parts.

3. Sing the traditional children's song "ᓂᐊᖅᑯᖅ, ᑐᐃᒃ, ᓱᖅᑰᒃ, ᐳᑐᒍᒃ!"/"Head, Shoulders, Knees, and Toes" in a clear and gentle voice, using exaggerated movements. Point to each body part as you sing the corresponding verse, demonstrating the actions for the infant to imitate.

4. Encourage the infant to join in the game by touching or pointing to their own body parts as you sing the song. Use verbal cues, such as "ᓂᐊᖅᑯᐃᑦ ᐊᒃᑐᕈᒃ"/"Touch your head" or "ᓇᐅᒡᓕ ᓱᖅᑰᒃᑭᒃ?"/"Where are your knees?" to prompt the infant to participate.

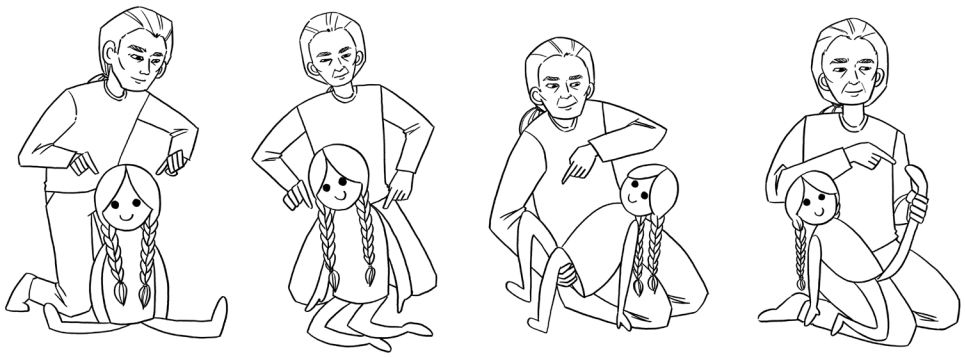
5. Model correct responses by touching your own body parts as you sing the song and encourage the infant to mimic your actions.

6. Repeat the song several times, gradually increasing the speed and tempo to keep the infant engaged.

> Use positive reinforcement, such as smiling and clapping, to praise the infant's efforts and participation.

7. Introduce variations of the song by singing at different speeds or adding additional verses, such as "ᐃᓗᒃ, ᓯᐅᑏᒃ, ᖃᓂᖅ, ᖁᖓᖅ"/ "Eyes, Ears, Mouth, and Nose."

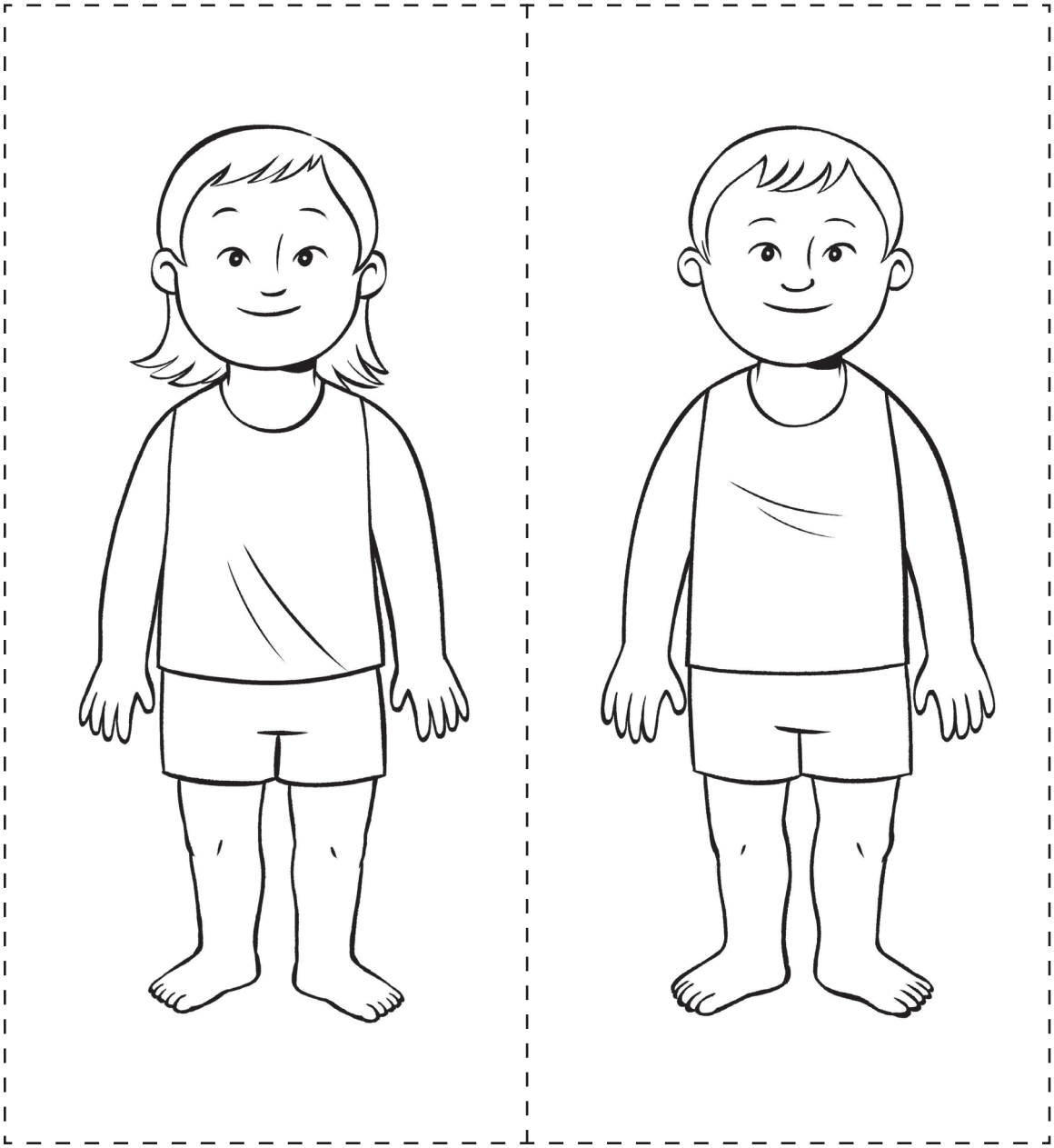
8. Encourage the infant to explore their own body parts through touch and movement during the game.



ᓂᐊᕐᑯᖅ, ᑐᐃᒃ, ᓲᖅᑰᒃ ᐳᑐᒍᒃ
Head, Shoulders, Knees, and Toes

Directions:

1. Cut out and colour the illustrations of the boy and girl. Consider making the illustrations more durable by laminating them or mounting them on cardstock paper.
2. Use the illustrations when introducing the song "ᓂᐊᕐᑯᖅ, ᑐᐃᒃ, ᓲᖅᑰᒃ, ᐳᑐᒍᒃ"/"Head, Shoulders, Knees, and Toes" to a child.



ᐱᓕᕆᐊᒃᓴᖅ 3: ᐅᖃᓕᒫᕐᓂᖅ ᐱᖃᓯᐅᑎᕙᒃᓗᒍ ᓯᓂᒃᐃᓐᓇᕋᓱᒃᑎᓪᓗᒋᑦ

Activity 3: Incorporating reading naturally during nap times

Purpose of the activity

Incorporating reading during nap times serves as a valuable activity to promote non-verbal early literacy skills in young infants. Through this activity, young infants are exposed to the flow of language, print conventions, and storytelling elements. Reading to young infants before nap time also creates a comforting routine, fostering a positive association with books and reading.

Materials

- Age-appropriate board books or soft books with colourful illustrations and simple text

What to do

1. Select a short story or board book with simple text that is age-appropriate for infants.

2. Set up a comfortable and quiet space for nap time reading, such as a cozy corner or rocking chair. Dim the lights slightly to create a soothing atmosphere good for relaxation.

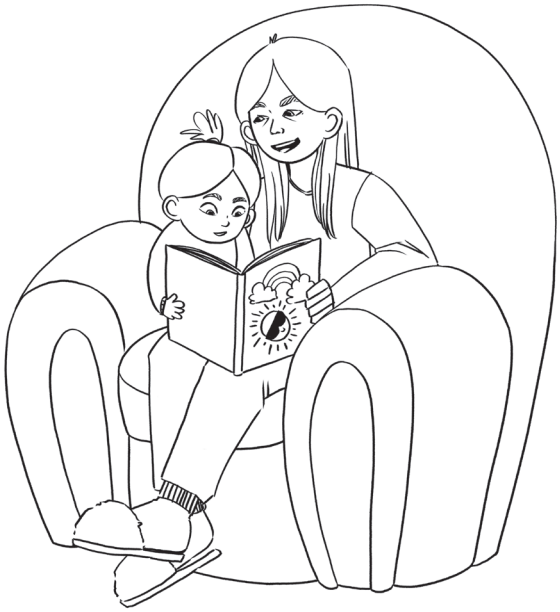
3. Introduce the title and cover of the book, showing the infant the colourful illustrations and pointing out familiar objects.

4. Read the story out loud in a calm and soothing voice using exaggerated intonation and expression to capture the infant's attention.

5. Encourage the infant to interact with the book by touching and exploring the pages, textures, and illustrations. Describe the pictures and objects in the story to engage the infant's senses and curiosity.

6. Model reading behaviours by turning the book pages slowly and deliberately, allowing the infant to observe and imitate your actions. Point out print conventions such as reading from left to right and connecting the text to the illustrations.

7. As the story comes to an end, gradually transition to nap time by maintaining a soothing and comforting presence. Repeat the nap time reading routine regularly, incorporating different books to keep the activity fresh and engaging.



ᑖᓂᖅᑐᔪᑦ ᐅᖃᓕᒫᒐᑦ
Activity 4: High-contrast storybooks

Purpose of the activity

High-contrast images in storybooks are easier for young infants to perceive and conceptualize. By pointing to and naming familiar objects depicted in these books, young infants learn to associate images with names, enhancing their receptive language skills and early vocabulary development.

Materials

- High-contrast storybooks specifically designed for infants
- Optional: Soft toys or props to accompany the storybooks

What to do

1. Choose age-appropriate high-contrast storybooks with simple, bold illustrations that are visually stimulating for infants.

2. Set up a cozy and quiet space for reading, free from distractions.

3. Sit or kneel with the infant in front of the storybook, maintaining close physical contact and gentle eye contact. Open the storybook to the first page and point to the bold, black-and-white images.

4. Encourage the infant to focus on the images in the storybook and point to each one as you name it. Use clear and expressive language to identify familiar objects, animals, and shapes depicted in the high-contrast images.

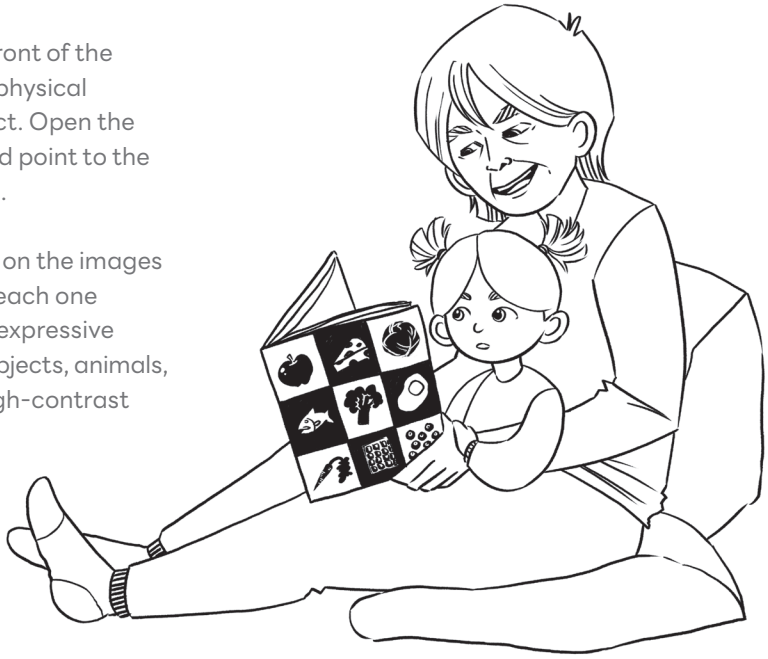
5. Prompt the infant to point to the images or to reach out toward them as you name them. Use gestures and facial expressions to engage the infant and encourage active participation.

6. Repeat the process of pointing and naming familiar objects in the storybook regularly, reinforcing vocabulary and visual recognition.

> Celebrate the infant's recognition and naming of familiar objects in the storybook, emphasizing their progress and achievements.

7. Encourage the infant to vocalize or babble in response to the names of familiar objects in the storybook. Use verbal prompts to elicit verbal responses from the infant. For example, "ᖁᒻᒋᓕᔪᓐᓇᖅᐱᑦ?"/"Can you say dog?" or "ᓇᐅᒃᓕ ᐊᖅᓴᖅ?"/"Where is the ball?"

8. Use the storybook as a prompt for interactive discussions with the infant, asking simple questions about the images. Encourage the infant to respond non-verbally through gestures, vocalizations, or facial expressions.



ᐅᖅᑲᓇᒃᓯᕙᓪᓕᐊᓂᖅ
Expressive language skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᓂᓪᓕᐊᕈᔫᔭᕐᓂᖅ
Activity 1: Babbling

Purpose of the activity

By imitating the young infant's babbling sounds and encouraging them to repeat the sounds after you, you provide opportunities for the young infant to practise pre-verbal communication skills. This activity fosters early vocalization, promotes oral motor development, and encourages experimentation with different sounds, laying the foundation for future language acquisition and communication skills.

Materials

- Optional: Soft toys or objects to keep the infant's attention during the activity

Sit or kneel in front of the infant, maintaining eye contact and a warm expression. Ensure you have the infant's attention before initiating the vocal imitation activity.

What to do

1. Listen attentively to the infant's babbling sounds and vocalizations, noting the sounds they frequently make. Pay attention to the rhythm, tone, and repetition patterns of the infant's babbling.

2. Begin by imitating the sounds and vocalizations that the infant makes, mirroring their rhythm and tone. Use exaggerated facial expressions and vocalizations to capture the infant's attention and engagement.

3. After imitating the infant's babbling sounds, pause and wait for them to respond or repeat the sounds. Use encouraging words and gestures to prompt the infant to imitate the sounds after you.

4. Expand the vocal imitation activity by introducing new sounds or syllables that the infant doesn't normally use, such as "Ḷ-Ḷ"/ "Ma-ma" or "ᐅᐊ-ᐅᐊ"/"Wa-wa." Repeat the new sounds multiple times, exaggerating the pronunciation and emphasizing the syllables.

5. Encourage the infant to experiment with different vocalizations and sounds during the activity. Respond positively to any variations or changes the infant makes to the sounds, such as adding new syllables or altering the rhythm.

6. Take turns with the infant during the vocal imitation activity, allowing them opportunities to initiate vocalizations and responses. Respond promptly and attentively to the infant's vocalizations, reinforcing their communication attempts.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᐅᖃᓪᓚᓕᖅᓂᖅ ᐅᖃᐅᓯᖅᓂᒃ ᐆᒃᑐᕋᖅᓗᑎᒡᓗ
Activity 2: Speaking with words and gestures

Purpose of the activity

By responding to a young infant's gestures with verbal labels and expanded sentences, caregivers reinforce the connection between gestures and spoken language. This activity encourages young infants to use both words and gestures to express their needs and desires, fostering comprehensive communication skills.

Materials

- Everyday objects or toys that the infant is interested in
- Optional: Visual aids or pictures to support communication and vocabulary development

What to do

1. Pay close attention to the infant's gestures and body language, noting when they use gestures to communicate their needs or desires.

2. When the infant gestures toward a desired item, respond promptly to acknowledge their communication attempt.

> Maintain eye contact and a warm expression to indicate your attentiveness and readiness to engage with them.

3. Expand on the infant's gesture by verbalizing their request and providing additional information or context.

4. Use clear and simple language that is easy for the infant to understand and imitate. Keep sentences short and straightforward, focusing on key words and concepts.

5. Encourage the infant to imitate both the gestures and words used during the interaction. Use prompting phrases like, "ᐊᖅᑲᓪᓚᔪᓐᓇᖅᐱᑦ?"/"Can you say ball?" or "ᐊᖅᓴᕐᒥ ᑕᑯᑎᙵᒐ"/"Show me the ball."

6. Provide positive reinforcement and praise for the infant's communication attempts, whether through words, gestures, or a combination of both.

7. Create regular opportunities for the infant to practise using words and gestures to communicate their needs and desires.

ᐱᓕᕆᐊᒃᓴᖅ 3: ᐃᖏᕐᓗᓂ ᓂᑦᓕᖏᑕᑦ ᓂᑦᓕᕐᕕᒋᔭᐅᓗᑎᒃ: “ᑕᑦᓕᒪᑦ ᒥᑎᕋᓛᑦ” ᐊᒻᒪ “ᐋᓯᕙᕋᓛᑯᓗᒃ”

Activity 3: Fill-in-the-blank songs: “Five Little Ducklings” and “Itsy Bitsy Spider”

Purpose of the activity

These songs provide young infants with opportunities to anticipate and participate in the response, either verbally or gesturally. By engaging in these musical interactions, young infants enhance their receptive and expressive language skills, develop the ability to identify different sounds, and strengthen their understanding of language patterns and sequences.

If you don't know the words to the songs, see the **“ᑕᑦᓕᒪᑦ ᒥᑎᕋᓛᑦ” ᐊᒻᒪ “ᐋᓯᕙᕋᓛᑯᓗᒃ” “Five Little Ducklings” and “Itsy Bitsy Spider”** Activity Sheet on the next page.

Materials

- Optional: **“ᑕᑦᓕᒪᑦ ᒥᑎᕋᓛᑦ” ᐊᒻᒪ “ᐋᓯᕙᕋᓛᑯᓗᒃ” “Five Little Ducklings” and “Itsy Bitsy Spider”** Activity Sheet
- Optional: Visual aids or props related to the songs, such as pictures of monkeys or spider puppets

What to do

1. Introduce the song to the infant. Use engaging facial expressions and gestures to capture their attention.
2. Sing the verses of the song, pausing before the missing word or action. Encourage the infant to participate by gesturing or vocalizing in anticipation.
3. Prompt the infant to fill in the blank by gesturing or vocalizing the missing word or action. Use repetition and encouragement to support their participation.
4. Sing the complete verse once the infant has filled in the blank or attempted to participate.
5. Repeat the song multiple times, allowing the infant to become familiar with the lyrics and participate more confidently. Change your tone and pacing to maintain engagement.

“ᑕᓪᓕᒪᑦ ᒥᑎᕋᓛᑦ” ᐊᒻᒪ “ᐋᓯᕙᕋᓛᑯᓗᒃ”
“Five Little Ducklings” and “Itsy Bitsy Spider”

“ᑕᓪᓕᒪᑦ ᒥᑎᕋᓛᑦ”
“Five Little Ducklings”

ᑕᓪᓕᒪᑦ ᒥᑎᕋᓛᑦ ᐳᐃᔾᔪᕋᖅᑐᑦ
Five little ducks swimming

ᖃᖅᑲᐅᑉ ᐅᖓᑖᓂ ᐊᕙᓂᐊᓗᒃ
Over the hills and far away

ᐊᓈᓇᖓ ᐅᖃᖅᐳᖅ
The mother duck said

ᑯᐊᒃ ᑯᐊᒃ ᑯᐊᒃ
Quack quack quack

ᑎᓴᒪᑦ ᒥᑎᕋᓛᑦ ᐅᑎᕆᕗᑦ
Four little ducks came back

ᑎᓴᒪᑦ ᒥᑎᕋᓛᑦ ᐳᐃᔾᔪᕋᖅᑐᑦ
Four little ducks swimming

ᖃᖅᑲᐅᑉ ᐅᖓᑖᓂ ᐊᕙᓂᐊᓗᒃ
Over the hills and far away

ᐊᓈᓇᖓ ᐅᖃᖅᐳᖅ
The mother duck said

ᑯᐊᒃ ᑯᐊᒃ ᑯᐊᒃ
Quack quack quack

ᐱᖓᓱᑦ ᒥᑎᕋᓛᑦ ᐅᑎᕆᕗᑦ
Three little ducks came back

ᐱᖓᓱᑦ ᒥᑎᕋᓛᑦ ᐳᐃᔾᔪᕋᖅᑐᑦ
Three little ducks swimming

ᖃᖅᑲᐅᑉ ᐅᖓᑖᓂ ᐊᕙᓂᐊᓗᒃ
Over the hills and far away

ᐊᓈᓇᖓ ᐅᖃᖅᐳᖅ
The mother duck said

ᑯᐊᒃ ᑯᐊᒃ ᑯᐊᒃ
Quack quack quack

ᒪᕐᕉᒃ ᒥᑎᕋᓛᒃ ᐅᑎᕆᕗᒃ
Two little ducks came back

ᒪᕐᕉᒃ ᒥᑎᕋᓛᒃ ᐳᐃᔾᔪᕋᖅᑐᒃ
Two little ducks swimming

ᖃᖅᑲᐅᑉ ᐅᖓᑖᓂ ᐊᕙᓂᐊᓗᒃ
Over the hills and far away

ᐊᓈᓇᖓ ᐅᖃᖅᐳᖅ
The mother duck said

ᑯᐊᒃ ᑯᐊᒃ ᑯᐊᒃ
Quack quack quack

ᑕᓪᓕᒪᑦ ᒥᑎᕋᓛᑦ ᐅᑎᕆᕗᑦ
Five little ducks came back

“ᐋᓯᕙᕋᓛᑯᓗᒃ”
“Itsy Bitsy Spider”

ᐋᓯᕙᒃᕋᓛᑯᓗᒃ ᒪᔪᕋᖅᑐᓂ
The itsy bitsy spider went up the water spout

ᓯᓚᓗᓕᖅᑐᐊᔫᖓᑦ ᑲᑕᒃᑎᑕᐅᓪᓗᓂ
Down came the rain and washed the spider out

ᓯᕿᓐᓂᓕᒃᑲᓐᓂᕐᒪᑦ ᒪᔪᕋᒃᑲᓐᓂᖅᑐᖅ
Out came the sun and dried up all the rain

ᐋᓯᕙᕋᓛᑯᓗᒃ ᒪᔪᕋᓯᑦᑕᖅᐳᖅ
And the itsy bitsy spider climbed up the spout again

ᐱᓕᕆᐊᒃᓴᑦ ᓄᑕᕋᑯᓴᓲᓂᕐᒃᓴᓄᑦ
ᐱᓕᕆᐊᒃᓴᑦ ᓄᑕᕋᕐᓄᑦ
(13ᓂᒃ ᑕᕐᒃᑭᓕᖕᓂᑦ ᒪᕐᕉᖕᓄᑦ ᐊᕐᕌᒍᓕᖕᓄᑦ)

Activities for Older infants
(13 months to 2 years)

ᑐᑭᓯᐊᓂᖅ ᐅᖃᐅᓯᕐᓂᒃ
(13ᓂᒃ ᑕᖅᑭᓕᙵᓂᑦ ᒪᕐᑑᙵᓄᑦ ᐊᕐᕌᒍᓕᙵᓄᑦ)
Older infants (13 months to 2 years)

ᑐᑭᓯᐊᓂᖅ ᐅᖃᐅᓯᕐᓂᒃ
Receptive language skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐅᖃᓕᒫᕐᕕᐅᓇᖅ
Activity 1: Storytime

Purpose of the activity

By engaging in interactive story sessions, older infants are exposed to language-rich environments that stimulate their comprehension, listening, and imagination. Storytime fosters a love for reading, encourages older infants to explore new words and concepts, and strengthens their ability to follow narratives and understand story structures.

Materials

- Age-appropriate books with colourful illustrations and engaging stories
- Optional: Props or puppets related to the story

What to do

1. Choose a book that is age-appropriate and matches the interests and attention span of the older infant.
2. Introduce the title and cover of the book to the child. Encourage anticipation and excitement by discussing the book's theme or asking questions related to the cover illustration.
3. Read the story out loud, enunciating words clearly and using different voices for each character. Use facial expressions and gestures to keep the child's attention.
4. Point to relevant images in the book and describe the characters, objects, and actions in the pictures.

5. Pause occasionally during the story to ask open-ended questions or prompt the child to make predictions about what will happen next.

Celebrate the child's efforts to listen attentively, ask questions, and interact with the story to foster a positive association with reading.

6. Introduce new words and concepts encountered in the story, explaining their meanings in simple terms.

7. After completing the story, encourage the child to retell or summarize the events in their own words. Prompt them to recall specific details or their favourite parts of the story.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᓴᐃᒪᓐ ᐅᖃᖅᐳᖅ
Activity 2: Simon Says

Purpose of the activity

By engaging in playful puppet-led activities, older infants are encouraged to listen and follow simple instructions, enhancing their ability to understand and respond to spoken language. Puppet games also foster imagination, creativity, and the development of motor skills while providing opportunities for social engagement and peer interaction.

Materials

- Puppets or stuffed animals
- Optional: Visual aids or props to support the puppet-led activities

What to do

1. Choose a puppet to lead the ᐃᓂᓕᐅᕆᓂᖅ/Simon Says game. Introduce the puppet to the child using expressive gestures and voices to capture their attention.

2. Explain the rules of ᐃᓂᓕᐅᕆᓂᖅ/Simon Says to the child using simple and clear language. Demonstrate how the game works by having the puppet model different movements or actions.

3. Begin the game by having the puppet give simple instructions, such as "ᓴᐃᒪᓐ ᐅᖃᖅᐳᖅ ᐸᒃᑕᑎᑦ"/"Simon says clap your hands" or "ᓴᐃᒪᓐ ᐅᖃᖅᐳᖅ ᐃᓄᒐᙵᐊᑎᑦ ᐊᒃᑐᒃᑭᑦ"/ "Simon says touch your toes." Encourage the child to listen carefully and follow the puppet's instructions.

4. Add variety to the game by introducing different movements or actions for the puppet to lead.

5. If possible, give the child a puppet to hold and interact with during the game. Encourage the child to lead the game with their puppet.

6. End the game on a positive note by thanking the child for participating and praising their cooperation. Use the opportunity to reinforce key vocabulary words and concepts introduced during the game.

ᐱᓕᕆᐊᒃᓴᖅ 3: ᐃᓱᕋᓛᒃᑲᒃ ᑕᑯᔪᒃ
Activity 3: I Spy

Purpose of the activity

By engaging in interactive observation activities, older infants are encouraged to listen attentively, follow verbal instructions, and identify objects based on verbal descriptions. ᐃᓱᕋᓛᒃᑲᒃ ᑕᑯᔪᒃ/ I Spy fosters language comprehension and vocabulary expansion while providing opportunities for peer engagement.

Materials

- Age-appropriate objects or items to use for the game

What to do

1. Introduce the game ᐃᓱᕋᓛᒃᑲᒃ ᑕᑯᔪᒃ/I Spy to the child. Explain the rules of the game, emphasizing that you will choose an object and describe it while they try to guess what the item is. Model the first round of the game for the child to observe.

2. Begin with familiar and easy-to-find objects or items around the room.

3. Provide clues about the object's colour, shape, size, or other distinguishing features to help the child identify it.

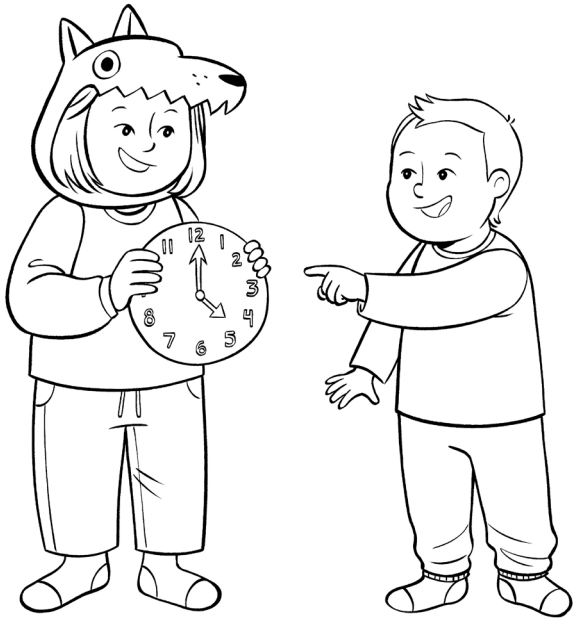
4. Encourage the child to listen attentively to the description and guess what the object is. Prompt them to verbally respond with their guesses.

5. Acknowledge and praise the child for correctly guessing the object based on the description provided.

6. Continue playing ᐃᓱᕋᓛᒃᑲᒃ ᑕᑯᔪᒃ/I Spy by selecting different objects and describing them for the child to guess.

7. Optional: If you are playing with a group of children, allow them to take turns being the "spy" and describing objects for others to guess.

ᐱᓕᕆᐊᒃᓴᖅ 4: ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?
Activity 4: What Time Is It, Mr. Wolf?



Purpose of the activity

By engaging in interactive call-and-response activities, older infants are encouraged to listen attentively, follow verbal cues, and participate in structured communication exchanges. ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?/What Time Is It, Mr. Wolf? fosters language acquisition and turn-taking while providing opportunities for imaginative play.

This is a group activity.

Materials

- Optional: **ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?/ What Time Is It, Mr. Wolf?** Activity Sheet

What to do

1. Gather the children in an open space and introduce the game. Explain the rules, including that one child will play the role of "ᐊᒪᕈᖅ"/"Mr. Wolf" while others ask what time it is.

2. Select one child to be "ᐊᒪᕈᖅ"/"Mr. Wolf" and designate a starting point for the game.

3. Have "ᐊᒪᕈᖅ"/"Mr. Wolf" stand at one end of the play area, facing away from the others. Have the other children gather at the opposite end of the play area.

4. Have the children call out together, "ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?"/"What time is it, Mr. Wolf?" "Mr. Wolf" responds with a time, such as "1ᒧᖅᐳᖅ"/"It's 1 o'clock," while still facing away from the others. The other children then take the corresponding number of steps toward "ᐊᒪᕈᖅ"/"Mr. Wolf."

5. Repeat step 4 until the children come close to "ᐊᒪᕈᖅ"/"Mr. Wolf." As the they get closer, "ᐊᒪᕈᖅ"/"Mr. Wolf" can decide when to announce it's "ᐅᓐᓄᒍᒻᒥᑦᑕᖅ"/"Dinner Time." When "ᐊᒪᕈᖅ"/"Mr. Wolf" is ready, they should turn around and say, "ᐅᓐᓄᒍᒻᒥᑦᑕᖅ"/ "Dinner Time" and chase the other children back to the starting point.

6. After "ᐅᓐᓄᒍᒻᒥᑦᑕᖅ"/"Dinner Time," restart the game with a new "ᐊᒪᕈᖅ"/"Mr. Wolf." Repeat the game so that all children have the opportunity to be "ᐊᒪᕈᖅ"/"Mr. Wolf."

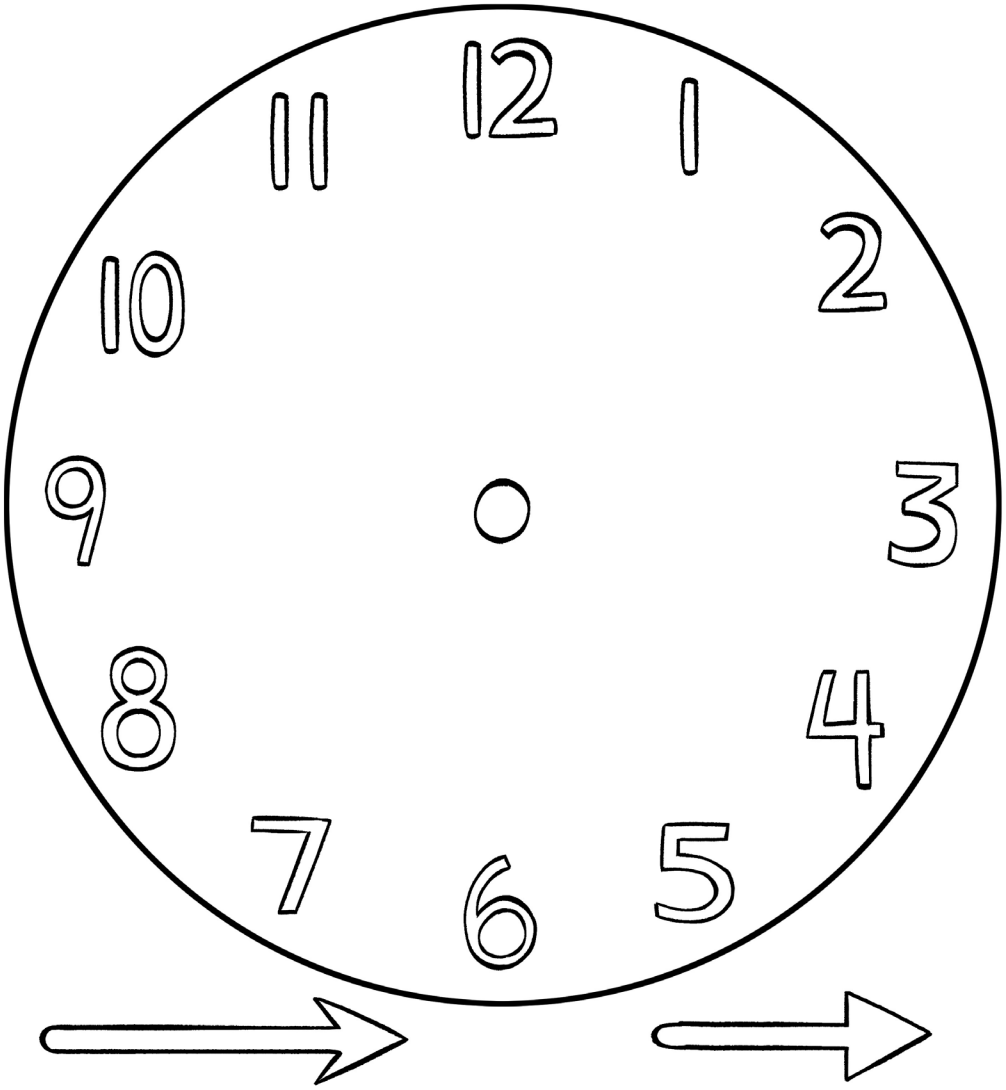
7. Optional: To extend the game, use the clock from the **ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?/What Time Is It, Mr. Wolf?** Activity Sheet.

ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?
What Time Is It, Mr. Wolf?

Once children have learned how to play ᖃᔅᓯᒧᖅᐸ ᐊᒪᕗᖅ?/What Time Is It, Mr. Wolf?, consider using this moveable clock in the game as an extension.

Directions:

1. Cut out the clock face, the hour hand, and the minute hand. Consider making the clock pieces more durable by laminating them or mounting them on cardstock paper.
2. Attach the hour and minute hand to the clock face with a paper fastener.
3. Play "ᖃᔅᓯᒧᖅᐸᑦ ᐊᒪᕗᖅ?"/"What Time Is It, Mr. Wolf?" with the children. Whenever "ᐊᒪᕗᖅ"/ "Mr. Wolf" calls out the time, move the hour hand on the clock to the appropriate number. Point to the number and repeat the time again, as the children take the appropriate number of steps.



ᐅᖅᑲᕆᒃᓯᕙᓪᓕᐊᓂᖅ
Expressive language skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐱᙵᐊᖅᑐᓄᑦ ᐃᓚᒋᔭᐅᓕᕐᓂᖅ
Activity 1: Engaging in pretend play

Purpose of the activity

By participating in pretend play activities, older infants are encouraged to use language creatively, engage in symbolic thinking, and expand their vocabulary. This activity fosters language acquisition, cognitive development, and social communication skills while providing opportunities for problem-solving and collaboration.

Materials

- Props or costumes for pretend play scenarios, such as a toy kitchen, dress-up clothes, or stuffed animals

What to do

1. Set up a play area with props and materials suitable for pretend play.
2. Observe the child's interests and preferences in pretend play and try to follow their lead in choosing play scenarios.
3. Join the child in their chosen pretend play scenario and actively participate in the role-playing activities.
4. Prompt the child to speak during the pretend play by asking open-ended questions and encouraging storytelling. Encourage them to use expressive language by introducing new words and phrases related to the play scenario.
5. Explore different pretend play themes such as playing house, pretending to be animals, or acting out familiar routines.
6. Encourage the child to create narratives, develop characters, and construct imaginative storylines during play.
7. Encourage social interaction and cooperation with peers by inviting other children to join in the pretend play activities.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᑕᑯᔭᐅᒐᔪᒃᑐᑦ ᐊᐅᓚᔾᔪᓯᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᖅ
Activity 2: Identifying functions of common items

Purpose of the activity

By focusing on common items found at home or in the child's community during pretend play or storytelling, older infants are encouraged to learn and understand the names and functions of everyday objects. This activity fosters language acquisition, cognitive development, and cultural awareness while providing opportunities for meaningful communication and personal connections.

Materials

- Age-appropriate books, props, or objects depicting common items found at home or in the child's community (for example, toy *ulu*, bannock, berries, *qamutik*, *parka*, or mittens)
- **ᑕᑯᔭᐅᒐᔪᒃᑐᑦ ᐊᐅᓚᔾᔪᓯᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᖅ/Identifying Functions of Common Items** Activity Sheet

What to do

1. Choose a selection of common items that are relevant to the child's everyday experiences and cultural background.

2. Through pretend play or storytelling activities, show the items to the child and explain their names and functions using simple and clear language.

3. Model how to use each item and demonstrate its function in a familiar scenario (for example, cooking with a toy ulu or wearing a toy parka).

4. Prompt the child to identify and discuss the functions of each item by asking questions about how they are used.

5. Foster a personal connection to the items by asking the child questions about their own experiences with the objects. Encourage the child to share stories or memories associated with the items to deepen their understanding and engagement.

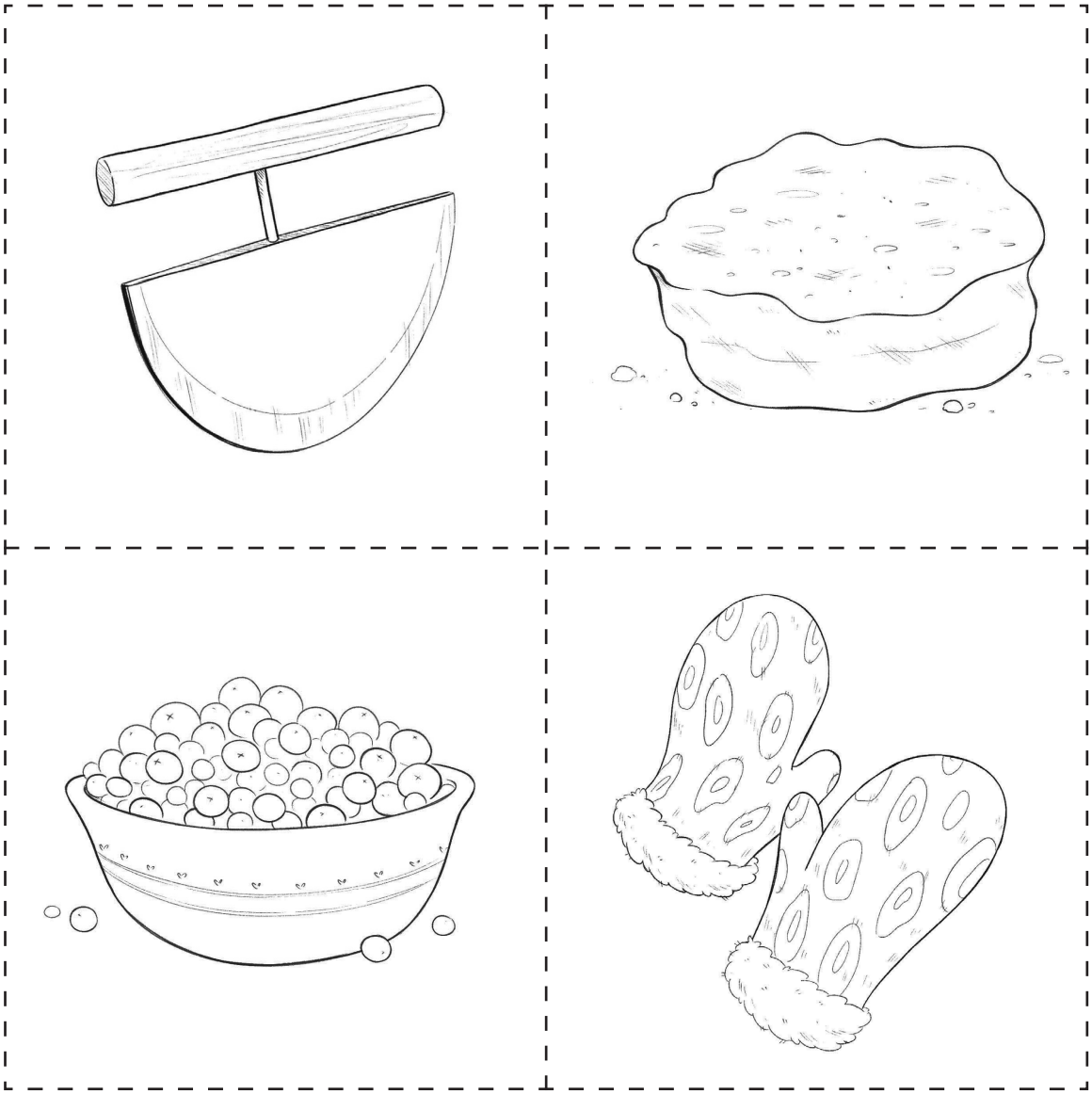
6. Point to the items in the **ᑕᑯᔭᐅᒐᔪᒃᑐᑦ ᐊᐅᓚᔾᔪᓯᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᖅ/ Identifying Functions of Common Items** Activity Sheet and encourage the child to name and describe them.

7. Use the activity as an opportunity to promote language development by introducing new vocabulary words and concepts.

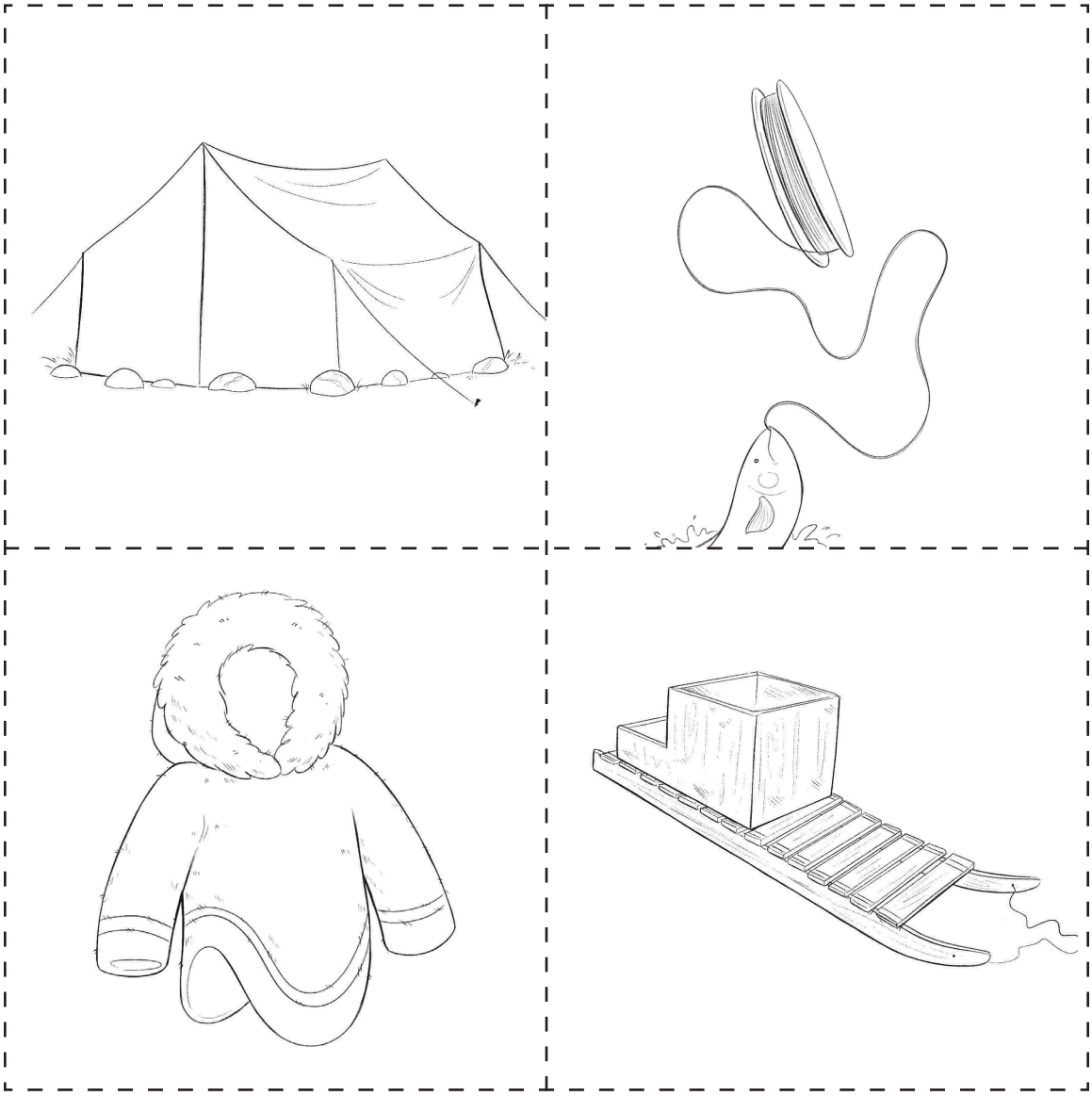
ᑕᑯᔭᐅᒐᔪᒃᑐᑦ ᐊᐅᓚᔾᔪᓯᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᖅ
Identifying Functions of Common Items

Directions:

1. Cut out the 8 common item cards. Colour the cards. Consider glueing the cards to cardstock or laminating them to make them more durable.
2. Point to the items and encourage children to name and describe them.



ᑕᑯᔭᐅᒐᔪᒃᑐᑦ ᐊᐅᓚᔾᔪᓯᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᖅ
Identifying Functions of Common Items



ᑎᑎᕋᕆᐅᖅᐸᓪᓕᐊᓂᖅ: ᑎᒍᒥᐊᕈᓐᓇᖅᓯᕙᓪᓕᐊᓂᖅ
Pre-printing skills: Developing the palmar grasp

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐊᓃᕐᓗᓂ ᑎᑎᖅᑑᔭᐅᑎᒧᑦ ᑎᑎᖅᑑᔭᕐᓂᖅ
Activity 1: Outdoor chalk drawing

Purpose of the activity

Drawing with slim pieces of chalk teaches older infants to grip with their whole hand, which is a crucial step toward learning to hold writing utensils and developing handwriting skills. Making outdoor chalk drawings also fosters creativity, sensory exploration, and language development as older infants express themselves through mark-making.

Materials

- Slim pieces of chalk in various colours
- Smooth outdoor surface for drawing (for example, a sidewalk, pavement, or a chalkboard)

What to do

1. Choose an outdoor area with a smooth surface suitable for drawing with chalk.

2. Give a slim piece of chalk to the child.

3. Demonstrate how to hold the chalk by wrapping one hand around it. Show the child how to make marks on the drawing surface using different hand movements and pressures.

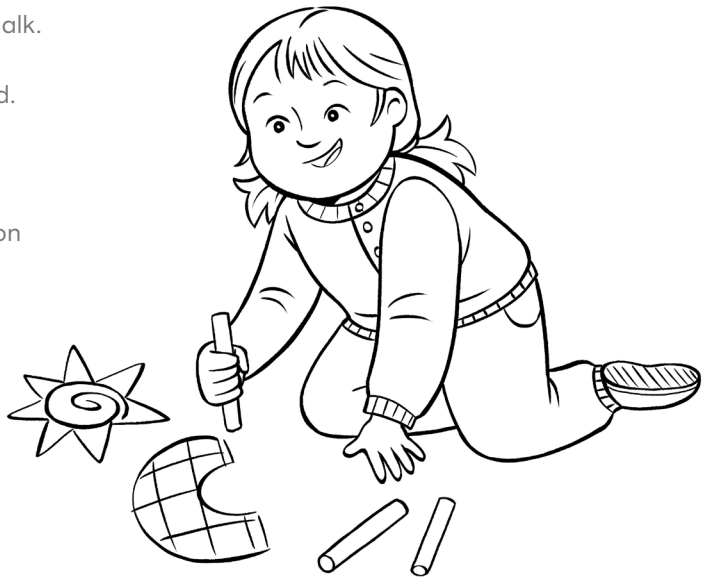
4. Encourage the child to explore the drawing surface and experiment with making marks with the chalk. Foster creativity by suggesting different drawing ideas or themes, such as shapes, animals, or the child's favourite objects.

5. Offer support and guidance to the child as needed.

6. Use the outdoor chalk drawing activity as an opportunity to ask open-ended questions about their drawings, such as "ᑭᓯᒡᒐᒍᐊᓕᐅᕋᓛᑦ?"/ "What are you drawing?" or "ᐊᔾᔨᒌᒍᐊᓕᐊᑦ ᐅᓂᒃᑳᓇᔪᓐᓇᖅᐱᐅᒃ?"/"Can you tell me about your picture?"

7. Use descriptive language to label colours, shapes, and objects in the drawings to expand the child's vocabulary.

8. Encourage social interaction and collaboration among children by inviting them to share the drawing space and collaborate on group drawings.



ᐱᓕᕆᐊᒃᓴᖅ 2: ᒪᕐᕋᐅᔭᒃᑯᑦ ᐅᔭᕋᙱᖅᓯᒪᔪᙱᐊᓕᐅᕐᓂᖅ
Activity 2: Playdough fossil stamping

Purpose of the activity

By engaging in animal stamping with playdough, older infants have the opportunity to practise gripping with their whole hand. Additionally, this activity fosters sensory exploration and language development as older infants engage in pretend play and narrate stories about their creations.

Materials

- Playdough in various colours
- Arctic animal figurines
- Optional: Playdough mats or trays

What to do

1. Provide a variety of playdough colours and ensure that the playdough is soft and pliable. Gather a selection of Arctic animal figurines for stamping into the playdough.

2. Sit with the children and demonstrate how to press the animal figurines into the playdough to create imprints. Describe the process out loud, for example, saying "ᑕᒃᑰᒃ, ᓇᓄᙱᐊᖅ ᓇᕿᑕᕋ ᒪᕐᕋᐅᔭᕐᒧᑦ ᑐᒥᙱᐊᓕᐅᖅᑎᑦᑐᒍ"/"Look, I'm pressing the polar bear into the playdough to make its footprint."

3. Encourage the child to select their preferred colours of playdough and animal figurines for stamping.

4. Have the child press the animal figurines into the playdough to create imprints. Support the child as they explore different stamping techniques and experiment with creating patterns or designs in the playdough.

5. Use open-ended questions to prompt language development and storytelling, such as "ᐆᒪᔪᖅ ᓇᓕᐊᒃ ᓇᕿᑦᑎᕕᒋᔪᒪᓕᕆᕕᐅᒃ?"/ "What animal do you want to stamp next?" or "ᐅᓂᒃᑲᐅᑎᔪᓐᓇᖅᐱᙱᒐ ᓇᓄᕐᒥᒃ?"/"Can you tell me about the polar bear?"

6. Encourage social interaction and collaboration among the older infants by inviting them to share their stamped animal imprints and ideas with one another.

ᑎᑎᕋᕆᐅᖅᐸᓪᓕᐊᓂᖅ: ᑎᒍᒥᐊᕆᐅᖅᐸᓪᓕᐊᓂᖅ ᑯᓪᓗᒧᑦ ᑎᑭᕐᒧᓪᓗ
Pre-printing skills: Developing the pincer grasp

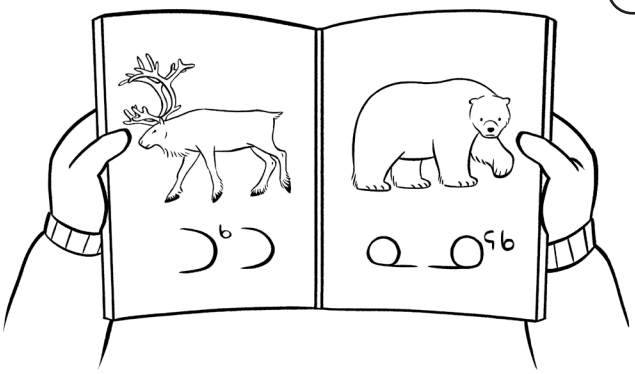
ᐱᓕᕆᐊᒃᓴᖅ 1: ᑎᑎᖅᑲᐅᑉ ᖃᓄᐃᓕᖓᓂᖓ
Activity 1: Print orientation

Purpose of the activity

Activities such as handling storybooks, cards, and other printed materials familiarize older infants with print orientation. Through print orientation activities, they develop an understanding of how print looks and how books are read. This lays the foundation for literacy skills and language acquisition as older infants begin to associate spoken words with written text and understand the basic concepts of reading.

Materials

- Storybooks, cards, or other printed materials suitable for older infants



What to do

1. Choose storybooks, cards, or other printed materials that are suitable for the child's age and developmental stage.
2. Sit with the child and introduce them to the concept of print orientation. Show them how to hold a book the right way up and turn pages from the front of the book to the back.
3. Point to the words as you read them. Use expressive language and an engaging tone of voice to bring stories to life and keep the child interested.
4. Encourage the child to actively participate in reading activities by turning pages, pointing to pictures, and responding to questions about the story. Prompt them to identify familiar objects, animals, or characters in the illustrations with simple words.
5. Offer guidance by helping them hold the books correctly and turn the pages gently. Encourage the child to identify the "ᓵᖓᒐ"/ "front" and "ᑐᓄᐊ"/"back" of the book.
6. Encourage the child to describe the pictures in storybooks, retell stories in their own words, and ask questions about the illustrations.

Provide opportunities for children to share their favourite stories or illustrations with peers and caregivers, fostering a love for books and reading.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᐊᓕᓚᔪᕐᒥ ᐊᓕᒃᑐᐃᓂᖅ
Activity 2: Paper tearing

Purpose of the activity

Learning to tear paper into pieces or scrunch it into balls helps older infants strengthen their pincer grasp, which is essential for holding writing utensils and developing handwriting skills. Additionally, this activity fosters language acquisition as older infants engage in descriptive language, storytelling, and vocabulary development.

Materials

- Pieces of scrap paper (for example, coloured construction paper, tissue paper, or old newspapers)
- Optional: Glue

What to do

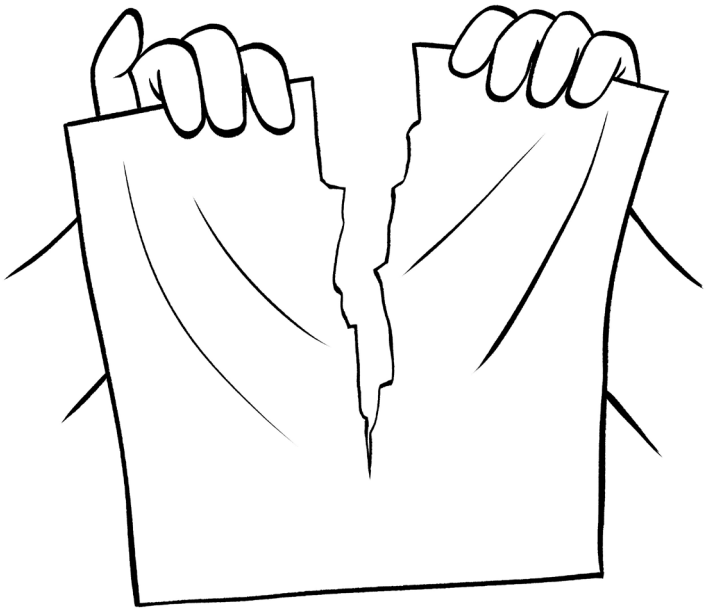
1. Set up a designated area with a clean surface for the child to work on. Provide a variety of paper materials, such as pieces of scrap paper, old newspapers, or magazines, for tearing.

2. Sit with the child and demonstrate how to tear paper into pieces or scrunch it into balls. Show them how to use both hands to grasp the edges of the paper and tear it apart.

3. Encourage the child to tear the paper into pieces or scrunch it into balls.

4. Promote hand–eye coordination by encouraging the child to tear the paper along specific lines or to create shapes.

5. Provide glue and encourage the child to glue the torn paper pieces onto another piece of paper to create artwork or a collage.



ᐱᓕᕆᐊᒃᓴᖅ 3: ᐅᑲᓕᕋᔭᐅᔭᒧᑦ ᐊᒥᐊᕆᓗᓂ
Activity 3: Cotton ball painting

Purpose of the activity

By painting with cotton balls, older infants practise controlled movements with their hands and strengthen their pincer grasp, which is crucial for holding writing utensils. Additionally, this activity fosters language acquisition as older infants engage in descriptive language, colour recognition, and vocabulary development while exploring and creating artwork.

Materials

- Finger paint or washable paint in various colours
- Cotton balls
- Wooden clothespins
- Paper or cardstock
- Optional: Drawing materials (for example, markers or crayons)

What to do

1. Set up a designated painting area with a clean surface for the child to work on. Provide finger paint or washable paint in various colours and cotton balls that have been clipped onto clothespins to be used as paintbrushes.

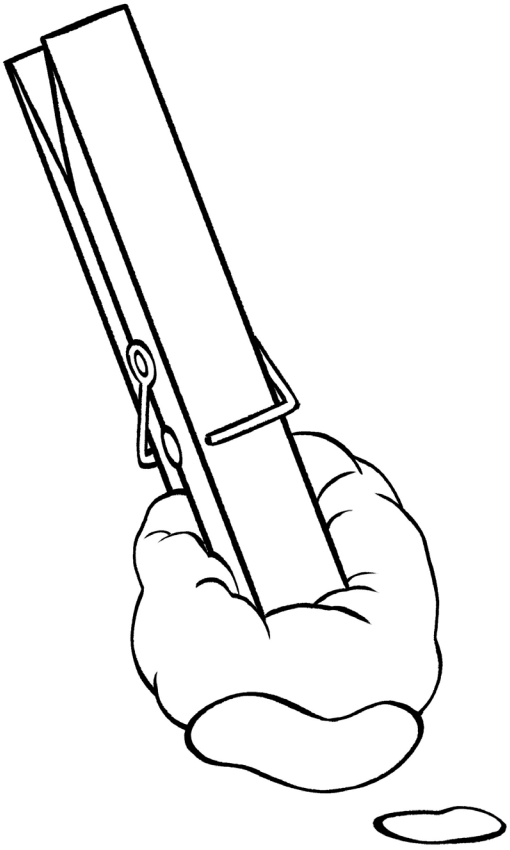
2. Sit with the child and demonstrate how to dip the cotton ball into the paint. Show the child how to use their fingers to hold and move the paintbrush to create different brush strokes or patterns on the paper or cardstock.

3. Dip a cotton ball into one of the paints and apply it to the paper or cardstock. Provide open-ended suggestions for painting activities, such as creating fun designs, painting shapes, or making handprint art.

4. Encourage the child to explore colour recognition and mixing by offering a variety of paint colours for them to use.

5. Encourage the child to use their thumb and index finger to hold and move the paintbrush, focusing on developing dexterity and control.

6. Optional: Provide drawing materials for embellishing the artwork and encourage the child to add details or designs to



ᐱᓕᕆᐊᒃᓴᖅ 4:
ᓴᐸᖓᕐᔪᐊᓂᒃ ᓄᕕᓯᓗᓂ
Activity 4: Stringing large beads

Purpose of the activity

By stringing beads onto yarn, thread, or pipe cleaners, older infants enhance their pincer grasp and hand strength. Additionally, stringing beads offers opportunities for language acquisition as older infants engage in descriptive language, colour recognition, and vocabulary development while exploring and completing stringing activities.

Materials

- Large wooden beads, pasta, or cereal with holes
- Yarn, thread, or pipe cleaners

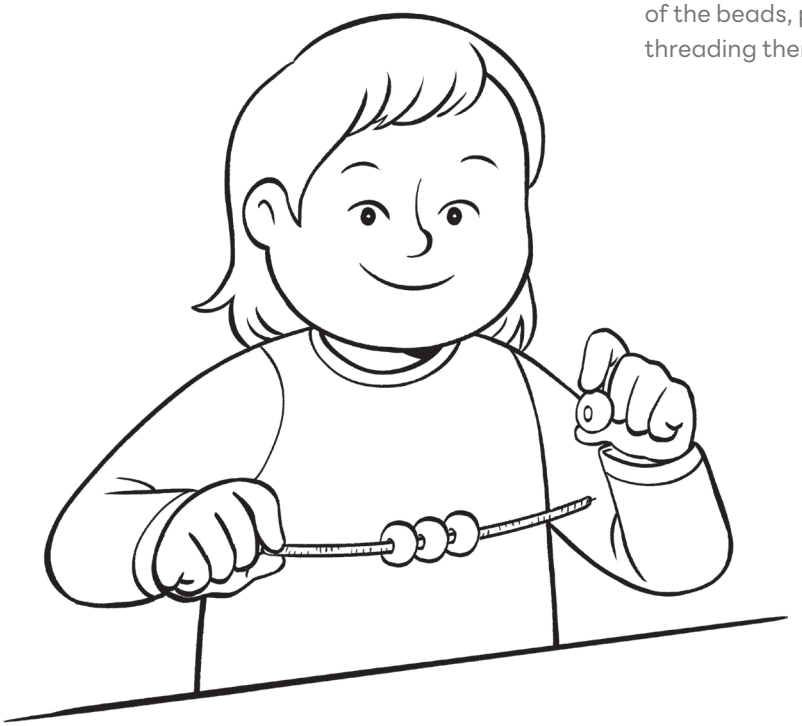
What to do

1. Set up a designated area with a clean surface for the child to work on. Provide large wooden beads, pasta, or cereal with holes for threading. Offer yarn, thread, or pipe cleaners for stringing.

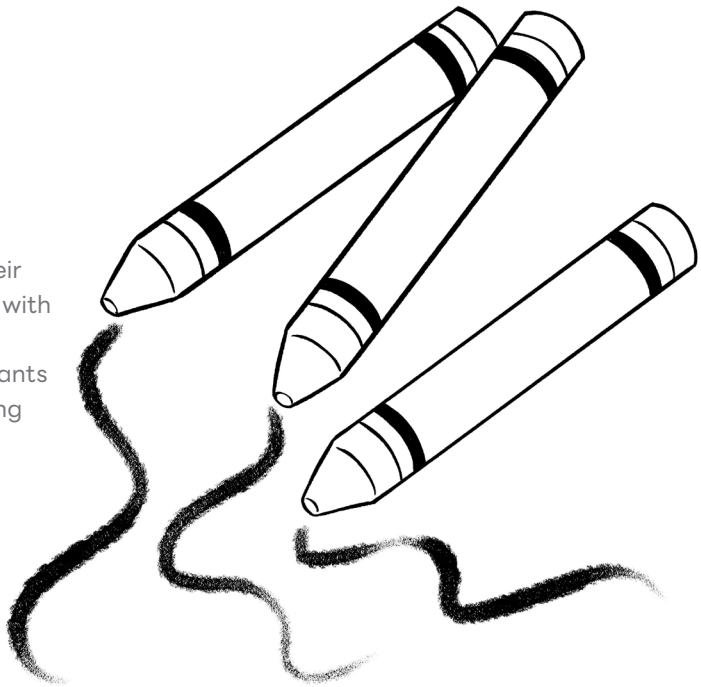
2. Sit with the child and demonstrate how to feed the yarn, thread, or pipe cleaners through the holes of the beads, pasta, or cereal.

3. Encourage the child to feed the yarn, thread, or pipe cleaners through the holes of the beads, pasta, or cereal.

4. Encourage the child to name the colours of the beads, pasta, or cereal as they are threading them.



ᐱᓕᕆᐊᒃᓴᖅ 5: ᐊᒥᐊᑭᑎᓄᑦ ᐊᒥᐊᕆᓗᓂ
Activity 5: Crayon art



Purpose of the activity

Older infants can learn to strengthen their pincer grasp by scribbling and colouring with crayons of different widths. Additionally, crayon art activities encourage older infants to express themselves creatively, fostering language development as they describe their artwork, colours, and shapes.

Materials

- Crayons of different widths
- Paper or colouring pages

What to do

1. Provide crayons of different widths that are appropriate for the child's developmental stage.

2. Demonstrate how to hold the crayons with a pincer grasp for precise colouring. Encourage the child to scribble and colour using the crayons. Provide open-ended suggestions, such as asking the child to draw their favourite animals, shapes, or objects.

3. Prompt the child to describe their artwork, colours, and shapes.

4. Ask open-ended questions to prompt discussion and conversation about their artwork, such as "ᑭᓱᙵᒍᐊᓕᐅᕋᕕᑦ?"/ "What did you draw?" or "ᐊᒥᐊᓂᒃ ᐊᑐᕋᑖᖅᑕᕐᓂᒃ ᖃᓄᐃᑦᑑᓂᖏᓐᓂᒃ ᐅᖃᐅᑎᙵᒐ"/ "Tell me about the colours you used."

5. Display the child artwork in a designated area for them to admire and celebrate.

> Provide opportunities for children to share their artwork with peers and caregivers to foster a sense of pride and accomplishment.

ᑎᑎᕋᕆᐅᖅᓴᓂᖅ: ᐃᓂᓕᐅᕆᓂᖅ
Pre-printing skills: Tracing

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐃᓂᓕᐅᕆᓂᖅ ᓴᖑᐃᖕᓂᕐᓗ
Activity 1: Tracing lines and curves

Purpose of the activity

Teaching older infants to trace straight lines, curved lines, and other simple shapes can help them to practise foundational pre-writing skills that are essential for later literacy development, including the ability to control their writing utensil and form syllabics/letters.

Materials

- **ᐃᓂᓕᐅᕆᓂᖅ ᑐᑭᓕᐊᖅᑐᓂᒃ/ Tracing Straight Lines** Activity Sheet
- **ᐃᓂᓕᐅᕆᓂᖅ ᓴᖑᐃᖕᒐᔪᓂᒃ/ Tracing Curved Lines** Activity Sheet
- **ᐃᓂᓕᐅᕆᓂᖅ ᑭᒡᒐᓛᒃᑐᓂᒃ/ Tracing Zigzag Lines** Activity Sheet
- Crayons, markers, or pencils

What to do

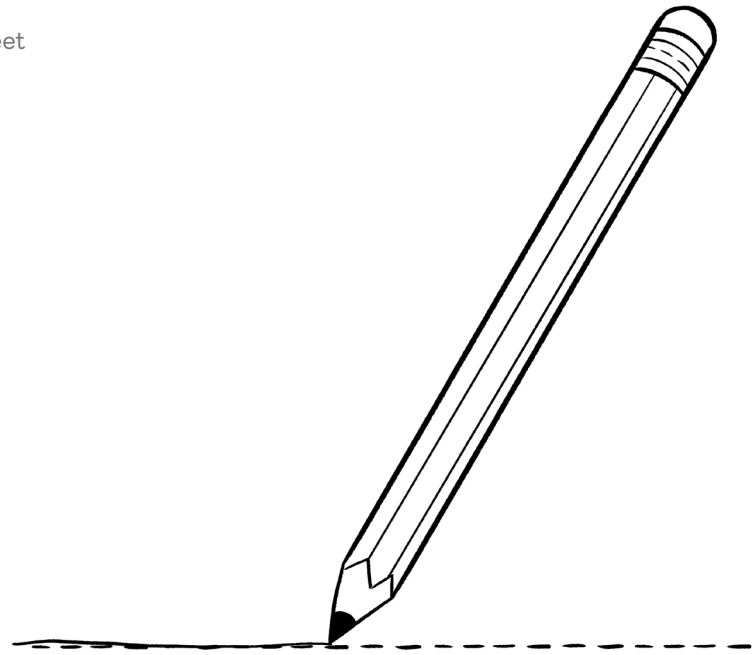
1. Provide the child with the **ᐃᓂᓕᐅᕆᓂᖅ ᑐᑭᓕᐊᖅᑐᓂᒃ/Tracing Straight Lines** Activity Sheet.

2. Sit with the child and demonstrate how to hold a writing utensil using a tripod grip with the thumb, index finger, and middle finger. Model tracing a straight line from left to right across the dots on the activity sheet in a controlled movement.

3. Give the child a writing utensil and help them with their tripod grip. Ask the child to trace along the dotted line of the activity sheet and encourage them to control their movement as they connect each dot.

4. Once the child is comfortable with tracing straight lines, move on to the **ᐃᓂᓕᐅᕆᓂᖅ ᓴᖑᐃᖕᒐᔪᓂᒃ/Tracing Curved Lines** Activity Sheet and then the **ᐃᓂᓕᐅᕆᓂᖅ ᑭᒡᒐᓛᒃᑐᓂᒃ/ Tracing Zigzag Lines** Activity Sheet. Describe the lines and shapes the child is tracing.

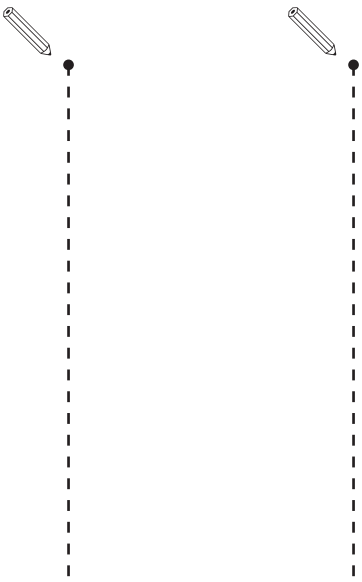
5. Repeat tracing activities regularly to reinforce fine motor skills, hand–eye coordination, and pre-printing skills.

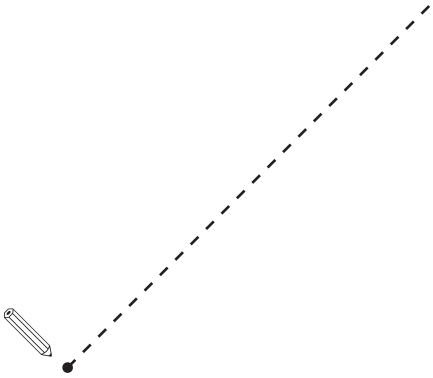


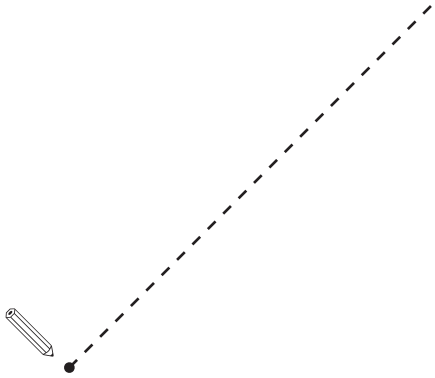
ᐃᓂᓕᐅᕆᓂᖅ ᑐᑭᓕᐊᖅᑐᓂᒃ
Tracing Straight Lines

Directions:

1. Make a copy of this activity sheet.
2. Model how to hold a writing utensil using a tripod grip and how to follow the dotted lines from the left side of the page to the right.
3. Invite the child to try. Offer encouragement and celebrate any attempts.







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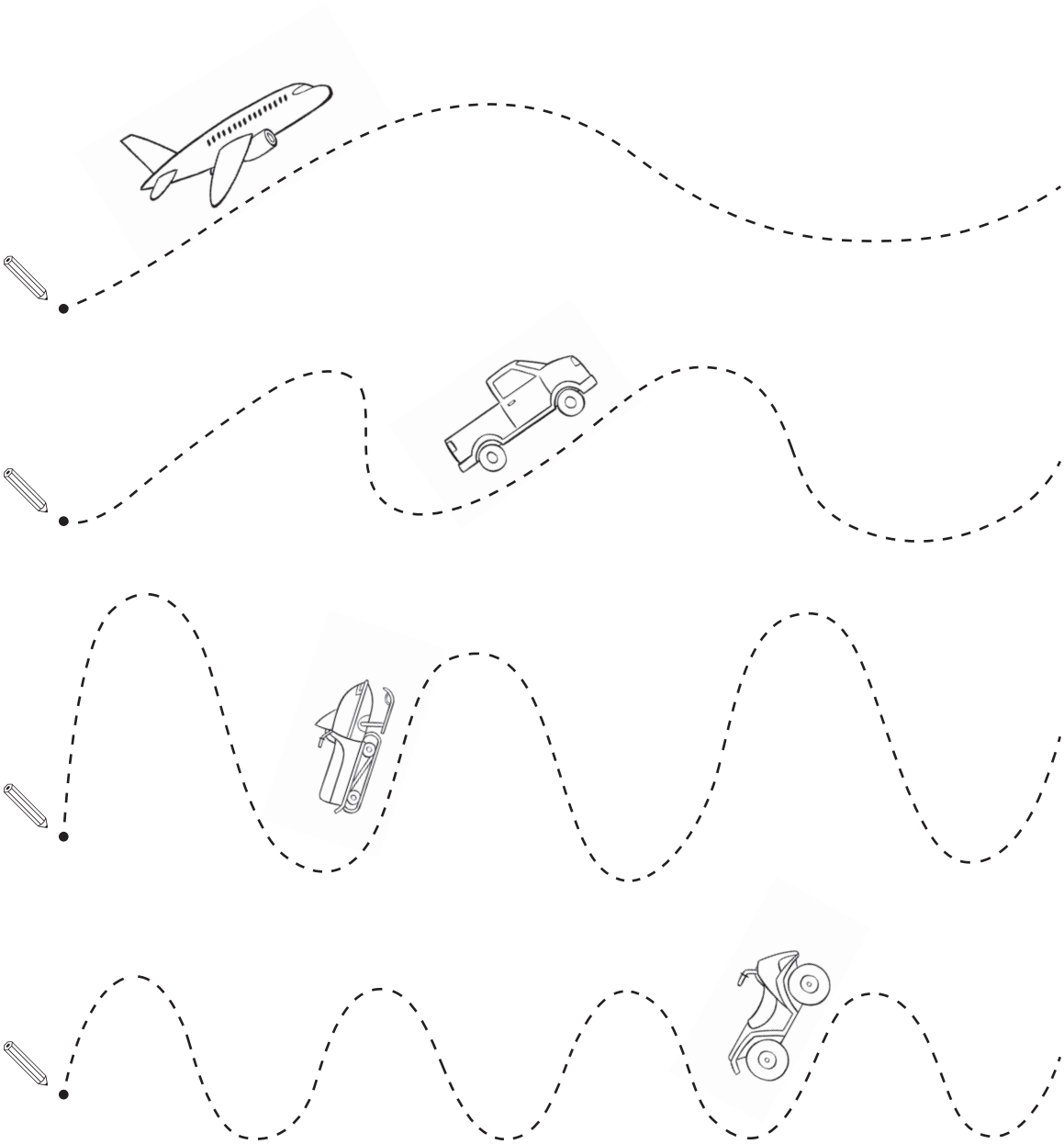
Tracing Curved Lines

Directions:

1. Make a copy of this activity sheet.
2. Model how to hold a writing utensil using a tripod grip and how to follow the dotted lines from the left side of the page to the right.
3. Invite the child to try. Offer encouragement and celebrate any attempts.



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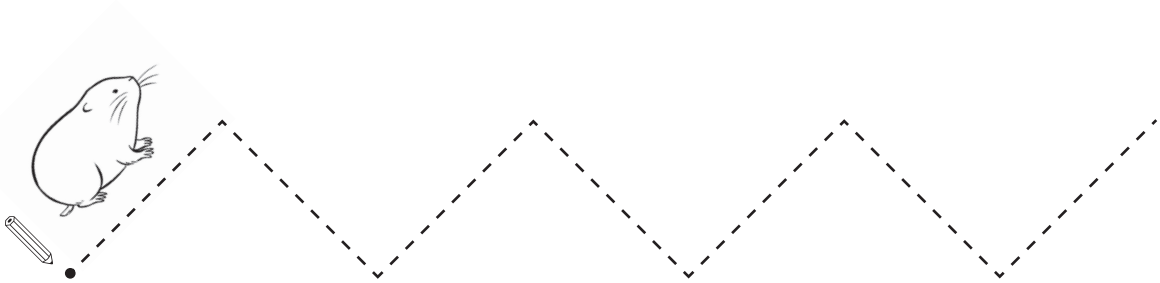
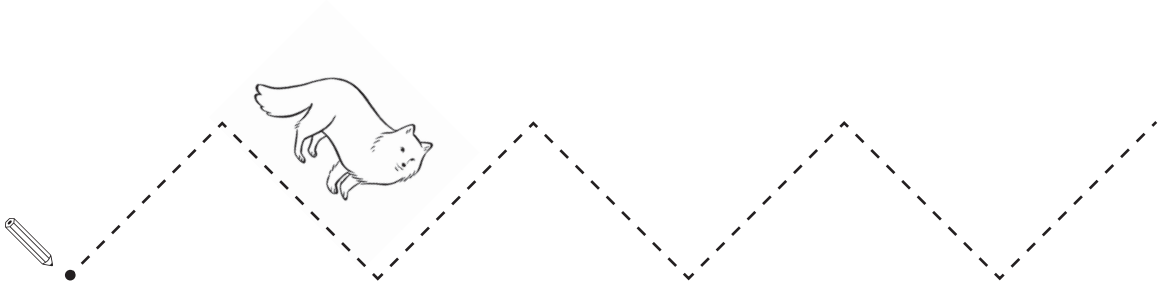
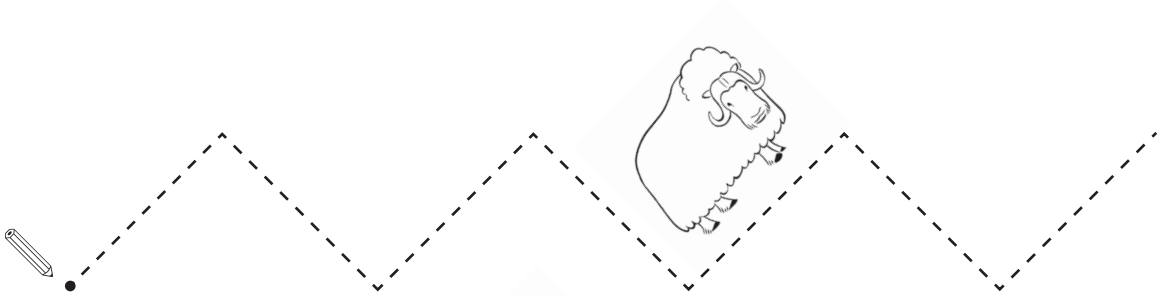
Tracing Zigzag Lines

Directions:

1. Make a copy of this activity sheet.
2. Model how to hold a writing utensil using a tripod grip and how to follow the dotted lines from the left side of the page to the right.
3. Invite the child to try. Offer encouragement and celebrate any attempts.







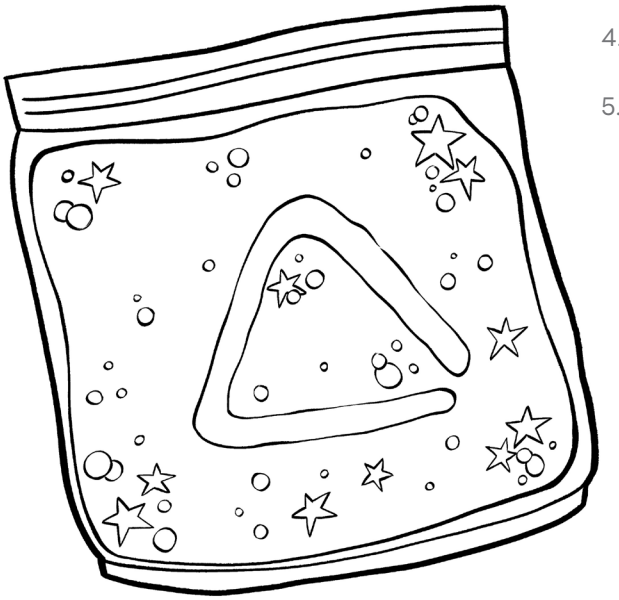
ᐱᓕᕆᐊᒃᓴᖅ 2: ᑐᑭᓕᐊᖅᑐᑦ ᓴᓇᒻᒪᐃᓪᓗ
Activity 2: Lines and shapes

Purpose of the activity

Sensory bags can help engage older infants in a tactile and visual tracing activity that stimulates their senses and fosters pre-writing skills and language development through verbal interactions with caregivers or educators.

Materials

- Large Ziplock bag
- Sensory liquid such as shaving foam or hair gel)
- Optional: Glitter or sequins
- Tape
- Sensory tray



What to do

1. Use a marker to draw simple lines or a shape on large Ziplock bags. Fill the bag with a sensorial liquid and add glitter or sequins if desired. Seal the bag securely with tape to prevent any leaks. Place the sensory bag on a sensory tray to contain any mess.

2. Sit with the child and introduce the sensory bag. Encourage the child to explore the sensory bag with their hands and feel the texture of the liquid inside.

3. Demonstrate how to trace the lines or shape on the bag with your finger. Encourage the child to follow the lines or shape with their finger.

4. Describe the lines or shape they are tracing.

5. Repeat the sensory tracing activity regularly to reinforce fine motor skills, hand–eye coordination, and pre-printing skills. Provide opportunities for children to explore different and shapes on the sensory bags. Gradually change the bags to ones with more complex lines and shapes.

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Fine motor skills: Life skills

ᐱᓕᕆᐊᒃᓴᖅ 3: ᓯᕐᑮᖅᓯᔪᓐᓇᖅᓯᓂᖅ
Activity 3: Independently zipping zippers

Purpose of the activity

Older infants can develop dexterity needed for writing by zipping zippers on fine motor boards, toys, and other items. They can also develop their language through verbal interactions with caregivers or educators during dressing and toileting routines.

Materials

- Clothing items with zippers, such as jackets or backpacks
- Optional: Toys with zippers, such as teddy bears, stuffed animals, or dolls
- Optional: Fine motor boards with zippers
- Optional: Mirror for self-assessment

What to do

1. Provide children with a fine motor board, toy, or other item with a zipper. Demonstrate how to grasp the zipper pull and move it up or down to open and close the zipper.

2. Encourage the child to independently practise zipping and unzipping. Provide verbal instructions and guidance as needed.

3. Integrate opportunities for zipper practise into children's daily routines, such as during dressing or toileting routines. Encourage children to zip and unzip their own jackets, backpacks, or other clothing items.

4. Recognize that children enjoy repeating tasks until they master them. Encourage children to continue practising zipping over and over until they feel satisfied with their ability to perform the task independently. Provide opportunities for self-assessment by offering mirrors for children to use as they practise zipping zippers, allowing them to observe their progress and adjust their technique as needed.

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Activity 4: Independent feeding routine

Purpose of the activity

Independent feeding routines allow children to gain confidence and autonomy, which enhances their overall self-help skills. It also fosters language development through verbal interactions with caregivers or educators during meal and snack times.

Materials

- Child-safe utensils (spoons and forks)
- Plates and bowls
- Cups or sippy cups
- Napkins or wipes
- Handwashing station (sink, soap, and towels)
- Age-appropriate finger foods or meals
- High chair or booster seat

What to do

1. Familiarize children with the steps involved in eating, including serving themselves appropriate amounts of food and bringing the food to their mouths using their utensils or fingers. Model and demonstrate each step of the feeding routine, including washing your hands and using utensils properly.

3. Model and guide children on how to serve themselves appropriate amounts of food from serving dishes or containers. Use hand-over-hand methods to teach children how to bring food to their mouths using their utensils or fingers, demonstrating proper grip.

3. Encourage children to independently participate in feeding routines, allowing them to select foods from their plates or bowls and feed themselves using their utensils or fingers.

4. Encourage children to wash their hands using soap and water before and after eating to promote hygiene and prevent the spread of germs.

5. Encourage children to communicate their preferences for different foods before and after meal times.

Provide positive reinforcement and praise as children demonstrate increased confidence and competence in feeding and caring for themselves.

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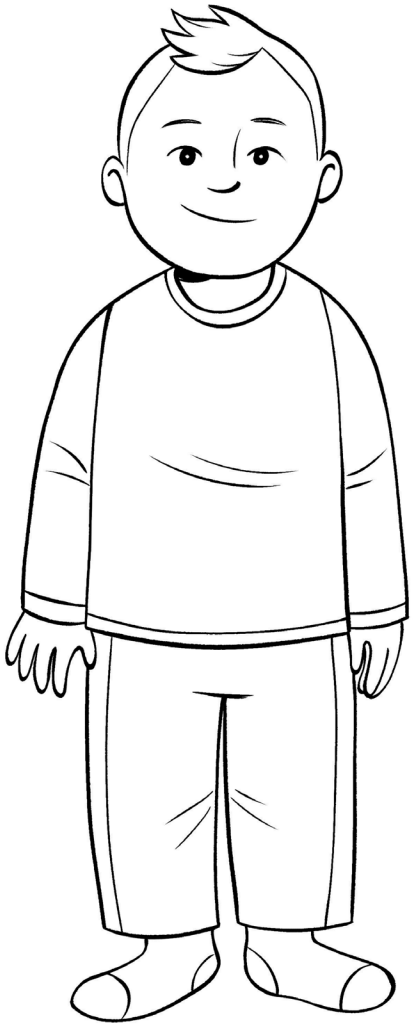
(ᒪᕐᑮᖕᓂᒃ ᐊᕐᕌᒍᓕᖕᓂᑦ ᑕᑦᑕᒪᓄᑦ)

Activities for Preschoolers
(2 years to 5 years)



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Preschool (2–5 years)

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Receptive language skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐅᖃᓕᒫᕐᕕᐅᓂᖅ: ᓂᐱᖃᕈᓐᓃᑦ, ᖁᕕᐊᓱᐊᓂᖅ, ᐃᓚᐅᑎᑦᑎᓂᖅ
Activity 1: Storytime: Expression, enthusiasm, and engagement

Purpose of the activity

By creating a stimulating and interactive storytelling environment encourages children to actively participate in the reading experience, express their thoughts and emotions, and develop a deeper understanding of language and narrative structures.

Materials

- A variety of age-appropriate storybooks
- Items to make a storytime area cozy and inviting, such as cushions, rugs, bean bags, posters, pictures of storybook characters, or themed decorations
- Optional: Props or costumes
- Soft toys or puppets for character representation (optional)

Incorporate storytime into your daily routine, such as before nap time or bedtime or as part of a regular classroom activity.

What to do

1. Choose and set up a cozy and inviting area for storytime.
2. Choose storybooks that feature relatable characters, settings, or themes that preschool-aged children can identify with and understand.
3. Incorporate voices or accents for different characters to add depth and excitement to the storytelling experience. Model enthusiasm for reading by demonstrating your own enjoyment and excitement during storytime.
4. Encourage children to participate in storytelling activities, such as retelling the story in their own words, acting out scenes with props or costumes, or making connections between the story and their own experiences.
5. After reading the story, discuss the plot, characters, and themes with the children. Encourage them to express their thoughts, ask questions, and make connections.

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Activity 2: Using child's home language: Reading

Purpose of the activity

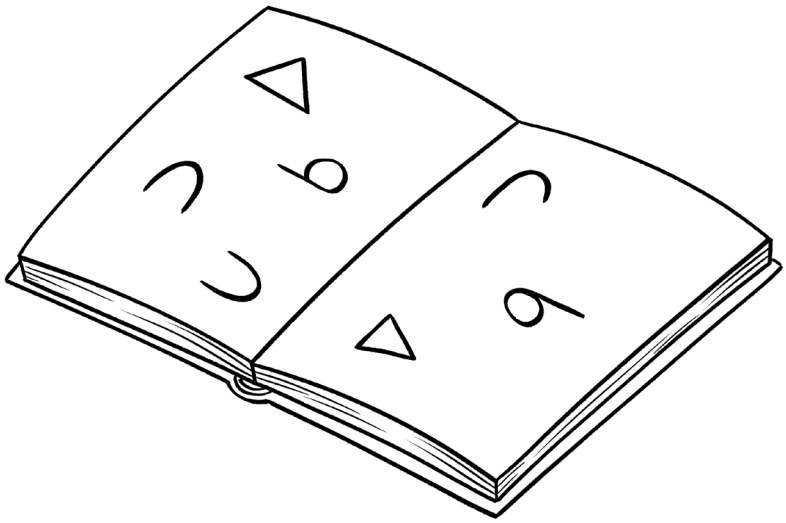
By providing access to storybooks in the child's native language, caregivers and educators create a supportive environment where preschoolers feel valued, understood, and engaged in meaningful linguistic interactions. This practice not only enriches the child's vocabulary but also nurtures a sense of pride in their cultural heritage and promotes positive language experiences.

Materials

- Storybooks written in the child's home language
- Optional: Audiobooks or digital recordings of stories in the child's home language

What to do

1. Choose a variety of age-appropriate storybooks written in the child's home language. Consider themes and topics that are culturally relevant and engaging for preschoolers.
2. Choose a cozy and comfortable reading area where a child can explore and engage with storybooks in their home language. Display a diverse selection of storybooks in accessible locations to encourage the child to independently explore and choose books that interest them.
3. Encourage the child to actively participate in the reading experience by asking questions, making predictions, and pointing to pictures in the story.
4. Optional: Use audiobooks or digital recordings of stories in the child's home language as additional resources to support their language skills.
5. Optional: Consider inviting native speakers or Elders proficient in the child's home language to participate in large group readings or storytelling sessions. Native speakers can provide authentic language models and cultural insights that will enrich the reading experience and strengthen the child's connection to their home language.



ᐱᓕᕆᐊᒃᓴᖅ 3: ᒧᒥᖅᑐᑦ ᓄᖅᑲᒃᑲᓪᓚᒃᐸᒡᓗᑎᒃ
Activity 3: Freeze Dance

Purpose of the activity

This game encourages preschoolers to listen for sound cues and respond appropriately. This activity promotes active listening, impulse control, and understanding of basic instructions, laying a foundation for effective communication and language comprehension skills.

Materials

- A music player or device with a selection of upbeat music
- Optional: Props to enhance the game (for example, colourful scarves or musical instruments)

This is a group activity.

What to do

1. Clear a designated area with enough space for children to move around freely. Set up the music player or device in a central location where it can be easily controlled by the caregiver or educator.

2. Gather the children in a circle or group and explain the rules of ᒧᒥᖅᑐᑦ ᓄᖅᑲᒃᑲᓪᓚᒃᐸᒡᓗᑎᒃ/ Freeze Dance. Model dancing to a short snippet of music and freezing in place when the music stops.

3. Begin playing upbeat music that is suitable for dancing and encourages movement among the children. Encourage the children to dance and move around the designated space while enjoying the music.

4. Periodically pause the music at random intervals. As soon as the music stops, announce "ᓄᖅᑲᒃᑲᓪᓚᒋᑦ!"/"Freeze!" or use a visual cue, such as raising your hand to signal to the children to freeze in their current position.

5. Observe the children's responses and praise them for following the command to freeze. For example, say "ᑕᐃᒫᑦᑎᐊᖅ ᓄᖅᑲᖕᒐᑲᐃᓐᓇᖅᑐᑎᑦ ᓴᓇᙱᐊᒐᖅᑎᑐᑦ!"/"Great job freezing like statues!" or "ᑕᑯᑎᔅᓱ ᓂᓪᓕᐊᔪᒥᒃ ᓈᓚᒃᑐᓱ ᓄᖅᑲᖅᑐᓱᓗ ᓄᖅᑲᕋᖕᒐᑦ!"/"I see everyone listening and stopping when the music stops!"

6. Repeat the cycle of playing and pausing the music several times to give children several opportunities to practise responding to the command to freeze.

7. Introduce variations to the game, such as playing faster or slower music or suggesting different dance movements.

ᐱᓕᕆᐊᒃᓴᖅ 4: ᓇᒦᑉᐱᑦ, ᐅᒃᐱᒡᔪᐊᖅ?
Activity 4: Where Are You, Snowy Owl?

Purpose of the activity

By actively listening for the sound of the snowy owl and pointing to its location, preschoolers enhance their receptive language abilities, including auditory processing and spatial awareness. This game encourages preschoolers to focus on sound cues, interpret information, and respond appropriately, laying the groundwork for effective communication and language comprehension skills.

Materials

- Optional: Visual aids or props related to snowy owls (for example, pictures or stuffed toys)

This is a group activity.

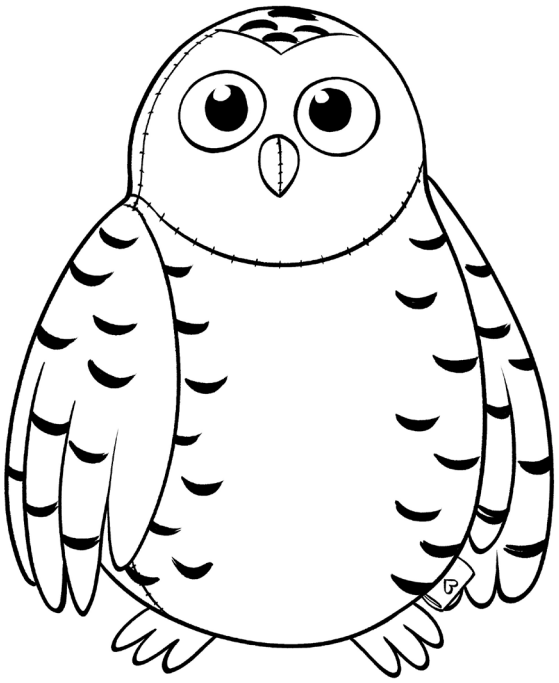
What to do

1. Gather the children in a circle or group and explain the rules of the game in simple language. Demonstrate the owl sound ("ᑭᓇ"/"who") that the "ᐅᒃᐱᒡᔪᐊᖅ"/"snowy owl" will make and explain that the other children need to close their eyes and listen carefully and then point to where they hear the sound coming from.

2. Choose one child to be the "ᐅᒃᐱᒡᔪᐊᖅ"/ "snowy owl" and ask them to move to a different area of the room or outdoor space, ensuring that they are still within earshot of the other children. Ask the "ᐅᒃᐱᒡᔪᐊᖅ"/ "snowy owl" to make the owl sound ("ᑭᓇ"/ "who") while the other children keep their eyes closed.

3. Encourage the children to listen carefully for the sound of the "snowy owl" and point in the direction from which they hear the sound coming. Allow the children a few moments to listen and point to the source of the sound before. Then ask them to open their eyes to see if they were correct.

4. After each round, have a brief discussion about where the "ᐅᒃᐱᒡᔪᐊᖅ"/"snowy owl" was located and how the children decided where the sound was coming from. Repeat the game until each child has had a chance to be the "ᐅᒃᐱᒡᔪᐊᖅ"/"snowy owl."



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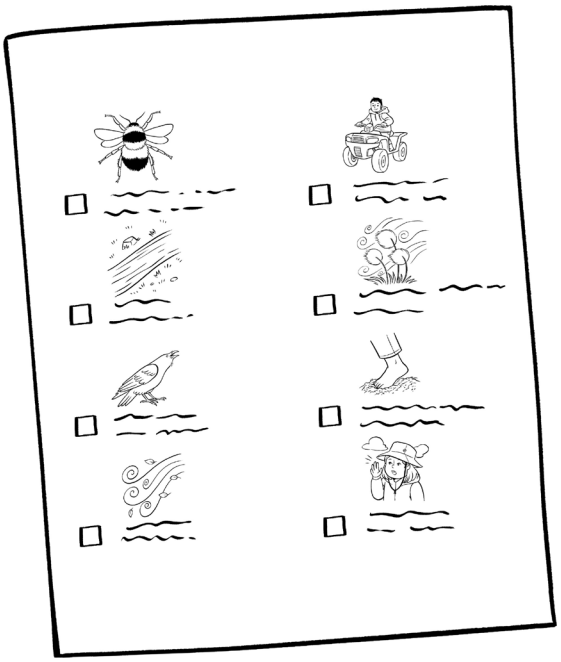
Activity 5: Nature walk

Purpose of the activity

By going on a nature walk and paying attention to various sounds, preschoolers develop their receptive language skills, their ability to differentiate between sounds, and their awareness of their surroundings. This activity provides opportunities for preschoolers to expand their vocabulary, identify familiar sounds, and make connections between sounds and their meanings.

This activity can be done with one or more children.



Materials

- Optional: Clipboard
- Optional: **ᓯᓚᒃᑯᑦ ᐱᓱᕋᔭᖕᓂᖅ: ᓂᐱᓂᒃ ᐊᕙᑎᑦᑎᓐᓃᑦᑐᓂᒃ ᑐᓵᓇᓱᖕᓂᖅ/ Nature Walk: Listening to the Sounds around Us** Activity Sheet
- Optional: A pen or marker
- Optional: Chart paper and markers

What to do

1. Choose a suitable outdoor location for the nature walk that is is safe and accessible for preschoolers.

2. Explain to the child that you will be going on a nature walk to listen to the sounds in their surroundings. Encourage the child to use their ears to listen carefully to the different sounds they hear during the walk.

3. Lead the child on a leisurely walk through the outdoor space. Encourage them to listen for various sounds such as birds singing, insects buzzing, wind blowing, or water flowing. Optional: Take a clipboard, the **ᓯᓚᒃᑯᑦ ᐱᓱᕋᔭᖕᓂᖅ: ᓂᐱᓂᒃ ᐊᕙᑎᑦᑎᓐᓃᑦᑐᓂᒃ ᑐᓵᓇᓱᖕᓂᖅ/Nature Walk: Listening to the Sounds around Us** Activity Sheet, and a pen or marker with you on the walk. Pause periodically to listen for specific sounds listed on the activity sheet.

4. Whenever a sound is heard, ask the child what they think is making the sound and encourage them to describe it.

5. Optional: If you did the nature walk as a group, gather the children together after the walk to reflect on the sounds they heard. Encourage the children to share their favourite sounds from the walk and discuss any new vocabulary they learned. Write down the sounds on chart paper as the children recall them.

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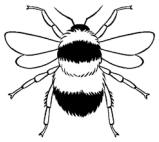
Nature Walk: Listening to the Sounds around Us

Directions:

1. Show the children the list of sounds. Go through the list together and talk about each sound you will be listening for on your nature walk.
2. Take this activity sheet, a clipboard, and a pen or marker with you on the nature walk. Encourage children to listen to the sounds they hear around them. When they identify a sound from the list, check it off on the list together.

What do you hear?



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Insects buzzing

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Vehicle driving

☐ ᑰᑦᑯᓗᒃᑐᒥᒃ
Water flowing

☐ ᐱᕈᖅᑐᑦ ᑎᑦᑕᐅᕋᓛᑦᑯᓗᖕᒋᓐᓂᒃ
Plants rustling

☐ ᑐᓗᒐᑦᑯᓗᖕᒥᒃ
Raven calling

☐ ᐃᓱᒐᓂᒃ ᖃᐅᓯᑦᑯᓗᒃᑐᒥᒃ
Feet squishing

☐ ᐊᓄᕆᑦᑯᓗᖕᒥᒃ
Wind blowing

☐ ᐅᖃᑦᓚᑯᓗᒃᑐᓂᒃ
Voices calling

ᐱᓕᕆᐊᒃᓴᖅ 6: ᐅᖃᓕᒫᕐᓇᐅᑎᓪᓗᒍ ᓄᕕᖅᓵᒃᓴᒧᑦ ᐱᓕᕆᓂᖅ
Activity 6: String activities during Storytime

Purpose of the activity

Providing each child with a string and prompting them to create images based on the story they are listening to promotes active listening, comprehension, and imagination. Additionally, it offers a tactile element that can further reinforce storytelling concepts.

This activity can be done with one or more children.

Materials

- Storybook or audiobook
- String (such as yarn, twine, or any soft, flexible string)
- Scissors

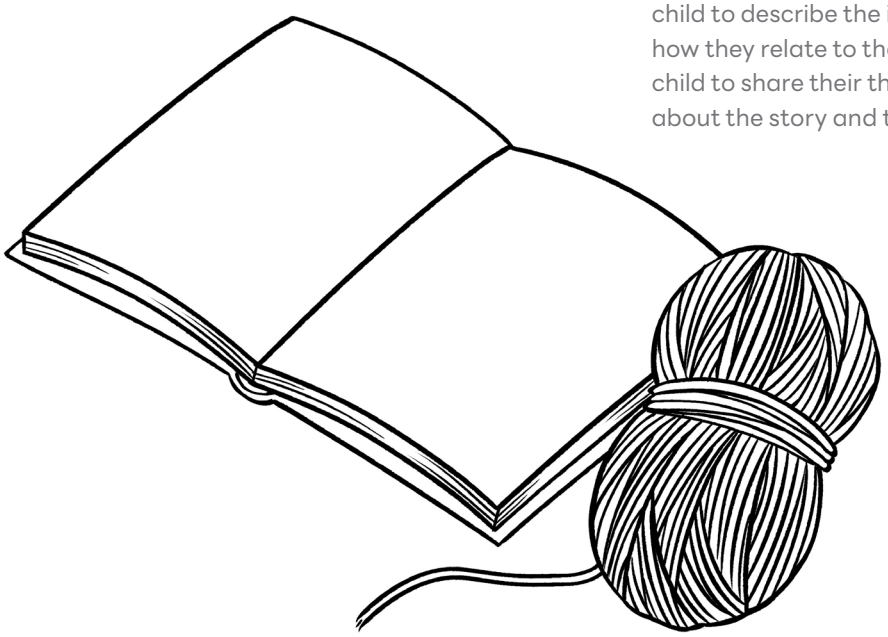
What to do

1. Select a suitable storybook or audiobook to read or play during storytime. Cut a length of string for the child. Ensure that it is long enough for the child to handle but not so long that it could become tangled or cause a safety hazard.

2. Seat the child in a comfortable storytelling area and introduce the chosen storybook or audiobook. Explain to the child that they will be using string to create images or shapes inspired by the story they will listen to.

3. Begin reading or playing the story to the child and ensure they are listening attentively. Encourage the children to use their imagination to visualize the characters, settings, and events described in the story. As the story progresses, pause at key moments or scenes and invite the child to create corresponding images using their string.

4. Ask open-ended questions to prompt the child to describe the images they made and how they relate to the story. Encourage the child to share their thoughts and feelings about the story and their string artwork.



ᐅᖅᑲᕆᒃᓯᕙᓪᓕᐊᓂᖅ
Expressive language skills

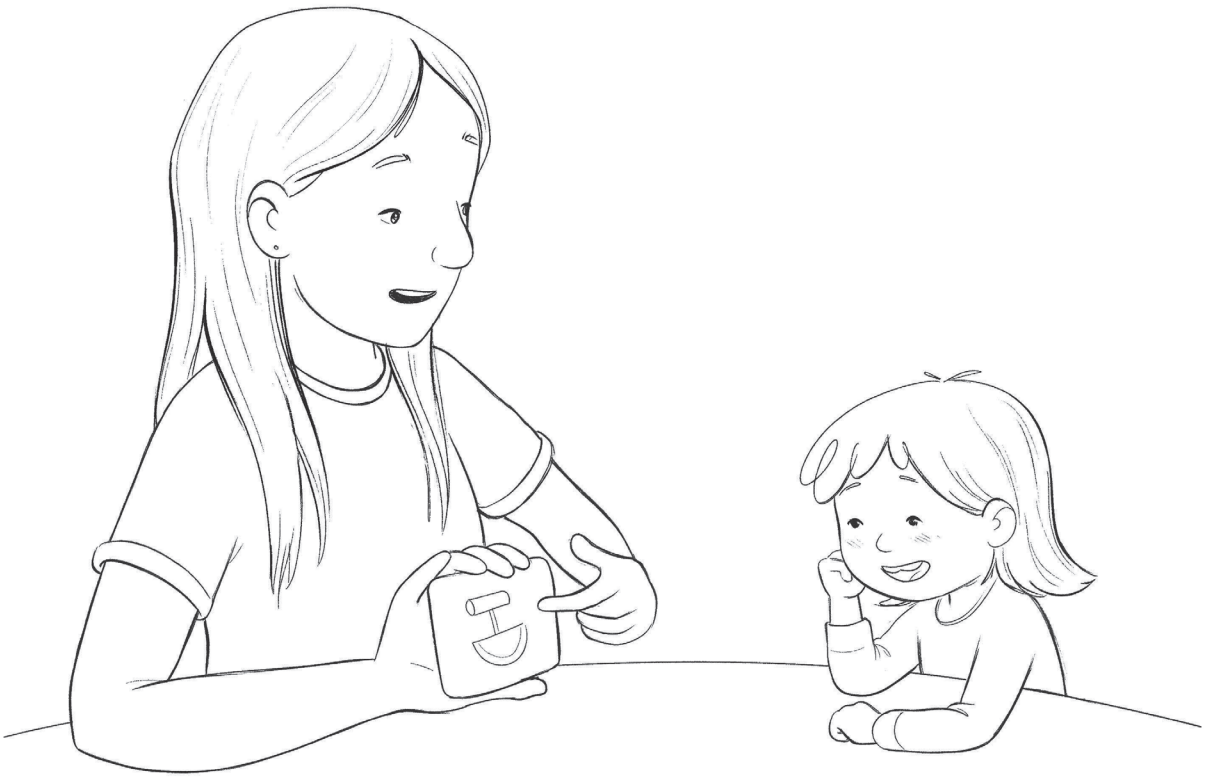
ᐱᓕᕆᐊᒃᓴᖅ 1: ᓱᕈᓯᐅᑉ ᐊᖏᕐᕋᒥ ᐅᖅᑲᐅᓯᖓᓂ: ᐅᖅᑲᓪᓚᖅᑎᖅᑲᕐᓂᖅ
Activity 1: Using child's home language: Conversations

Purpose of the activity

By greeting children in their home language and providing resources at home and in the classroom that reflect their cultural background, caregivers and educators create an environment where children feel valued and respected. Encouraging children to name objects, people, and events in their home language not only strengthens their language skills but also fosters a sense of pride in their cultural identity.

Materials

- Books, posters, pictures, and/or toys in the child's home language that reflect their culture
- Flashcards, visual aids, and/or language learning games with vocabulary words in the child's home language
- Multilingual books or audio recordings
- Items that represent the child's culture



What to do

1. Display books, posters, picture, and/or toys that represent the child's home language and culture.

2. Teach the child how to name objects, people, and events in their home language using flashcards, visual aids, or language learning games. Encourage the child to share words and phrases from their home language with their peers during group discussions or show-and-tell activities. Model the use of the home language by incorporating it into daily interactions and conversations with the child.

3. In the classroom, create opportunities for children to talk in their home language during small group activities, Circle Time, or free play. In the classroom and at home, encourage children to share stories, experiences, and personal anecdotes in their home language.

4. Acknowledge and celebrate the child's cultural heritage by discussing customs, traditions, and holidays associated with their home language and culture. Encourage child to share their cultural experiences and family traditions with their peers.

ᐱᓕᕆᐊᒃᓴᖅ 2: ᓱᕈᓯᐅᑉ ᐊᖏᕐᕋᒥ ᐅᖃᐅᓯᖓᓂᒃ: ᐃᖏᕐᓂᖅ
Activity 2: Using child's home language: Songs

Purpose of the activity

Playing songs in the child's home language creates opportunities for language exposure, vocabulary enrichment, and cultural connection. Regular exposure to songs in a child's home language develops their listening skills and awareness of sounds in spoken language.

Materials

- Audio player or music streaming device
- Printed song lyrics or visual aids with song lyrics
- Optional: Props or visual aids to accompany song actions

What to do

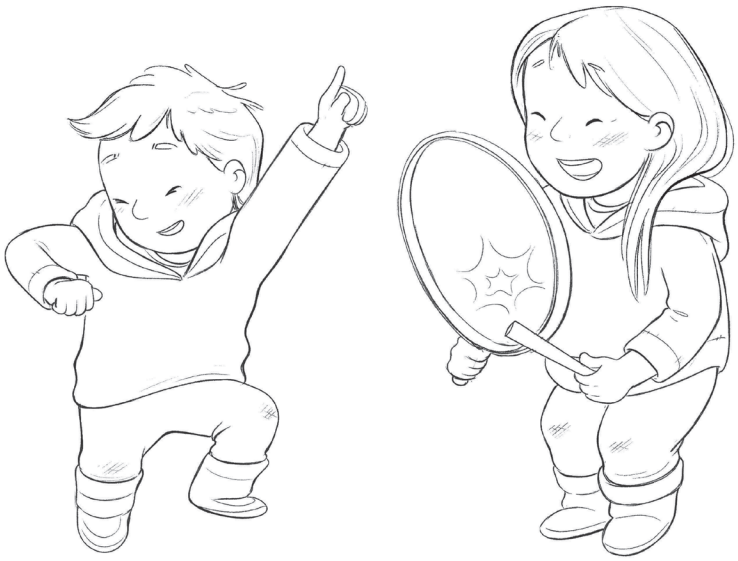
1. Choose a song in the child's home language and introduce it to them. Let them know that it is in their home language. Provide context for the song, such as its cultural significance, theme, or origin, to encourage the child's interest and engagement.

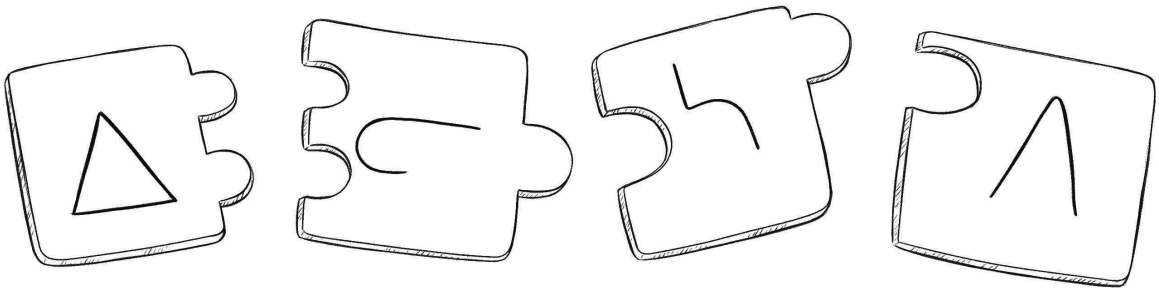
2. Talk about the song's lyrics, melody, and any unfamiliar words or phrases.

3. Provide printed song lyrics or visual aids displaying the song's lyrics in the child's home language. Help the child learn the lyrics by singing the song together multiple times, focusing on pronunciation and rhythm.

4. Brainstorm actions or movements that can accompany the song to enhance engagement. Encourage the child to suggest actions that represent the song's themes, characters, or story.

5. Practise performing the actions or movements while singing the song and coordinating gestures with specific lyrics or musical cues.





ᐱᓕᕆᐊᒃᓴᖅ 3: ᐊᑎᓐᓂᒃ ᐋᖅᑭᒃᓱᒐᕐᓂᖅ
Activity 3: My name puzzle

Purpose of the activity

This hands-on and personalized activity allows children to explore the sounds and syllabics/letters of their name, encouraging their awareness of individual sounds and syllabic/letter–sound recognition. Creating and assembling name puzzles promotes fine motor skills and spatial awareness, while also reinforcing the importance of their names as integral part of their identity.

Materials

- **ᐊᑎᓐᓂ ᐋᖅᑭᒃᓱᒐᕐᓂᖅ/My Name Puzzle** Activity Sheet
- Markers, crayons, or coloured pencils
- Scissors (for adult use)
- Glue or adhesive (optional)

What to do

1. Provide each child with a set of blank puzzle pieces. These pieces should be large enough to write one syllabic/letter of their name on each piece.

2. Instruct the children to write one syllabic/letter of their name on each puzzle piece using markers, crayons, or coloured pencils. You may dot lines for the syllabics/letters in each child's name for easy printing. Encourage the children to decorate their puzzle pieces with colours, patterns, or drawings as they please, making each piece unique and personalized.

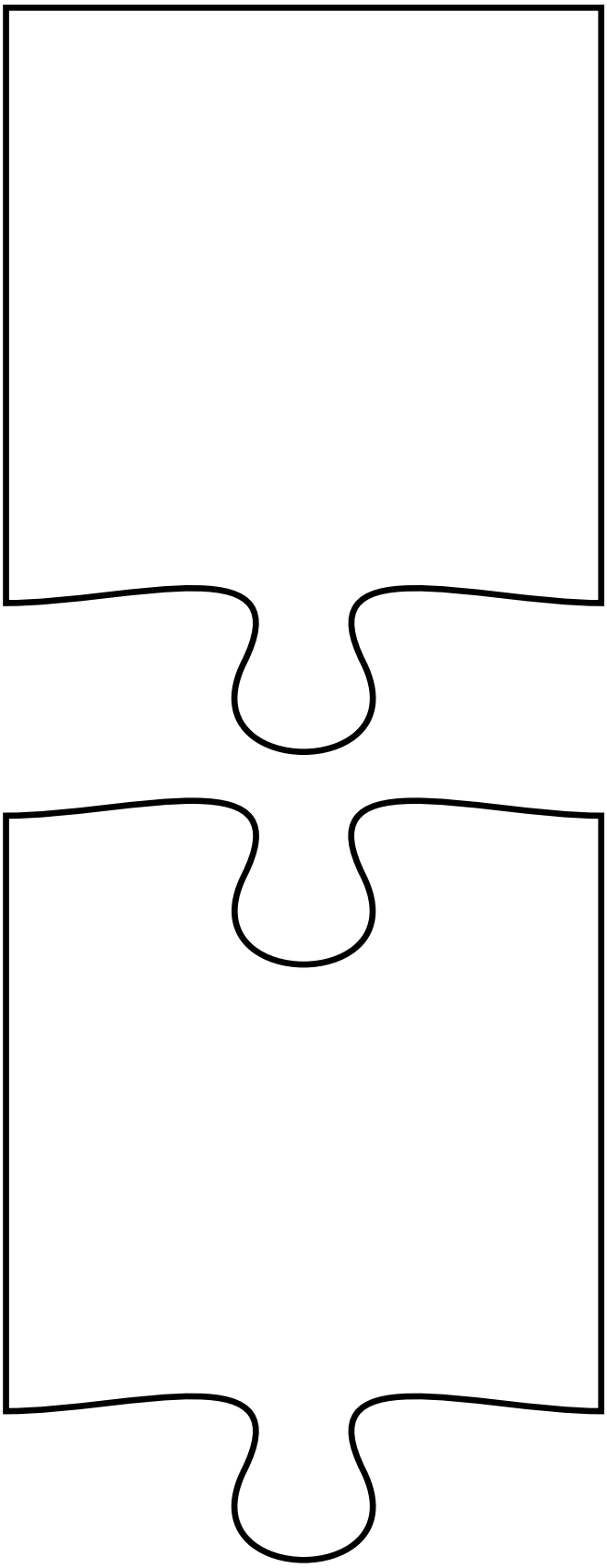
3. Encourage the children to arrange the puzzle pieces in the correct order to spell out their names, using individual sound identification and syllabic/letter-sound knowledge to match the syllabics/letters with their corresponding sounds.

4. As children assemble their name puzzles, provide verbal support and guidance as needed, reinforcing syllabic/letter-sound associations and concepts related to understanding and working with sounds in spoken language. Encourage children to say the names of the syllabics/letters out loud as they place each puzzle piece in the correct position, promoting oral language development and individual sound identification.

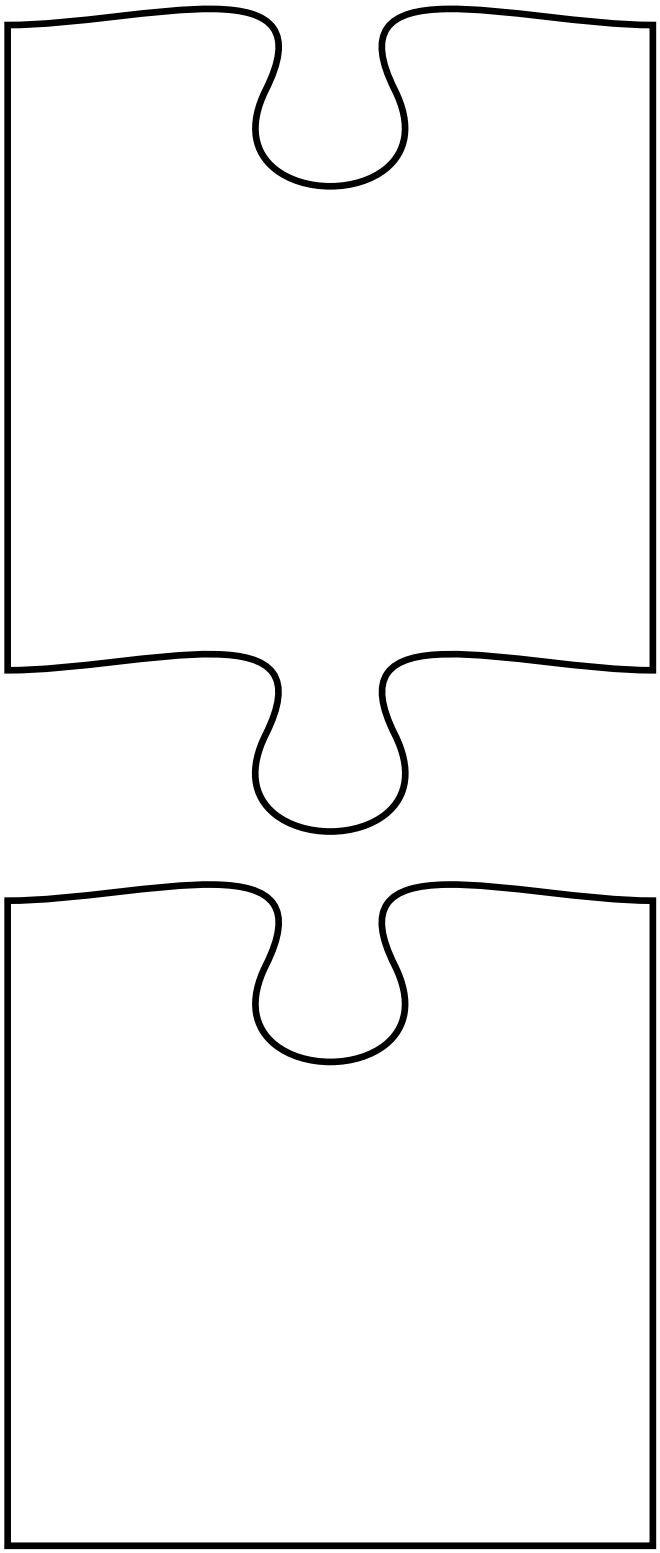
ᐊᑎᓐᓂ ᐋᖅᑭᒃᓱᒐᕐᓂᖅ
My Name Puzzle

Directions:

1. Make enough copies of the puzzle pieces to have one puzzle piece for each syllabic/ letter of the child's name. Make sure that you print one beginning and end piece for the first and last syllabics/ letters of the child's name in addition to enough middle pieces for the remaining syllabics/letters of the child's name.
2. Cut out the puzzle pieces and match them up so you can make sure they will all fit together correctly, with a beginning piece at one end and an end piece a the other end. Then write one syllabic/ letter of the child's name on each puzzle piece. Put all pieces into an envelope and mix them up.
3. Model for the child a strategy for putting together their name puzzle. For example, you might write the child's name on a separate piece of paper for the child to compare with their puzzle, or you might slowly sound out the child's name and look for the corresponding syllabic/ letter(s) for each sound.



ᐊᑎᓐᓂ ᐋᖅᑭᒃᓱᒐᕐᓂᖅ
My Name Puzzle



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Activity 4: Syllabary/alphabet puzzles

Purpose of the activity

This interactive and tactile activity allows children to explore the sequence of syllabics/letters in their language's writing system. Guided by an adult, children can practise identifying and matching syllabics/letters to their corresponding shapes, promoting syllabic/letter recognition and laying the foundation for literacy development. Verbal reinforcement from an adult, such as naming the syllabics/letters and their sounds, supports language acquisition.

Materials

- Syllabary/alphabet puzzles (can be homemade)

What to do

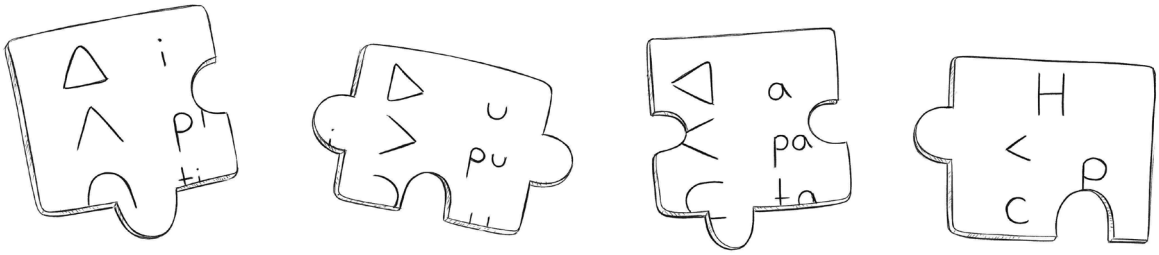
1. Explain to the child that they will be exploring the order of syllabics/letters in their language's writing system through a fun puzzle activity.

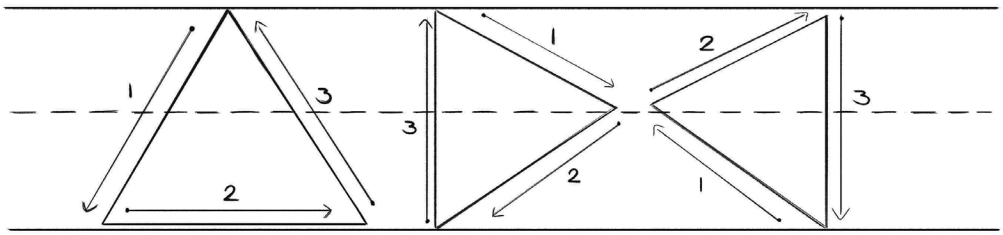
2. Model how to put together the puzzle by placing the syllabics/letters in the correct order. Point out each syllabic/letter as you place it in the puzzle and say the name of the syllabic/letter and its sound out loud.

3. Encourage the child to choose a syllabic/letter puzzle piece and place it in the puzzle. Provide guidance and support as needed.

4. As the child places each puzzle piece, say the syllabic/letter's name and sound out loud. Encourage the child to repeat the names and sounds of the syllabics/letters out loud.

5. To extend the activity, invite the child to trace the shapes of the syllabics/letters with their finger on the puzzle pieces. Provide opportunities for open-ended play with the puzzle pieces, allowing the child to arrange them in different sequences or create their own patterns.





ᐱᓕᕆᐊᒃᓴᖅ 5: ᖃᓂᐅᔾᔭᖅᐸᑦ/ᖃᓕᐅᔾᔭᖅᐸᑦ/ᐃᓂᓕᐅᕆᓂᖅ
Activity 5: Syllabic/letter tracing

Purpose of the activity

Tracing activities help children practise their hand–eye coordination, fine motor skills, and pencil grip, which are essential for successful writing. This activity helps children familiarize themselves with syllabic/letter formation, recognize syllabic/letter shapes, and reinforce syllabic/letter–sound associations, laying the groundwork for literacy development and language acquisition.

Materials

- **ᖃᓂᐅᔾᔭᖅᐸᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ/Syllabic Tracing** Activity Sheet or **ᑎᑦᑕᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ/Letter Tracing** Activity Sheet
- Optional: Laminator and laminating pouches
- Optional: Dry erase markers or washable markers and a cloth for erasing
- Optional: Pencils or crayons

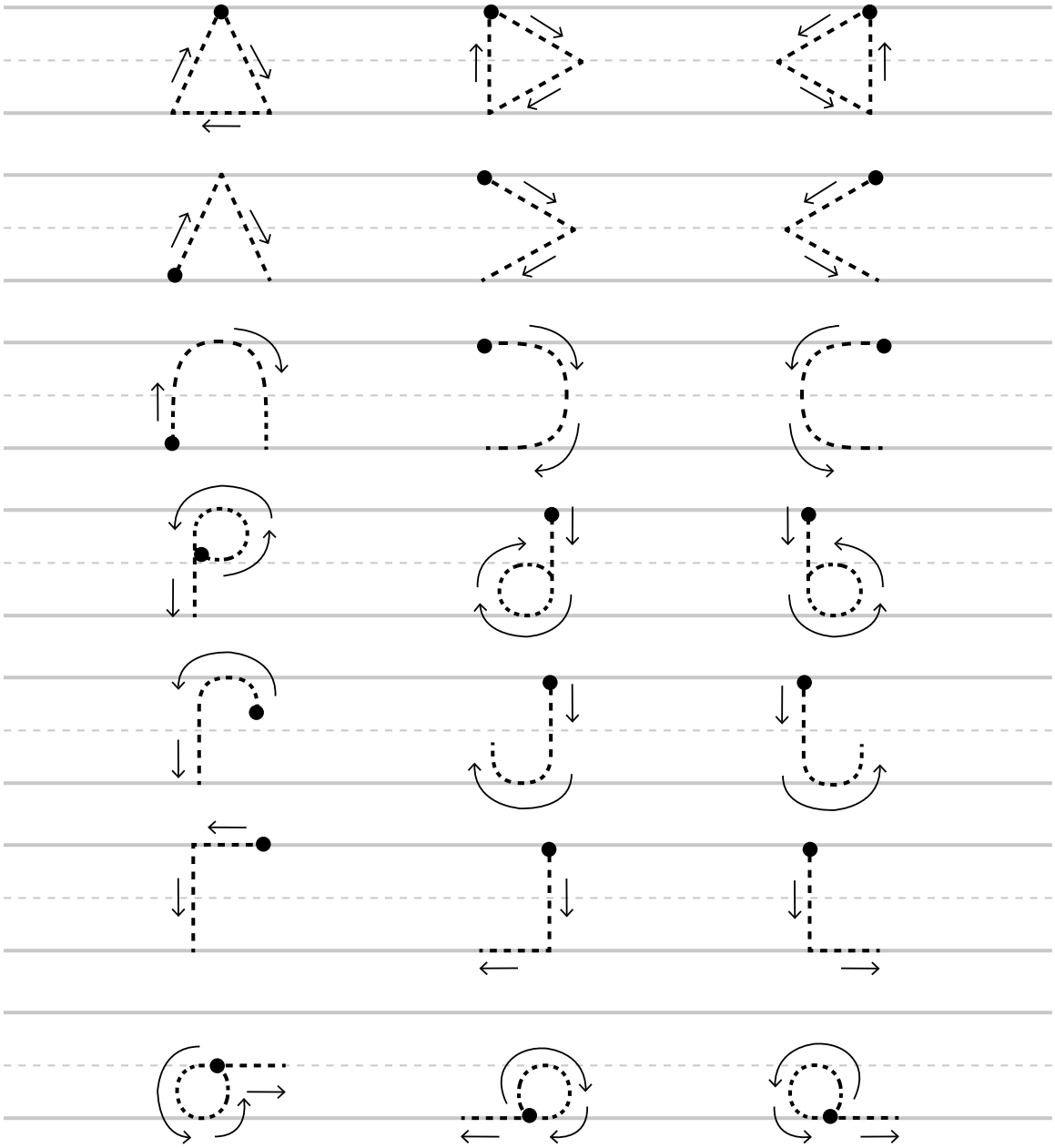
What to do

1. Print out the **ᖃᓂᐅᔾᔭᖅᐸᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ/Syllabic Tracing** Activity Sheet or the **ᑎᑦᑕᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ/Letter Tracing** Activity Sheet. Optional: Laminate the activity sheet(s) using or place them in laminating pouches.
2. Place the activity sheet(s) within easy reach of the child. If you are using laminated activity sheet(s), give the child a dry erase marker. Otherwise, give the child a pencil or crayon.
3. Sit with the child and show how to trace syllabics/letters on the activity sheet. Show the child how to hold the marker, pencil, or crayon with a proper grip and how to move it to trace along the lines of the syllabics/letters.
4. Guide the child's hand as they begin tracing the syllabics/letters, providing verbal encouragement and gentle support. Emphasize starting each stroke from the correct position and following the arrows to trace lines.
5. Once the child demonstrates understanding and confidence in tracing, encourage them to practise on their own. Monitor the child's progress and offer assistance or feedback as needed to ensure proper syllabic/letter formation and tracing accuracy.
6. During tracing activities, remind the child to use their full arm strength rather than just their wrist.

ᖃᓂᐅᔨᖅᐸᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ
Syllabic Tracing

Directions:

1. Make a copy of the activity sheet for the child.
2. Model how to hold a pencil, crayon, or marker with a tripod grip and how to trace the syllabics using the arrows as a guide.
3. Give the child a pencil, crayon, or marker and encourage them to try tracing the syllabics.



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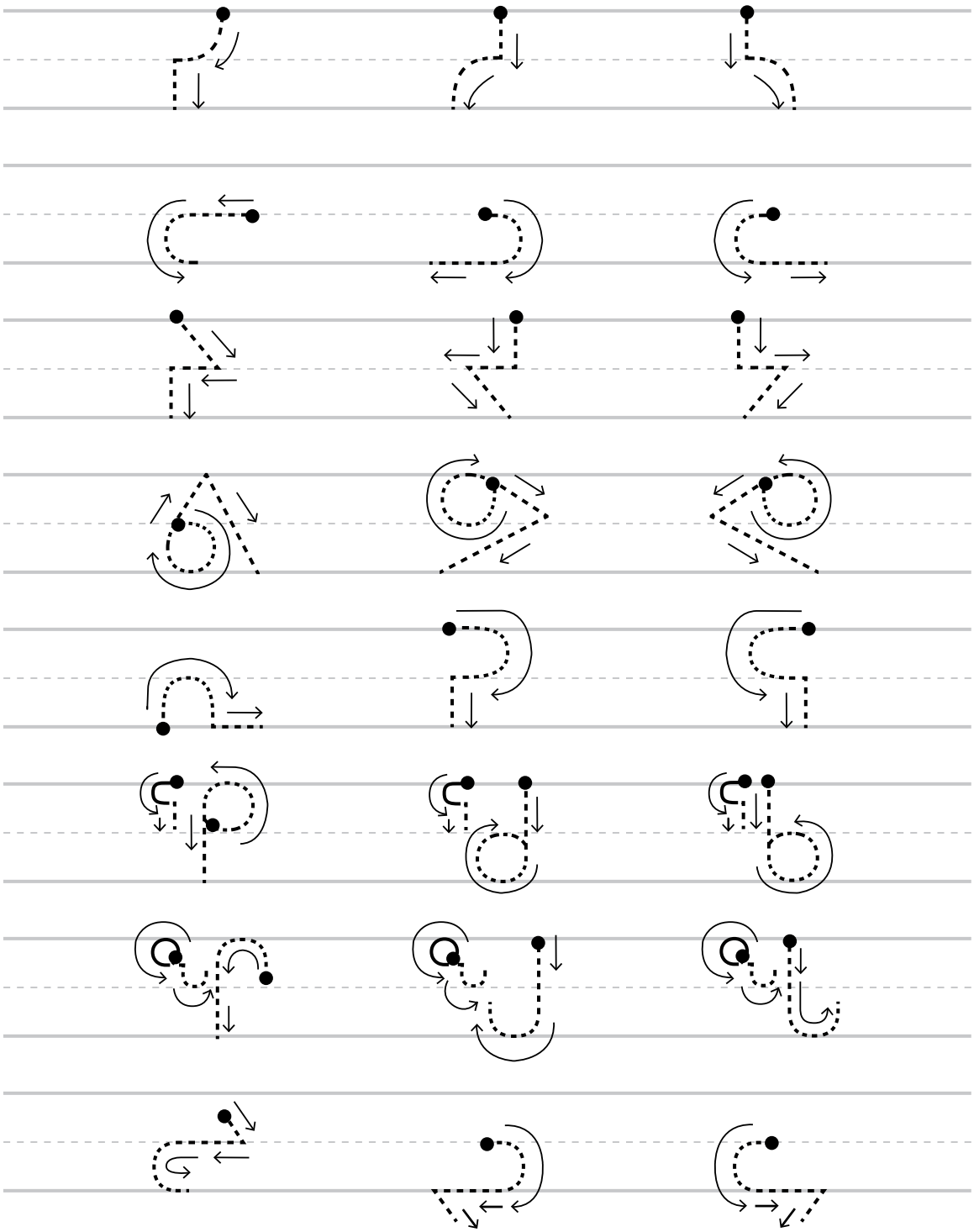
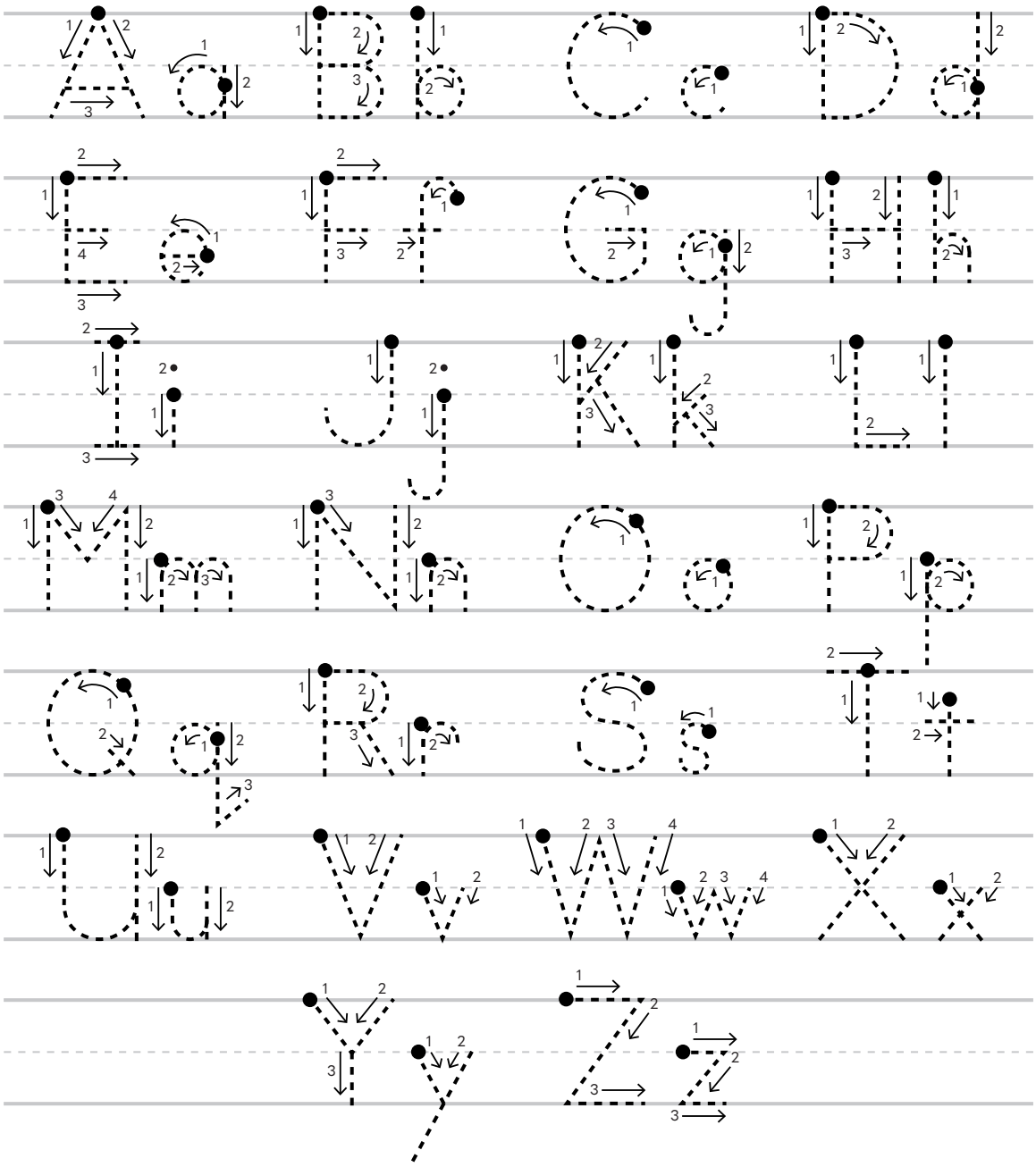
Syllabic Tracing



ᑎᑦᑕᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ
Letter Tracing

Directions:

1. Make a copy of the activity sheet for the child.
2. Model how to hold a pencil, crayon, or marker with a tripod grip and how to trace the letters using the arrows as a guide.
3. Give the child a pencil, crayon, or marker and encourage them to try tracing the letters.



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Activity 6: Safety scissors

Purpose of the activity

Preschoolers can practise their pincer grasp by using safety scissors to cut various types of lines into paper. They will also practise following instructions and learn new vocabulary.

Materials

- Safety scissors
- **ᐊᒡᓕᕈᔾᔭᖅᑐᐃᒋᐅᖅᓴᓂᖅ: ᑭᒡᓚᓛᒃᑐᓂᒃ ᓴᖑᐃᖕᒐᔪᓂᒡᓗ ᐅᑭᑎᕆᓂᖅ/Scissor Skills Activity: Cutting Straight Lines** Activity Sheet
- **ᐊᒡᓕᕈᔾᔭᖅᑐᐃᒋᐅᖅᓴᓂᖅ: ᑐᑭᓕᐊᖅᑐᓂᒃ ᐅᑭᑦᑎᓂᖅ/Scissor Skills Activity: Cutting Straight Lines** Activity Sheet

What to do

1. Provide safety scissors that are appropriate for preschoolers and print out the activity sheets.

2. Sit with the child and demonstrate how to hold and use the safety scissors. Show them how to place their fingers in the holes of the scissors and how to move the blades in a cutting motion while keeping their fingers away from the blades.

3. Encourage the child to practise cutting along the different types of lines on the activity sheets, starting with the straight lines and then moving onto the curvy and zigzag lines when the child has had enough practice. Provide verbal instructions and guidance as the child cuts.

4. Ask the child to describe and name the types of lines they are cutting. Ask open-ended questions to prompt discussion and conversation about their cutting experiences, such as “ᖃᓄᐃᑦᑐᒥᒃ ᓴᓇᒻᒪᓕᖕᒥᒃ ᐅᑭᑦᑎᕕᑦ?”/“What shape did you cut?” or “ᐅᖃᐅᑎᔪᓐᓇᖅᐱᖕᒐ ᑐᑭᓕᐊᖅᑐᓂᒃ ᐅᑭᑕᕐᓂᒃ?”/ “Can you tell me about the lines you cut?”

5. Repeat cutting activities regularly to reinforce fine motor skills, hand–eye coordination, and language acquisition.

ᐊᒡᓕᖏᔭᖅᑐᐃᒋᐅᖅᓴᓂᖅ: ᑐᑭᓕᐊᖅᑐᓂᒃ ᐅᑭᑦᑎᓂᖅ
Scissor Skills Activity: Cutting Straight Lines

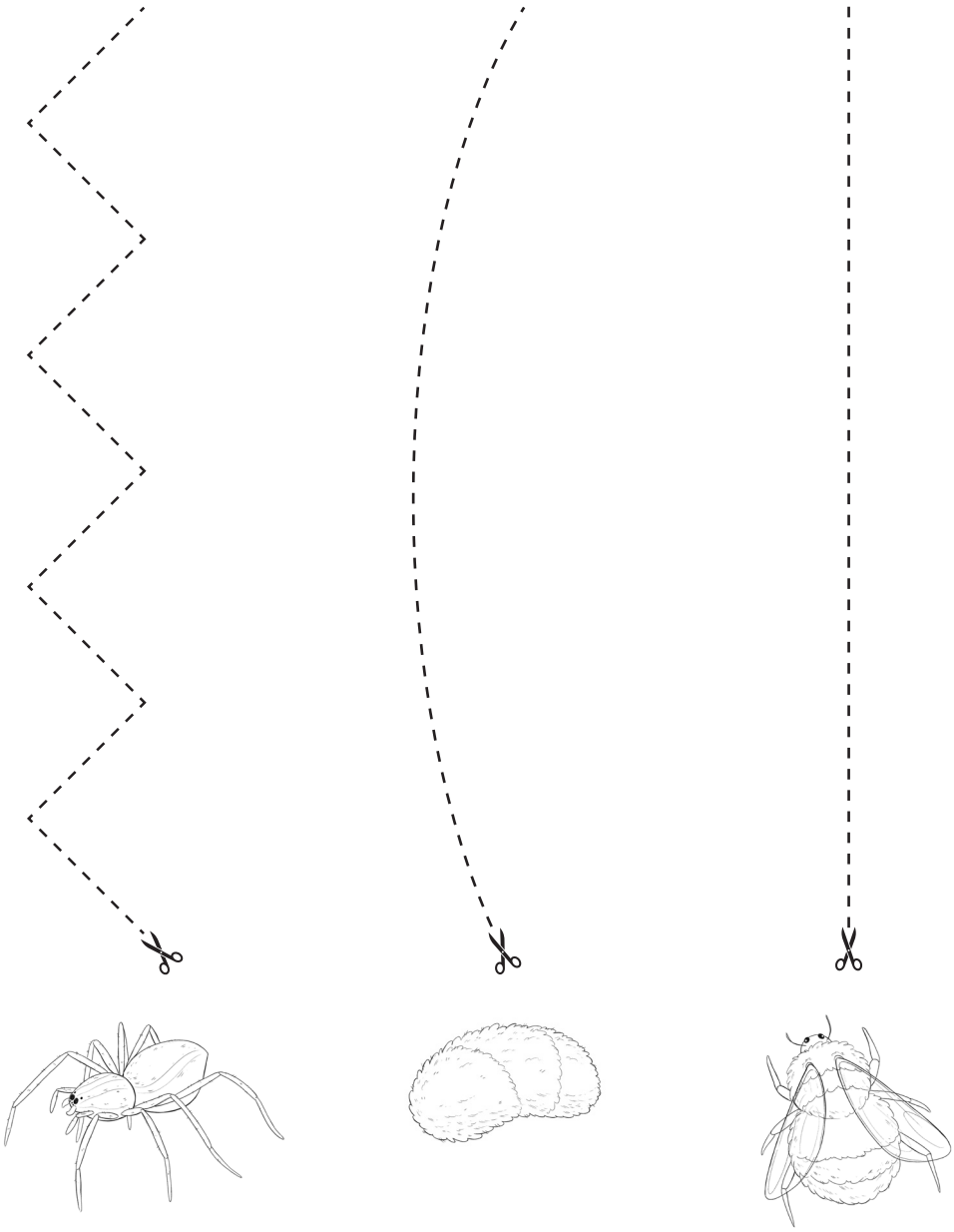
Directions:

1. Make a copy of the activity sheet for the child.
2. Model how to hold the safety scissors and how to cut straight lines for the child.
3. Give the child a pair of safety scissors and let them experiment with cutting the straight lines. Help them as needed.

ᐊᒡᓕᖏᔭᖅᑐᐃᒋᐅᖅᓴᓂᖅ: ᑭᒡᒪᑉᒃᑐᓂᒃ ᓴᖑᐃᖕᒐᔪᓂᒡᓗ ᐅᑭᑎᕆᓂᖅ
Scissor Skills Activity: Cutting Zigzag and Curvy Lines

Directions:

1. Make a copy of the activity sheet for the child.
2. Model how to hold the safety scissors and how to cut curved and zigzag lines for the child.
3. Give each child a pair of safety scissors and let them experiment with cutting the curved and zigzag lines. Help them as needed.



ᑎᑎᕋᕆᐅᖅᓴᓂᖅ: ᐃᓅᓯᕐᒥᒃ ᐱᔭᕆᐅᖅᓴᓂᖅ
Pre-printing skills: Life skills

ᐱᓕᕆᐊᒃᓴᖅ 1: ᐃᒻᒥᓂᒃ ᐃᓱᕆᐅᑎᖅᓯᒋᐅᖅᓴᓂᖅ
Activity 1: Independently fastening buttons

Purpose of the activity

Practising fastening and unfastening buttons on toys and clothing items helps preschoolers enhance their fine motor skills and hand–eye coordination, which are essential for successful handwriting. This activity also helps preschoolers gain the confidence to dress themselves.

Materials

- Optional: Fine motor board with button closures
- Optional: Doll clothing, clothing items, or teddy bears with button closures

What to do

1. Provide the child with a fine motor board, toy, or other item with large, easy-to-fasten buttons.

2. Show how to fasten and unfasten buttons on the selected item. Show the child how to use their fingers to grasp the button and guide it through the buttonhole using the pincer grasp.

3. Offer verbal instructions and physical assistance as needed.

4. Incorporate buttoning into dressing and toileting routines.

5. Name the clothing items and their different parts, such as “ᐃᓱᕆᐅᑎ”/“button,” “ᐃᓱᕆᐅᓯᕐᕕᒃ”/ “buttonhole,” “ᔭᐃbᒃ”/“coat,” “ᐅᕕᓂᕈᖅ”/ “shirt,” and so on. Encourage the child to describe what they are doing as they practise buttoning.

6. Provide opportunities for the child to practise buttoning independently, gradually decreasing your support as they become more confident.

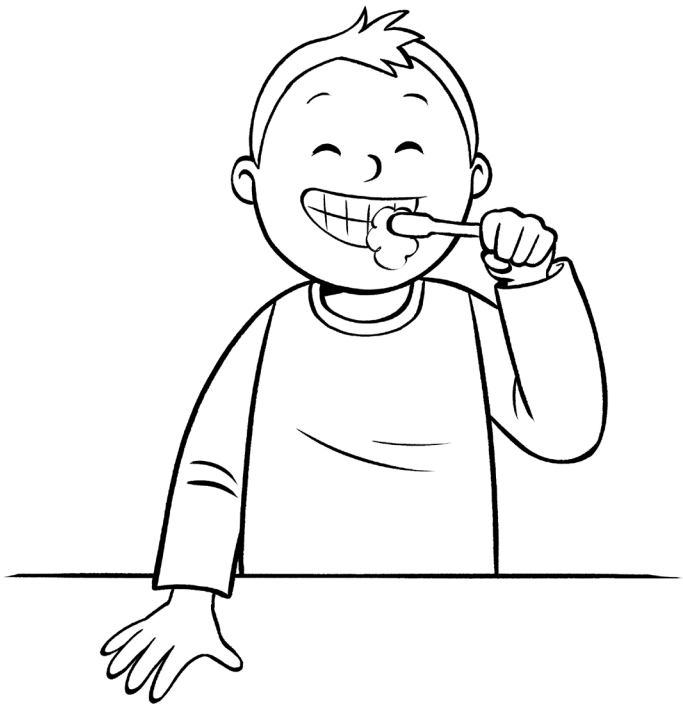
ᐱᓕᕆᐊᒃᓴᖅ 2:ᐃᒻᒥᓂᒃ ᑭᒍᑎᓯᐅᕆᐅᖅᓴᓂᖅ ᑭᒍᑎᓯᐅᕐᓇᒃᑯᑦ
Activity 2: Independent tooth-brushing routine

Purpose of the activity

Practising tooth-brushing activities with puppets reinforces the steps of tooth brushing and teaches language skills.

Materials

- Puppets
- Child-sized toothbrushes
- Toothpaste
- **ᐃᒻᒥᓂᒃ ᑭᒍᑎᓯᐅᕆᐅᖅᓴᓂᖅ ᑭᒍᑎᓯᐅᕐᓇᒃᑯᑦ/ Independent Tooth-Brushing Routine** Activity Sheet
- Mirror
- Sink



What to do

1. Explain to the child the importance of tooth brushing for maintaining good oral hygiene and preventing dental issues. Use puppets to demonstrate the steps of tooth brushing in a playful and engaging manner.

2. Set up a tooth-brushing area near a sink with running water. Show the activity sheet to the child and talk about the different steps of tooth brushing.

3. Invite the child to brush their teeth at the sink.

4. Help the child apply the appropriate amount of toothpaste to the toothbrush.

5. Encourage the child to brush their teeth following the order shown on the activity sheet. Remember that the child must use gentle circular motions to clean all surfaces of the teeth.

6. Encourage the child to look at themselves in the mirror while brushing their teeth. This helps them develop self-awareness and improve their brushing technique.

7. After the child has finished brushing their teeth, discuss the importance of brushing your teeth after meals and before bed.

8. Encourage the child to continue practising good oral hygiene habits, and reinforce positive behaviours related to tooth brushing.

ᐃᒻᒥᓂᒃ ᑭᒍᑎᓯᐅᕆᐅᖅᓴᓂᖅ ᑭᒍᑎᓯᐅᕐᓇᒃᑯᑦ
Independent Tooth-Brushing Routine

Directions:

1. Cut out the eight tooth-brushing steps and tape them together to create a poster.
2. Colour the illustrations of the tooth-brushing routine on the poster. Consider making the poster more durable by laminating it or glueing it to cardstock paper.
3. Show the poster to the child and discuss the different steps involved in brushing your teeth.
4. Hang the poster near where the child brushes their teeth.
5. Teach the child the skills needed for each step in the tooth-brushing routine. Offer support as needed.
6. Each time the child brushes their teeth, encourage them to look at the poster to help them remember the steps.

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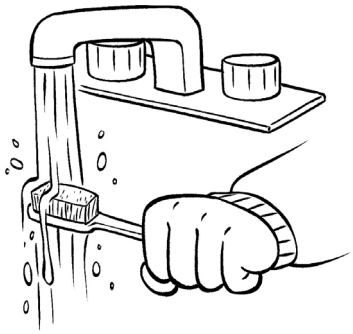
Get out a toothbrush.



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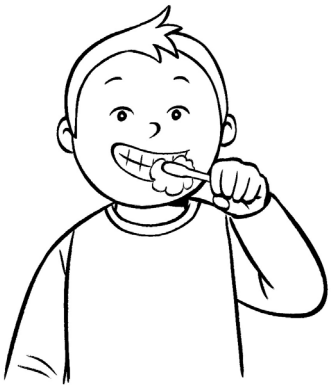
Turn on the tap and wet the toothbrush.

ᑭᒍᑎᓯᐅᑎᐅᑉ ᖃᐳᑦᑎᕈᑖ ᒪᑐᐃᕐᓗᒍ
Open the toothpaste.

ᖃᐳ ᑭᒍᑎᓯᐅᑎ ᖃᐳᑦᑎᕈᓕᐊᕐᔪᒃᓗᒍ ᒪᑐᓗᒍ ᖃᐳᑦᑎᕈᑦ.
Put a small amount of toothpaste on the toothbrush and close the toothpaste.

ᐃᒻᒥᓂᒃ ᑭᒍᑎᓯᐅᕆᐅᖅᓴᓂᖅ ᑭᒍᑎᓯᐅᕐᓇᒃᑯᑦ
Independent Tooth-Brushing Routine



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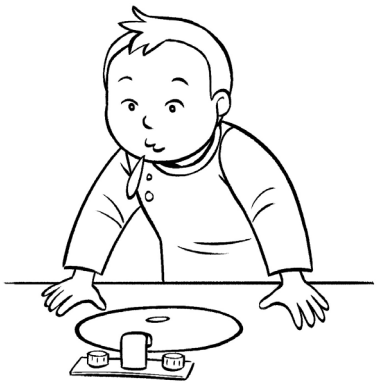
Brush your teeth.



ᐅᕆᐊᕐᓗᒍ ᖃᐳᑦᑎᒋᑦ ᐅᐊᓴᕐᕕᖕᒧᑦ.
Spit the toothpaste into the sink.

ᖃᓃᑦ ᐃᕐᕈᖅᑐᕐᓗᒍ ᑭᒍᑎᓯᐅᑏᑦᓗ.
Rinse your mouth
and the toothbrush.

ᑭᒍᑎᓯᐅᑎ ᐅᑎᖅᑎᑦᓗᒍ.
Put away the toothbrush.

ᐱᓕᕆᐊᒃᓴᖅ 3: ᐃᒻᒥᓂᒃ ᐊᓐᓄᕝᕆᐅᖅᓴᓂᖅ
Activity 3: Independent dressing routine

Purpose of the activity

Teaching independent dressing routines allows preschoolers to gain confidence and autonomy in dressing themselves, which enhances their overall self-help skills and fosters language development.

Materials

- Dolls with clothing
- **ᐃᒻᒥᓂᒃ ᐊᓐᓄᕝᕆᐅᖅᓴᓂᖅ: ᓯᓚᒥᐅᓯᕐᓂᒃ/ Independent Dressing: Outdoor Clothing** Activity Sheet
- **ᐃᒻᒥᓂᒃ ᐊᓐᓄᕝᕆᐅᖅᓴᓂᖅ: ᐃᒡᓗᒥᐅᓯᕐᓂᒃ/ Independent Dressing: Indoor Clothing** Activity Sheet
- Season-appropriate clothing items (for example, jackets, hats, mittens, and boots)
- Mirror
- Cubbies or designated storage areas

What to do

1. Familiarize the child with the steps involved in dressing independently, including putting on and taking off various clothing items, such as jackets, hats, mittens, and boots. Use dolls and doll clothing to demonstrate each step of the dressing routine.

2. Ensure that the child has access to season-appropriate clothing items that they can practise putting on and taking off. Organize clothing items in cubbies or designated storage areas to make them easily accessible to the child.

3. Post the activity sheets near the cubbies or storage areas to remind the child of the steps involved in the dressing routine. Encourage the child to look at the activity sheet whenever they are dressing and undressing.

4. Encourage the child to participate independently in dressing routines, starting with simple tasks such as putting on hats or mittens and gradually progressing to more complex tasks like buttoning jackets or putting on boots.

> Provide positive reinforcement as the child demonstrates increased confidence and competence in managing their dressing routines.

5. Encourage the child to use a mirror to self-assess their dressing skills. Teach them to recognize when their clothing is on correctly and how to adjust if needed.

6. Encourage the child to communicate their preferences and needs related to clothing choices.

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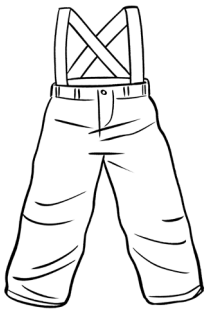
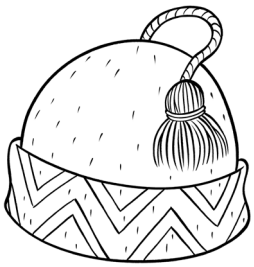
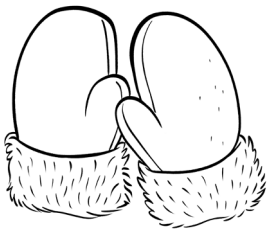
Independent Dressing: Outdoor Clothing

Directions:

1. Cut the images and words for outdoor clothing out from the activity sheet.
2. Colour the images of the clothing items on the poster. Consider making the poster more durable by laminating it or glueing it to cardstock paper.
3. Show the poster to the child and discuss the order for putting on outdoor clothing.
4. Hang the poster near where the child will get ready to go outside.

ᓯᓚᑉᒃ **Snow pants**	
ᑲᒥᐊᔫᒃ **Snow boots**	
ᔭᐃᑲᒃ **Coat**	
ᓇᓴᖅ **Hat**	
ᐳᐊᔫᒃ **Mittens**	

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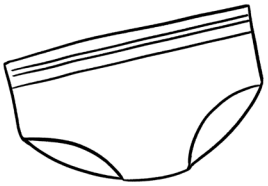
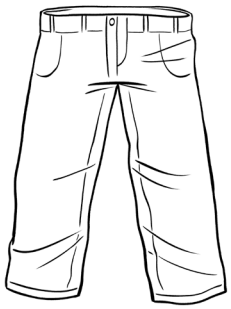
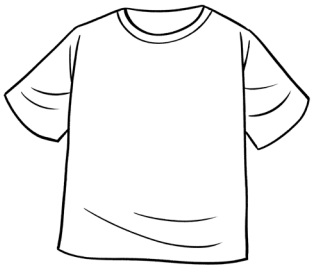
Independent Dressing: Indoor Clothing

Directions:

1. Cut the images and words for outdoor clothing out from the activity sheet.
2. Colour the images of the clothing items on the poster. Consider making the poster more durable by laminating it or glueing it to cardstock paper.
3. Show the poster to the child and discuss the order for putting on indoor clothing.
4. Hang the poster near where the child will get dressed.

ᖃᓕᕐᓛᒃ **Underwear**	
ᖃᕐᓗᒃ **Pants**	
ᐅᕕᓂᑭᖅ **Shirt**	
ᓄᐃᔭᒐᖅ **Sweater**	
ᐊᓕᖅᓘᒃ **Socks**	

ᑎᑎᕋᕆᐅᖅᓴᓂᖅ: ᑎᒍᒥᐊᕆᐅᖅᓴᓂᖅ ᑯᓪᓗᒧᑦ ᑎᑭᕐᒧᓪᓗ
Pre-printing skills: Developing the pincer grasp

ᐱᓕᕆᐊᒃᓴᖅ 4: ᐃᒃᐱᒋᔭᓂᒃ ᐃᓂᓕᐅᕆᓂᖅ: ᖃᓂᐅᔾᖅᐸᓂᒃ ᑎᑦᑕᓂᒃᓗ
Activity 4: Sensory tracing: Syllabics and letters

Purpose of the activity

Sensory tracing activities enhance a preschooler's fine motor skills, hand–eye coordination, and pencil grasp, which are essential for successful handwriting. The sensory experience stimulates the child's senses and provides a rich learning environment for the preschooler's language development.

Materials

- Large Ziplock bag
- Permanent marker
- Sensory liquid such as shaving foam, hair gel, and so on
- Optional: Glitter or sequins
- Tape
- Sensory tray

What to do

1. Use a permanent marker to draw a syllabic/letter on the surface of the bag. Pour the sensory liquid into the bag, filling it about halfway. Optional: Add glitter or sequins to the sensory liquid. Seal the Ziplock bag tightly, ensuring that there are no leaks or openings.
2. Use tape to seal the edges of the Ziplock to prevent any leaks or spills. Place the sealed sensory bag on a sensory tray to contain any mess and provide a stable surface for tracing.
3. Invite the child to explore the sensory bag and observe the syllabic/letter drawn on the surface. Encourage the child to press their fingers against the bag and feel the texture of the sensory liquid and any added materials.
4. Demonstrate how to trace the syllabic/letter drawn on the sensory bag using gentle finger movements. Encourage the child to follow along with their finger. Encourage the child to tell you what syllabic/letter is written on the sensory bag. Give the child prompts, such as "ᐅᓇ ᑎᑦᑕᖅ 'ᑏ'-ᒥᒃ ᓂᐱᓕᒃ"/ "This letter makes the 'tee' sound" or "ᐃᓂᓕᐅᕈᓐᓇᖅᐱᐅᒃ ᑎ"/"Can you trace the letter 'T'?"
5. Optional: Tape the sensory bag to a low-sitting window to create a fun visual effect as the child traces the shapes or lines against the natural light.

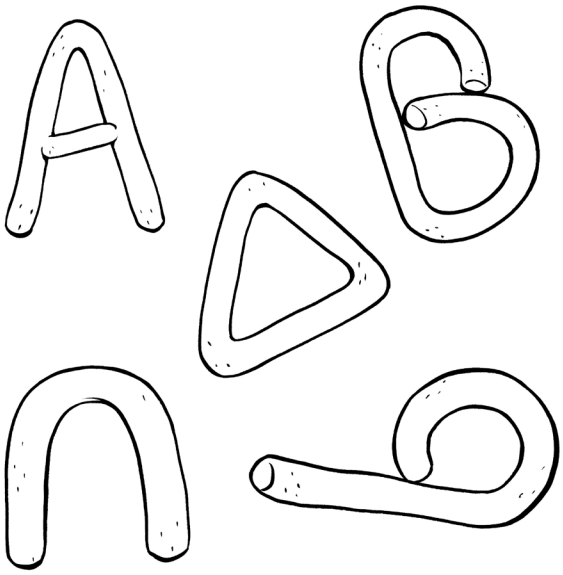
ᐱᓕᕆᐊᒃᓴᖅ 5: ᒪᕐᕋᐅᔭᓄᑦ ᐃᓂᓕᐅᖅᓯᓂᖅ
Activity 5: Playdough syllabics/letters

Purpose of the activity

Working with helps preschoolers develop their fine motor skills, hand–eye coordination, and syllabic/letter recognition abilities. This activity also fosters language acquisition by encouraging children to associate syllabics/letters with corresponding objects.

Materials

- Playdough (various colours)
- Optional: Playdough tools such as rolling pins, plastic knives, and cookie cutters
- Optional: Playdough mat



What to do

1. Gather playdough in various colours and consider providing playdough tools to help shape the playdough.

2. Sit down with the child in an area that is suitable for playdough activities, such as at a table with a playdough mat. Explain to the child that they will be using playdough to create syllabics/letters and objects that begin with the corresponding sound.

3. Demonstrate how to roll and shape playdough to form syllabics/letters. Describe each step of the process as you are doing it. Encourage children to observe closely as you create one or two syllabics/letters with playdough.

4. Provide the child with a portion of playdough and guide them through the process of creating syllabics/letters. Offer assistance and support as needed.

5. After the child has created a syllabic/letter, prompt them to think of an object that begins with that syllabic/letter. Talk about the child's chosen object or animal as the child creates it out of playdough and how it begins with the syllabic/letter.

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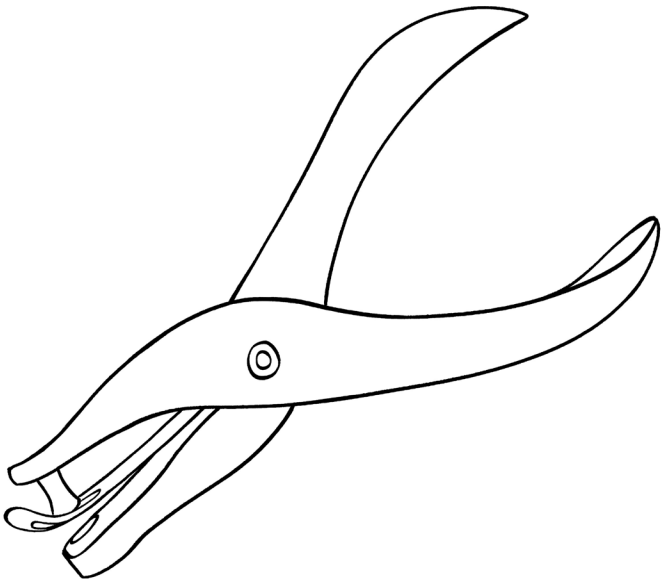
Activity 6: One-hole punch

Purpose of the activity

Using a one-hole punch to create designs on paper helps strengthen preschoolers' hand muscles and hand–eye coordination, which are crucial for handwriting readiness. This activity also encourages creativity and self-expression by providing opportunities for preschoolers to create different patterns, shapes, and textures.



Materials

- One-hole punches (child-friendly, with safety features)
- **ᐊᑕᐅᓯᕐᒥᒃ-ᐊᒻᒪᐃᔾᔪᑎᒧᑦ ᐱᓕᕆᐊᒃᓴᖅ/ One-Hole Punch Activity** Activity Sheet

What to do

1. Ensure that the one-hole punch you will be using is child-friendly with safety features to prevent accidents. Print out an activity sheet for the child. Set up a work area where the child can complete the activity.

2. Tell the child that they will be using a one-hole punch to create designs on paper. Demonstrate how to hold the one-hole punch safely by holding it firmly firmly in one hand and aligning it with the paper.

3. Model using the one-hole punch to punch a few holes in the **ᐊᑕᐅᓯᕐᒥᒃ-ᐊᒻᒪᐃᔾᔪᑎᒧᑦ ᐱᓕᕆᐊᒃᓴᖅ/One-Hole Punch** activity sheet.Encourage the child to watch closely as you demonstrate and explain each step as you do it. Allow the child to practise using the one-hole punch under your supervision. Offer assistance and support as needed to ensure safety and success.

4. Once the child is familiar with the process, encourage them to explore and experiment with the one-hole punch independently. Encourage children to create their own designs using the one-hole punch.

5. Prompt the child to describe their creations using vocabulary related to shapes and patterns.

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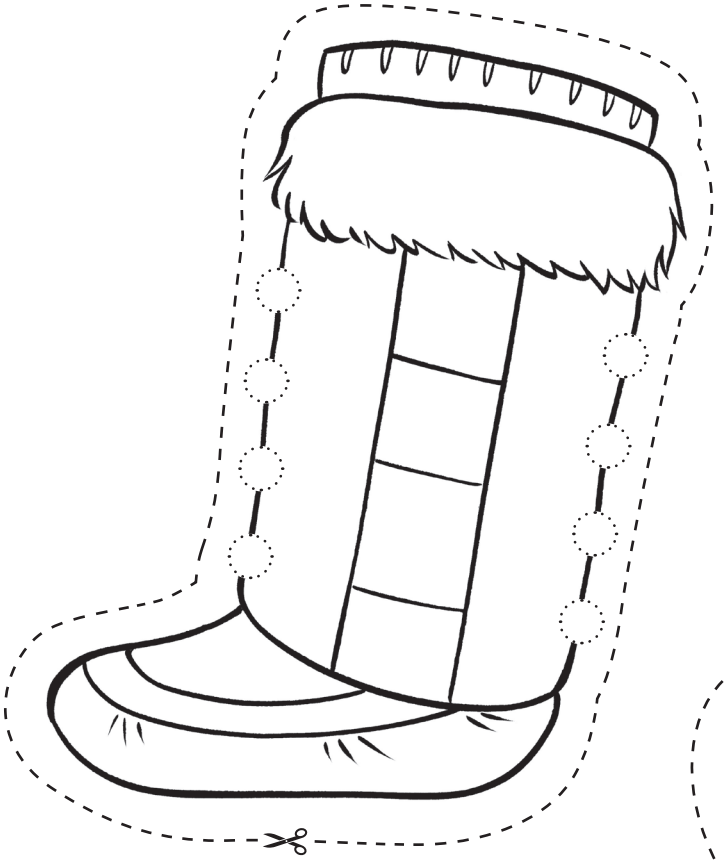
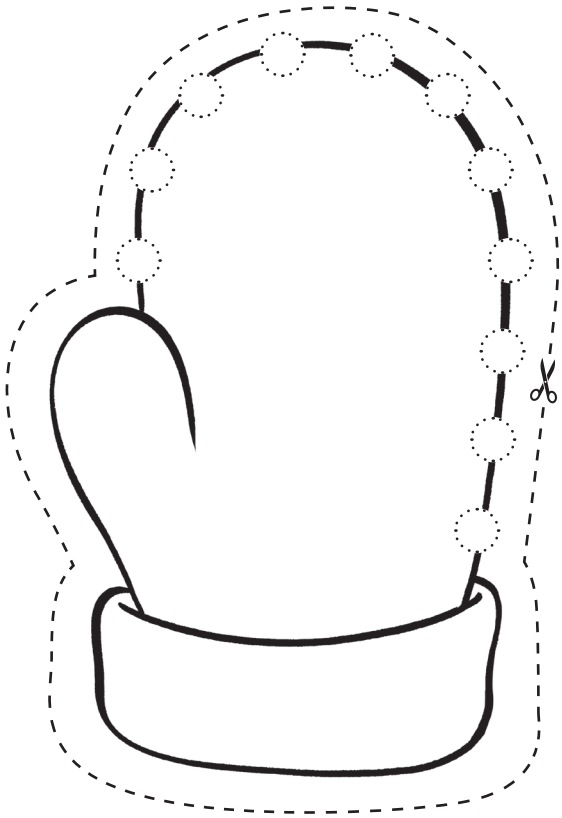
One-Hole Punch Activity

Directions:

1. Make a copy of the reproducible for the child.
2. Cut out the images.
3. Model for the child how to hold the one-hole punch and how to use it to punch out the circles on the images.
4. Give the child a one-hole punch and let them experiment with punching out the circles in the images. Assist as needed.





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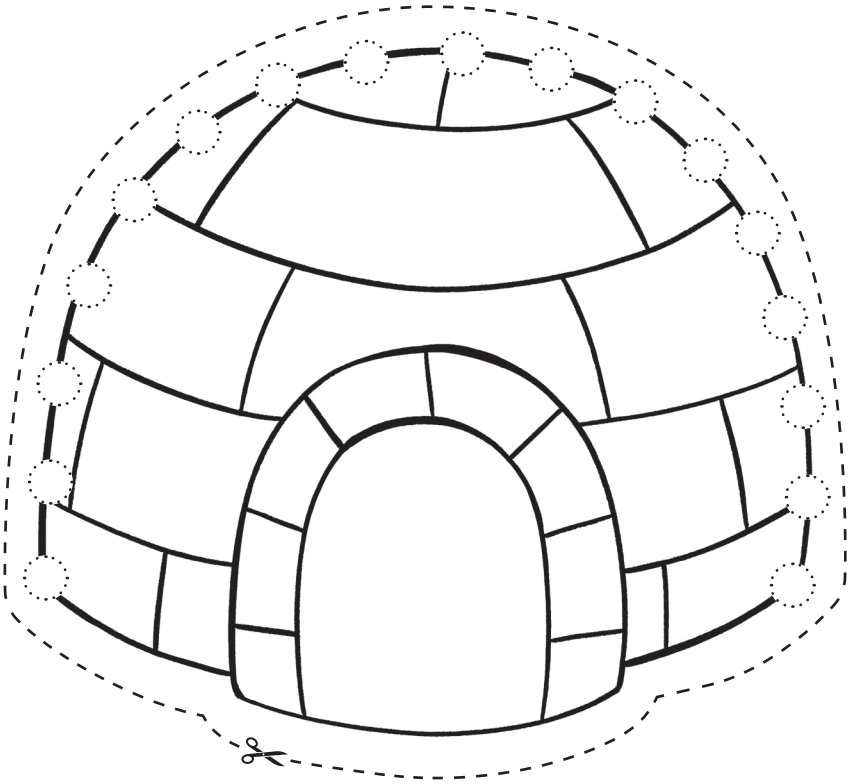
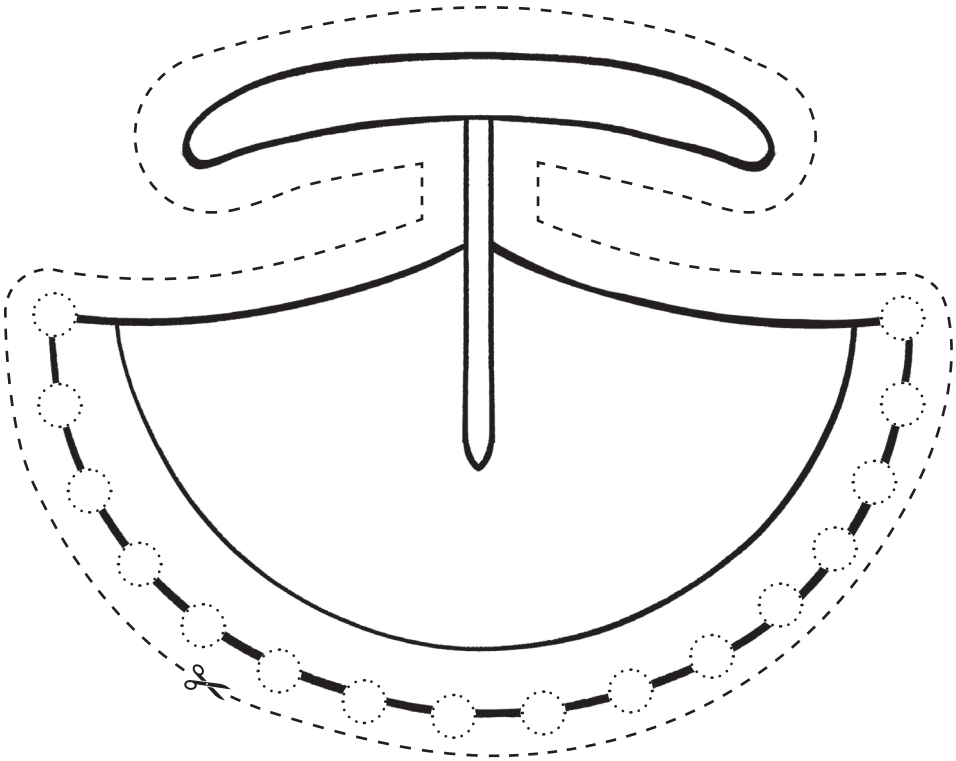
One-Hole Punch Activity





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Activity 7: Print orientation

Purpose of the activity

Teaching presschoolers how to hold print materials such as books and cards properly helps them understand the basic conventions of print, including holding books the right way up and turning pages from front to back. This activity promotes early literacy skills, enhances vocabulary development, and lays the foundation for reading readiness.

Materials

- Optional: Storybooks, picture cards, other print materials (such as posters or signs)

What to do

1. Choose a variety of print materials such as storybooks, picture cards, posters, or signs that are age-appropriate and engaging for preschool-aged children.

2. Arrange the print materials so they are easy for children to choose and pick up on their own.

3. Introduce basic print orientation concepts such as how to hold books the right way up and turn pages in a book from front to back. Model how to hold books and turn pages during storytelling and shared reading activities.

4. Lead guided practise sessions where the child can handle print materials under your supervision. Encourage the child to hold books correctly, with the spine facing downwards and the cover facing outward. Encourage them to turn pages gently from front to back.

5. Incorporate print orientation concepts into daily routines and activities, such as during Circle Time in the classroom or at home before nap time.

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Additional resources

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Contact information

Nunavut Bilingual Education Society (NBES)
PO Box 11125, Iqaluit, Nunavut, Canada
admin@nbes.ca

Inhabit Education Inc.

PO Box 2129
Iqaluit, Nunavut, Canada
X0A 1H0

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Support websites

NBES: www.nbes.ca
Inhabit Education Inc.: www.inhabiteducation.com

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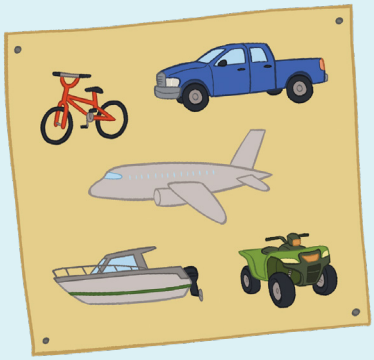
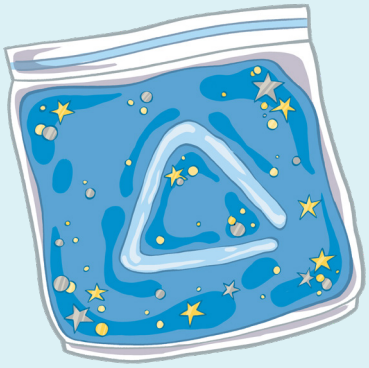
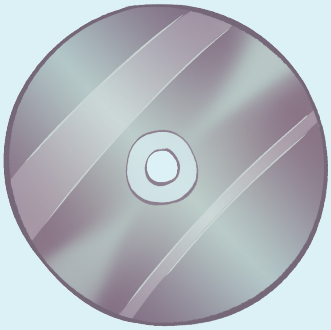
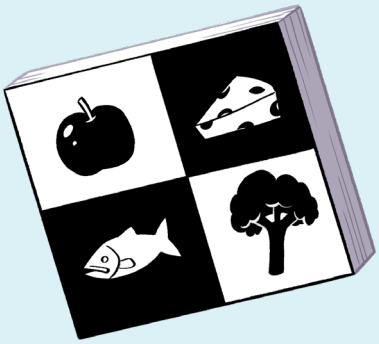
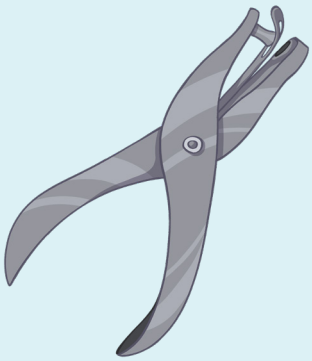
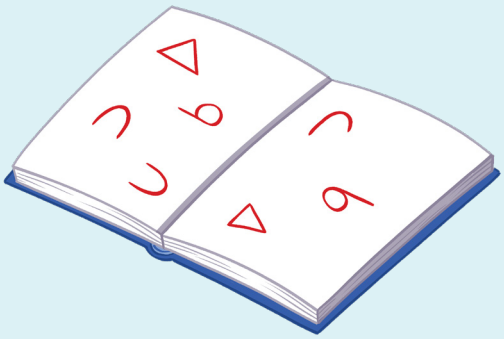
Early intervention services in Nunavut

The Inunnguiniq Parenting/Childrearing Program at the Qaujigiartiit Health Research Centre (https://www.qhrc.ca/workshop-and-course/inunnguiniq-parenting-childrearing-program/)

The Ipitiki Program (makigiaqta.com/)

Ilinniarutit TV (ilinniarutit.ca/)

Nunavut Bilingual Education Society (NBES)

PO Box 11125
Iqaluit, Nunavut, Canada
admin@nbes.ca