

ወይረ ስለገላገላ? Where Is My Animal?

ልዑቅ ልጅ ስለገላገላ ገጽ ስለገላገላ ልጅ
Inuktitut Oral Language Assessment Game

ለጽሕፈት ልጅ
A Guide for Caregivers



ለገላገላ
3-ገላገላ
ገላገላ

Ages Three and Up



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Table of Contents

Introduction	1
Understanding the Stages of Oral Language Development	2
Game Description	
How to Play	4
Round 1	6
Round 2	7
Round 3	12
Round 4	15
After You Play	19
Using the Stages Chart	19
Next Steps	19
Bonus Rounds	22
Reproducible Materials	23
Game Cards	23
Scene Cards	28
Skills Trackers	32
Stages Chart	43
Bonus Round Materials	44
Bibliography	46

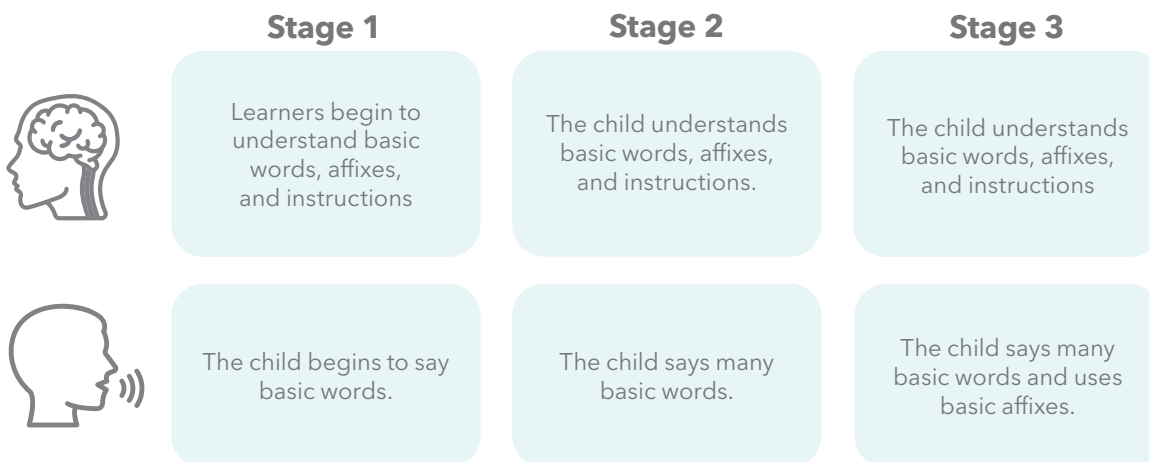
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Understanding the Stages of Oral Language Development

In this guide, early Inuktitut oral language skills are grouped into three stages of oral language development. The description of each stage helps explain what a child's performance in the game says about their oral language development. The stages are specific to this guide and its assessment game, ᐱᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ (Where Is My Animal?).

As a child's oral language skills develop, the child uses and understands more words, affixes, instructions, and questions. Many children develop some skills earlier than they develop others. This is why some of the early skills are called "Stage 1 skills" in this guide and others are called "Stage 2 skills" or "Stage 3 skills". Children need to master the skills in each stage to become strong Inuktitut speakers.

ᐱᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ (Where Is My Animal?) Stages of Oral Language Development



The assessment game does not include every word, affix, and way of interacting that Inuktitut speakers use. Instead, it focuses on a few key language concepts that show how a child's oral language skills are developing overall. Assessing oral language skills in early childhood allows you to monitor a child's oral language development. With this information, you can support the child to make sure they are building a strong foundation in Inuktitut.

Language attrition is when someone loses Inuktitut oral language skills that they used to have. An early warning sign is that they may make mistakes with specific affixes like **-mi** (at), **-mut** (to), and **-mit** (from).² By re-assessing these skills later on, you can check whether the child is experiencing language attrition.



² Shanley Allen, Martha Crago, and Diane Pesco, "The Effect of Majority Language Exposure on Minority Language Skills: The Case of Inuktitut," *International Journal of Bilingual Education and Bilingualism* 9, no. 5 (2006): 578-596, <https://www.tandfonline.com/doi/abs/10.2167/beb381.0>.

Λ^{αβ}Υ_Δ^ασ_Δ^α Δ^{αβ}Υ_Δ^ασ_Δ^α

Game Description

This game ၵၢင် ၵၢင် ၵၢင်? (Where Is My Animal?) uses specific oral language skills related to speaking and listening:

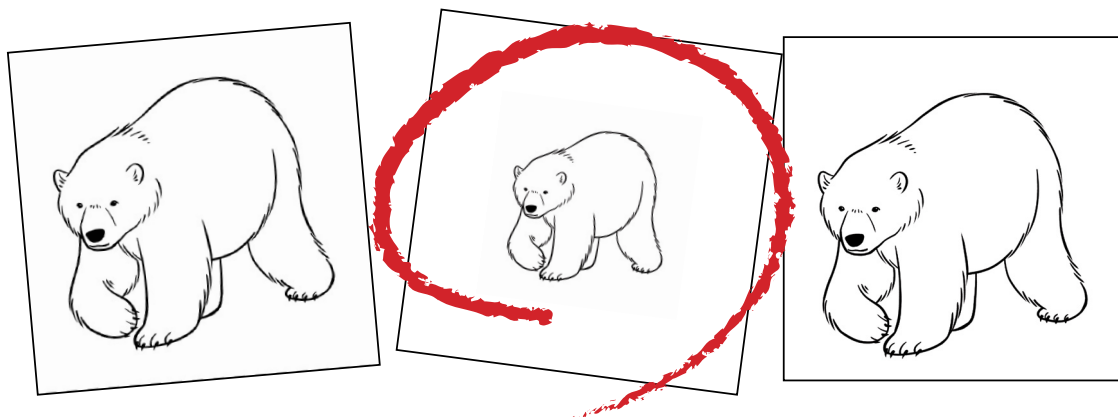
1. Giving and following instructions
2. Asking and answering questions
3. Understanding and saying basic words
4. Understanding and using basic affixes with nouns and verbs

This guide includes:

- All the materials and instructions you need to play the game
- Next steps you can take at home to support the child's learning

How to Play

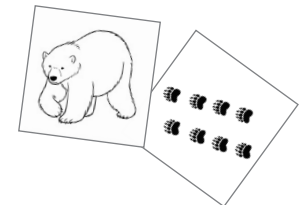
The goal of the game is to find the mystery animal. The mystery animal will be circled in red on each Scene Card. The game has four rounds. In each round, one player will create a scene using a Scene Reference Card and the corresponding Game Cards. Then they will give the other player clues to help them find the mystery animal in the scene they created.



Before You Play:

- Read the game instructions.
- Review and print the game materials and Skills Trackers found in "Reproducible Materials" on page 23.
- Print and cut out all Game Cards.
- Tip: Use the footprint cards to show whether a polar bear is coming or going. They are not part of the assessment.

Skills Trackers



As You Play:

- Follow the steps.
- Speak in Inuktitut when instructed.
- Encourage the child to speak in Inuktitut.
- Use the footprint cards to show whether a polar bear is coming or going. They are not part of the assessment.
- When you see this symbol , complete the Skills Tracker.

After You Play:

- Use the Rounds 1-4 Skills Trackers to fill out the Stages Chart.
- Follow the next steps for supporting the child's oral language development.

Stages Chart

Tips:

- Start with Round 1 and end with Round 4. Rounds get harder as the game goes on.
- You can play the rounds on different days or all at once.
- You may choose to play a round multiple times.
- After playing Rounds 1-4, you can play additional rounds using the bonus rounds materials.

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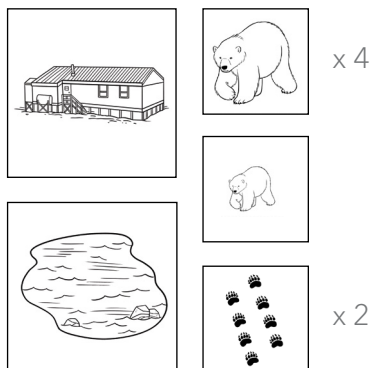
Round 1

In this round, you will set up Scene 1 and give the child clues to find the circled polar bear. Do not reveal the Scene Card to the child. This round focuses on understanding Inuktitut words and affixes.

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Materials

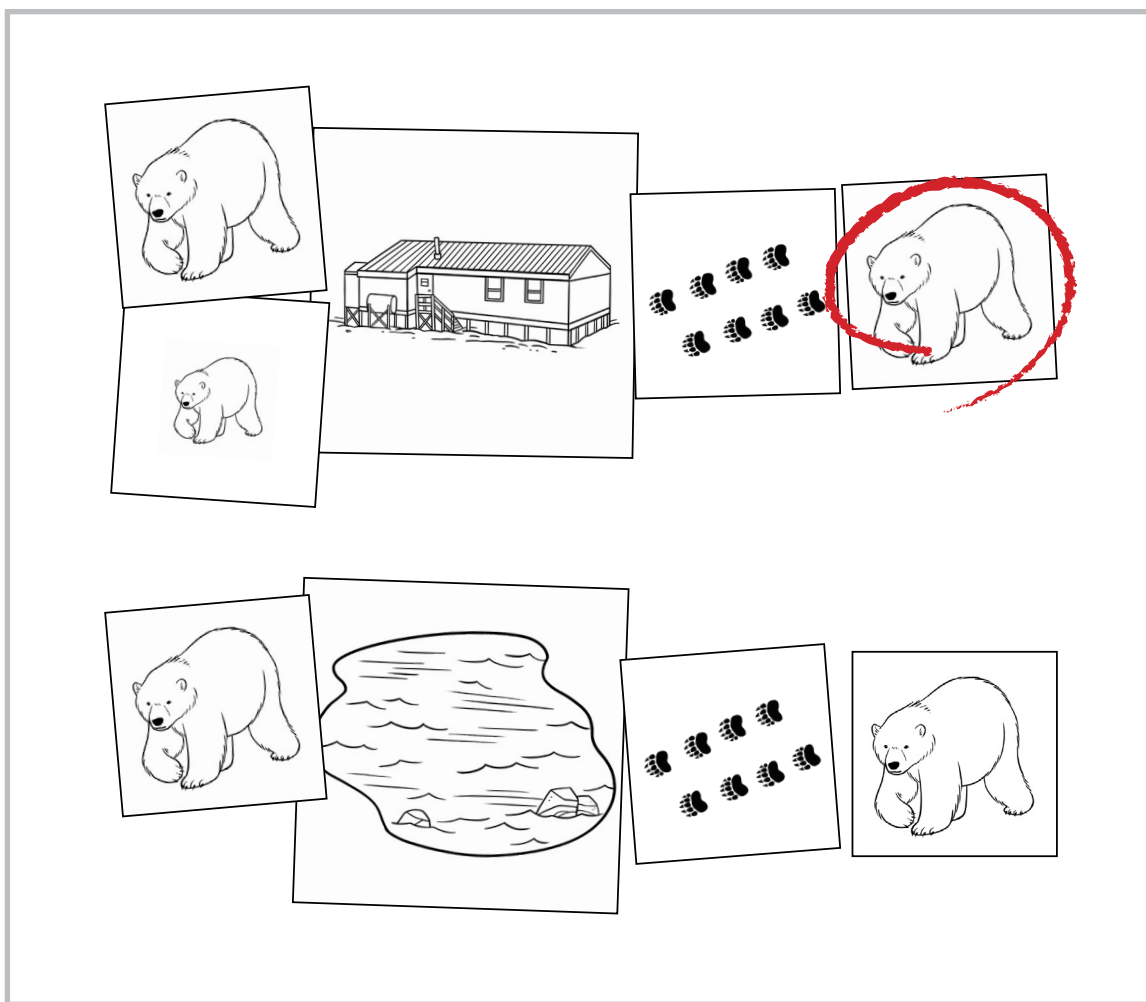
- Game instructions
- Game Cards
 - 1 lake
 - 1 house
 - 4 big polar bears
 - 1 small polar bear
 - 2 footprints
- Round 1 Skills Tracker
- Scene 1 Reference Card



Game Instructions

1. Invite the child to help you set up Scene 1. Have the Scene 1 Reference Card and Round 1 Skills Tracker by your side. Do not show the Scene 1 Reference Card to the child. In Inuktitut or English, say the following:

- “ᐱᓄᓂᐱᓐᓂᐱᓐᓂᐱᓐ. ᐱᓂᐱᓐᓂᐱᓐ ᐱᓂᐱᓐᓂᐱᓐ ᐱᓂᐱᓐᓂᐱᓐ.”
“We are going to play a game together. Help me set it up.”



Scene 1



2. Place all Game Cards except for the footprints in front of the child. Invite them to hand you the Game Cards you need for Scene 1. Each time they pass you the correct card, mark it on the Round 1 Skills Tracker. In **Inuktitut**, say the following:

- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ.” “Give me the lake.”
- “ᖃᕆᕈᖅ ᕈᕐᕈᕐᕐᕐ.” “Give me the house.”
- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ ᕐᕈᕐᕐᕐ.” “Give me a big polar bear.”
- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ ᕈᕐᕕᕐᕐᕐ ᕐᕈᕐᕐᕐ.” “Give me another big polar bear.”
- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ ᕈᕐᕕᕐᕐᕐ ᕐᕈᕐᕐᕐ.” “Give me another big polar bear.”
- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ ᕈᕐᕕᕐᕐᕐ ᕐᕈᕐᕐᕐ.” “Give me another big polar bear.”
- “ᖃᕆᕈᖅ ᕈᕐᕕᕐᕐᕐ ᕈᕐᕐᕐᕐ.” “Give me a small polar bear.”

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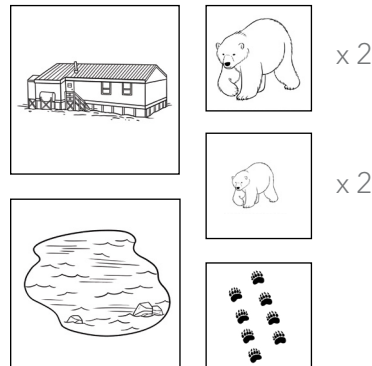
Round 2

In this round, you will set up Scene 2 and give the child clues to find the circled polar bear. Do not reveal the scene card to the child. This round focuses on understanding Inuktitut words and affixes.

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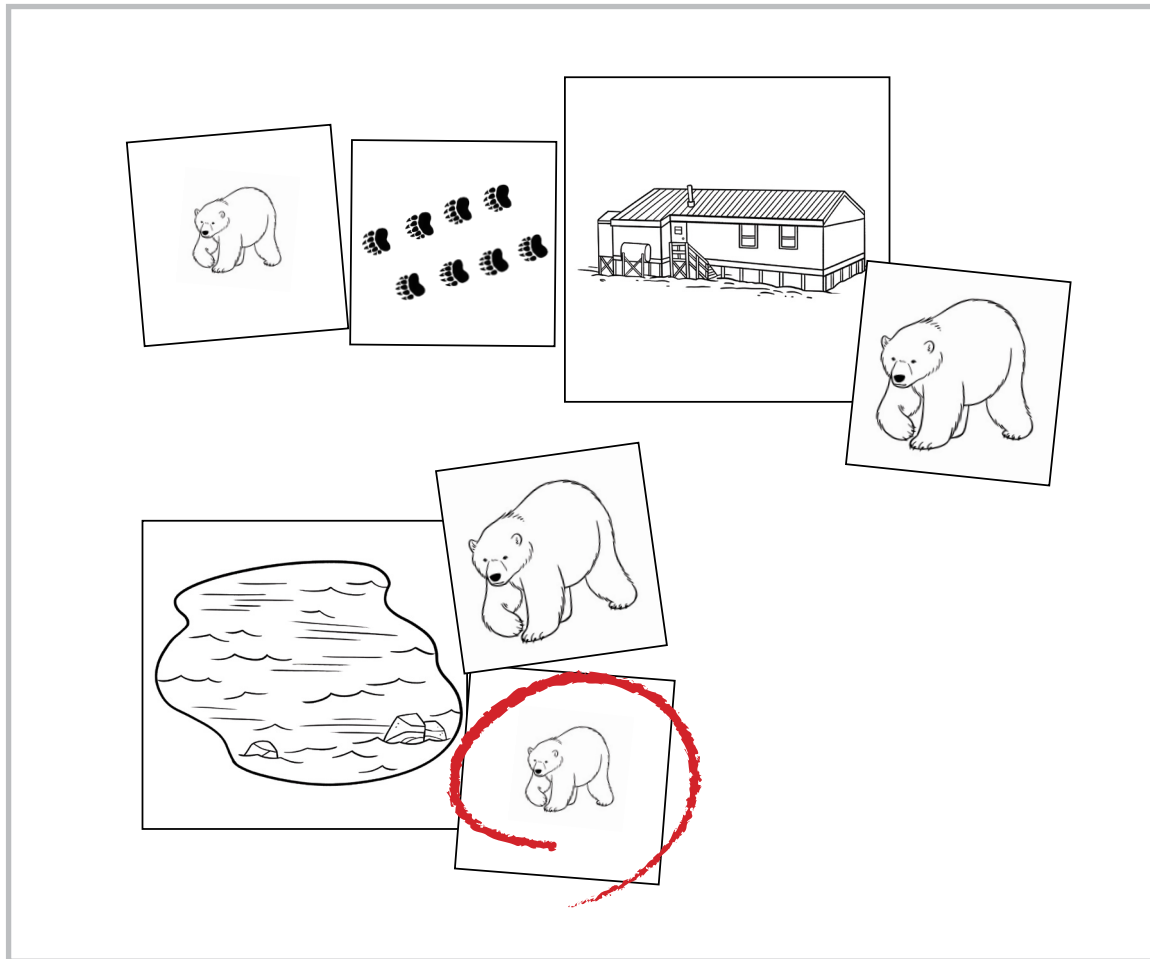
Materials

- Game instructions
- Game Cards
 - 1 lake
 - 1 house
 - 2 big polar bears
 - 2 small polar bear
 - 1 footprints
- Round 2 Skills Tracker
- Scene 2 Reference Card



Game Instructions

1. Invite the child to help you set up Scene 2. Have the Scene 2 Reference Card and Round 2 Skills Tracker by your side. Do not show the child the Scene 2 Reference Card. In Inuktitut or English, say the following:
 - “ᐱᓂᐱᓂᐱᓂᓂ ᐱᓂᐱᓂᐱᓂᓂ ᐱᓂᐱᓂᓂ.”
“Help me set up the game.”



Scene 2



2. Place all Game Cards except for the footprints in front of the child. Invite them to hand you the Game Cards that you need for Scene 2. Each time they pass you a correct card, mark it on the Round 2 Skills Tracker. In **Inuktitut**, say the following:

- “ᑭᐃᑭ ᐃᑭᐃᑭ.” “Give me the house.”
- “ᑭᐃᑭ ᑕᑭᐃᑭ.” “Give me the lake.”
- “ᑭᐃᑭ ᐃᑭᐃᑭ ᐃᑭᑭᑭ.” “Give me a big polar bear.”
- “ᑭᐃᑭᑭᑭᑭᑭᑭ ᐃᑭᐃᑭᑭ ᐃᑭᑭᑭ.” “Give me another big polar bear.”
- “ᑭᐃᑭ ᐃᑭᐃᑭ ᑭᑭᑭ.” “Give me a small polar bear.”
- “ᑭᐃᑭᑭᑭᑭᑭᑭ ᐃᑭᐃᑭᑭ ᑭᑭᑭ.” “Give me another small polar bear.”

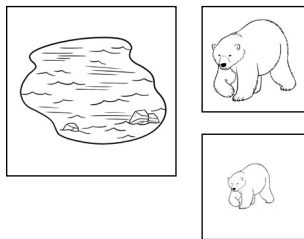
Round 3

In this round, the child will set up Scene 3 or Scene 4 and give you clues to find the circled polar bear. Support the child as needed throughout this round. They will become more independent as they continue to play the game. This round focuses on saying Inuktitut words and affixes.

You can play Round 3 multiple times before trying Round 4.

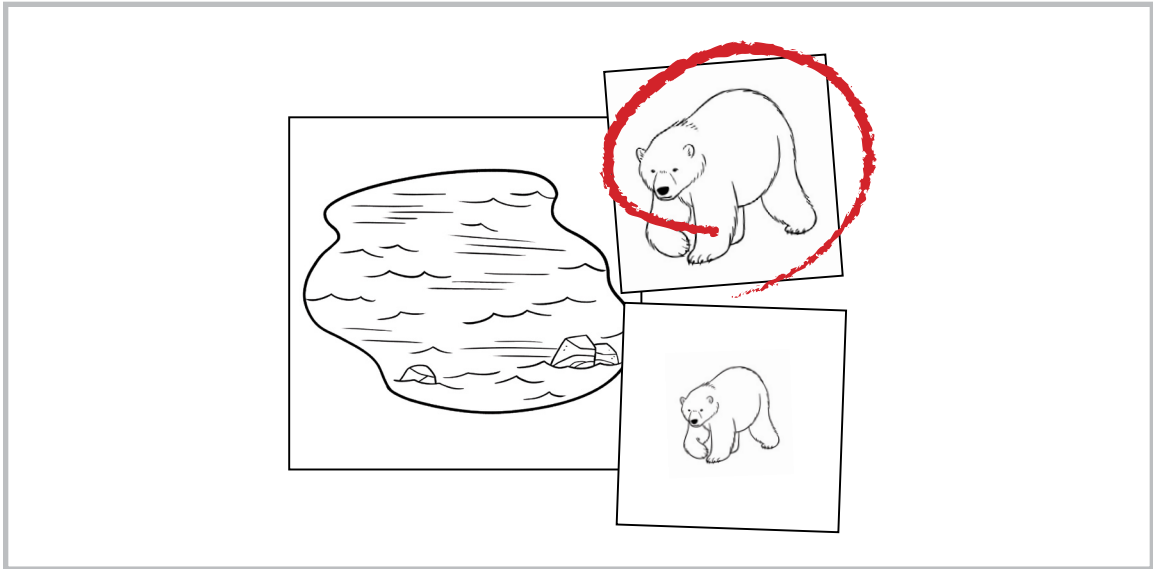
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Materials

- Game instructions
- Game Cards
 - 1 lake
 - 1 big polar bear
 - 1 small polar bear
- Scene 3 Reference Card
- Scene 4 Reference Card
- Round 3 Skills Tracker

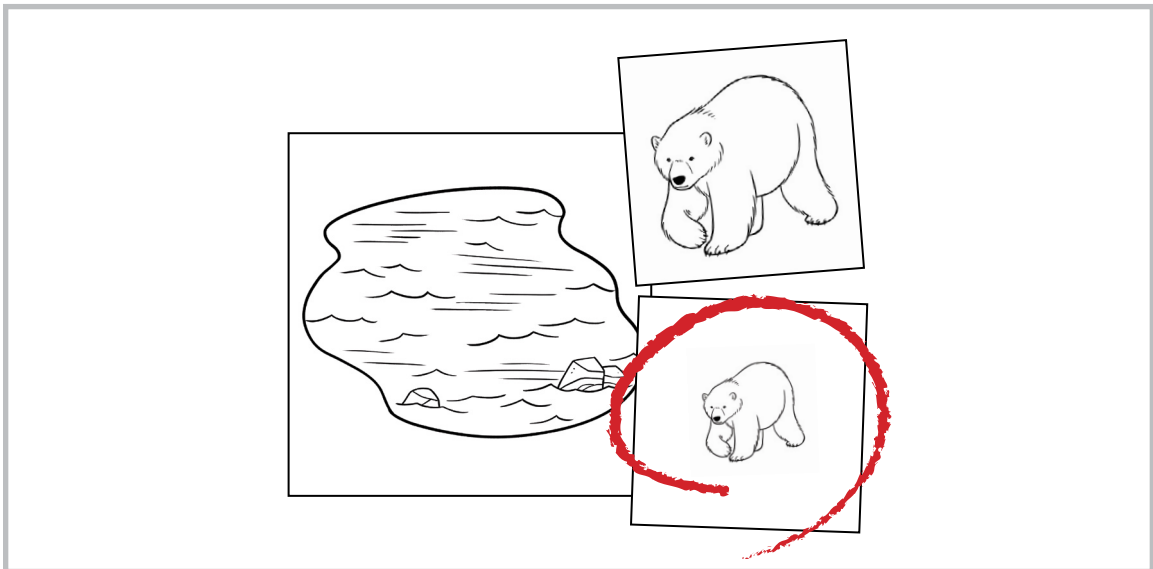


Game Instructions

1. Tell the child it's their turn to set up a scene. Give them the Scenes 3 and 4 Reference Cards and ask them to choose one of the cards. Help them if needed. In Inuktitut or English, say the following:
 - “**ᑎᑭᑦᑕ ᑕᑦᑕᑦᑕᑦᑕ ᑕᑦᑕᑦᑕ ᑦᑕᑦᑕᑦᑕᑦᑕ. ᑕᑦᑕᑦᑕᑦᑕ ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ.**”
“Pick one of these cards without showing it to me. You are going to set up that scene and give me clues so that I can figure out which animal is circled.”



Scene 3



Scene 4



2. After the child has chosen their scene, lay out all the Game Cards and ask the child which ones they need. Encourage them to answer in full sentences and give an example if needed. Each time they ask for a Game Card, listen carefully to the words and affixes they use and mark them in the Round 3 Skills Tracker. In **Inuktitut**, say the following:

- “ᐃᑦᑦᑦᑦᑦ ᐱᑦᑦᑦᑦᑦ ᐃᑦᑦᑦᑦ ᑭᑦᑦᑦᑦ?” “What cards should I pass you?”

They should ask for the following cards:

- ᑕᑦᑦᑦᑦᑦ (lake)
- ᐃᑦᑦᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ (big polar bear)
- ᐃᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦ (small polar bear)

ᐱᓄᐅᑦᓂᑦ 4

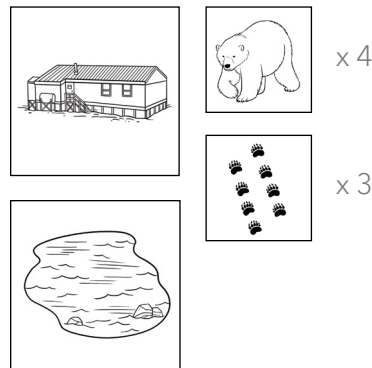
Round 4

In this round, the child will set up Scene 5 or Scene 6 and give you clues to find the circled polar bear. Support the child as needed throughout this round. They will become more independent as they continue to play the game. This round focuses on saying Inuktitut words and affixes.

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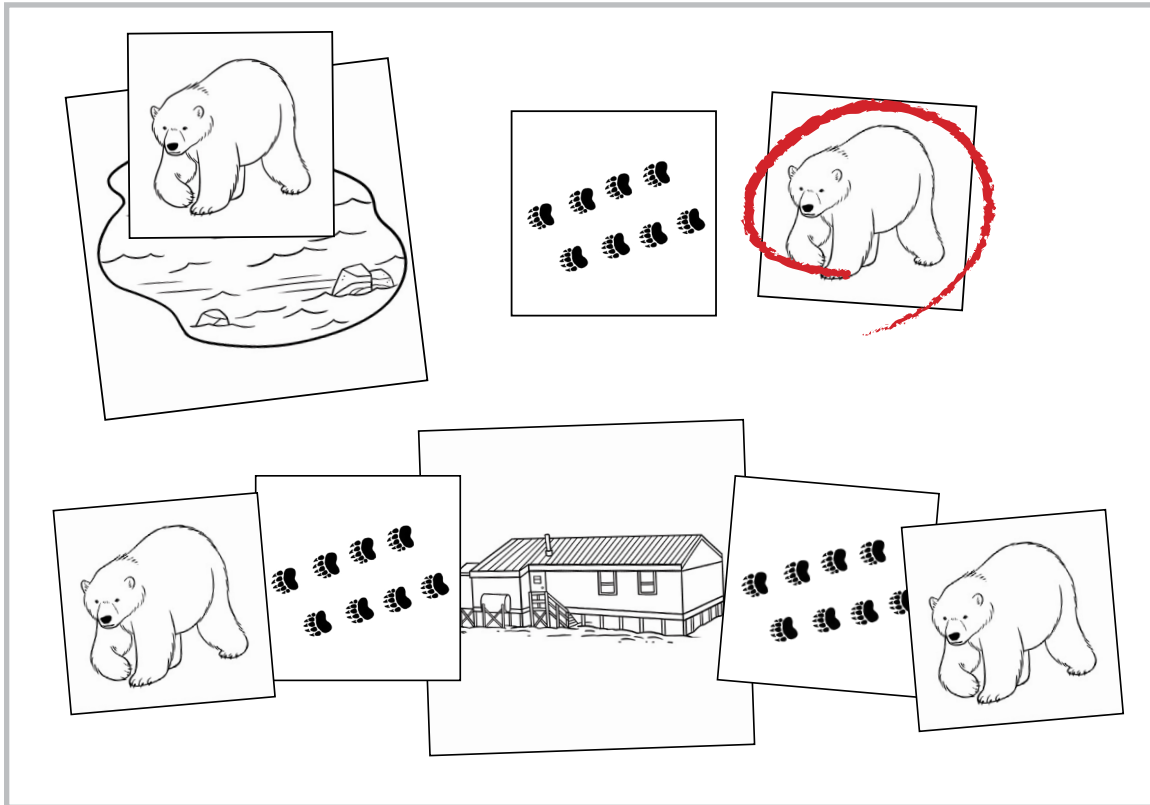
Materials

- Game instructions
- Game Cards
 - 1 lake
 - 1 house
 - 4 big polar bears
 - 3 footprints
- Scene 5 Reference Card
- Scene 6 Reference Card
- Round 4 Skills Tracker

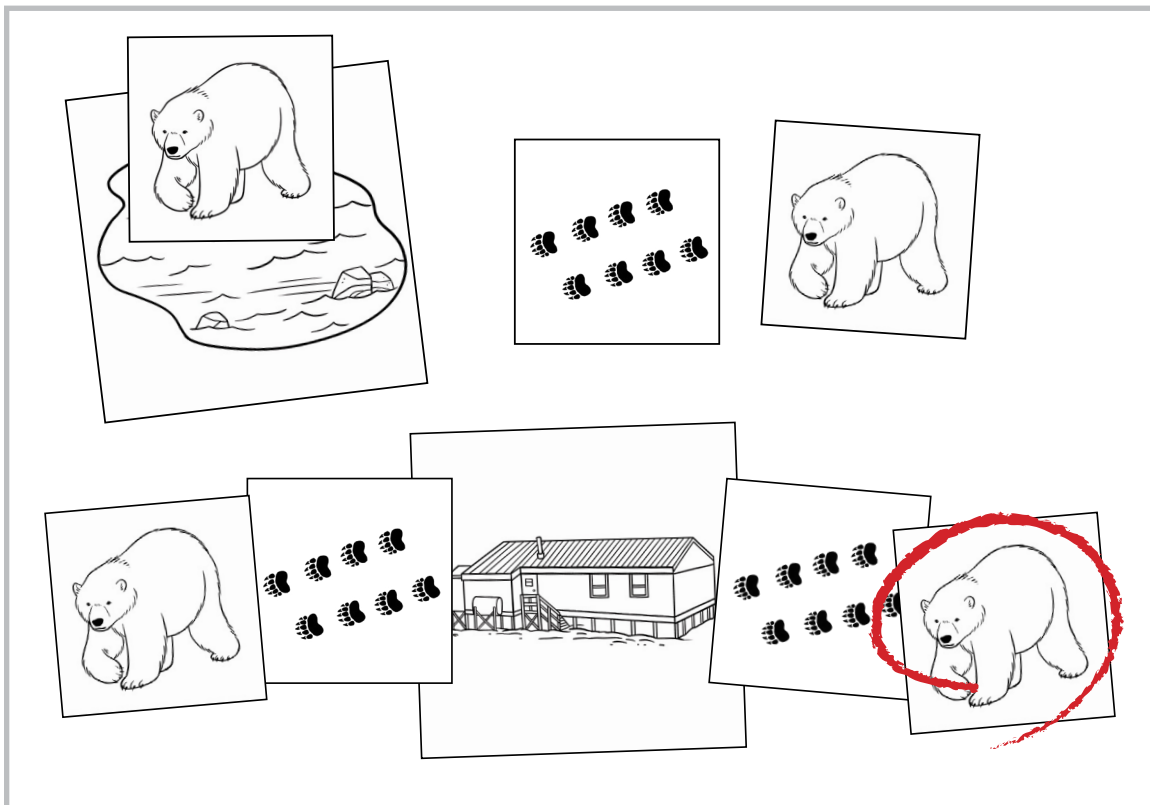


Game Instructions

1. Give the child the Scene 5 and 6 Reference Cards and ask them to choose one of the cards. Help them if needed. In Inuktitut or English, say the following:
 - “ᐱᐅᐅᑦ ᐱᓕᓂᑦᓂᑦ ᐅᓄᓄᓂ ᐱᓕᓂᑦᓂᑦᓂᑦ. ᐱᓕᓂᑦᓂᑦ ᐅᓄᓄᓂᐅᓂᑦᓂᑦ ᐅᓂᐅᐱᓂᑦᓂᑦ ᓄᓂᐅᓂᑦᓂᑦ ᓄᓂᐅᓂᑦᓂᑦᓂᑦ.”
 “Pick one of these cards without showing it to me. You are going to set up that scene and give me clues so that I can figure out which animal is circled.”



Scene 5



Scene 6



2. After the child has chosen their scene, give them the footprints. Next, lay out the other Game Cards and ask the child which ones they need. Encourage them to answer in full sentences. Each time they ask for a Game Card, listen carefully to the words and affixes they use and mark them in the Round 4 Skills Tracker. In **Inuktitut**, say the following:

- “**ᐃᑦᑕᑦᐃᑦᐅᑦ ᐱᑦᑕᑦᐃᑦᐅᑦ ᐃᑦᐃᑦ ᐃᑦᑕᑦᐃᑦ?**” “What cards should I pass you?”

They should ask for the following cards:

- ᑕᑦᑕᑦᐃᑦ (lake)
- ᐃᑦᑕᑦᐃᑦ (house)
- ᐃᑦᑕᑦᐃᑦ ᐃᑦᑕᑦᐃᑦ (big polar bear)



3. Have the child set up the Game Cards to match the Scene Reference Card. Help them if needed and encourage them to explain what they are doing. As they speak, listen carefully to the words and affixes they use and mark them on the Round 4 Skills Tracker. In Inuktitut or English, say the following:

- “**ᐱᑦᑕᑦᐃᑦ ᐱᑦᑕᑦᐃᑦᐅᑦᐃᑦᐅᑦ ᐃᑦᑕᑦᐃᑦ. ᐃᑦᑕᑦᐃᑦ ᐱᑦᑕᑦᐃᑦ ᐃᑦᑕᑦᐃᑦᐅᑦᐃᑦᐅᑦ.**”

“Set up your cards so that they match the picture. Tell me what you’re doing while you set up.”

The child might say the following:

- “**ᐃᑦ ᑕᑦᑕ ᑕᑦᑕᑦᐃᑦ. ᐱᑦᑕ ᐃᑦᑕᑦ.**” “This is the lake. I’m putting the lake here.”
- “**ᐃᑦ ᑕᑦᑕ ᐃᑦᑕᑦᐃᑦ. ᐱᑦᑕ ᐃᑦᑕᑦ.**” “This is the house. I’m putting the house here.”
- “**ᐃᑦ ᐃᑦᑕᑦᐃᑦ ᐃᑦᑕᑦ ᑕᑦᑕᑦᐃᑦ.**” “This big polar bear is at the lake.”
- “**ᐃᑦ ᐃᑦᑕᑦᐃᑦ ᐃᑦᑕᑦ ᑕᑦᑕᑦ ᐱᑦᑕᑦ.**” “This big polar bear is going to the lake.”
- “**ᐃᑦ ᐃᑦᑕᑦᐃᑦ ᐃᑦᑕᑦ ᐃᑦᑕᑦ ᐱᑦᑕᑦ.**” “This big polar bear is going to the house.”
- “**ᐃᑦ ᐃᑦᑕᑦᐃᑦ ᐃᑦᑕᑦ ᐃᑦᑕᑦ ᐱᑦᑕᑦ.**” “This big polar bear is coming from the house.”

4. Tell the child to find the polar bear circled in red on their Scene Reference Card.
Ask them to give you clues so you can guess their mystery polar bear. In Inuktitut or English, say the following:
 - “ᐅᖃᐅᑎᑦᑦᑦᑦᑦᑦ ᐅᑭᑭᑭᑦᑦ ᑎᑎᑭᑭᑦᑦᑦᑦ. ᐅᑭᑦᑦᑦᑦᑦᑦᑦᑦ ᐅᑭᑦᑦᑦᑦᑦᑦᑦᑦ.”
“Give me clues to find your animal. I will flip over the cards that are not your animal.”
5. When the child gives one or more clues, turn over the Game Cards that cannot be their animal. Listen carefully to the words and affixes they use and mark them on the Round 4 Skills Tracker.
6. When the child is finished giving clues, have them ask “ᑭᐅᑭᑦ ᐅᑭᑭᑦᑦᑦᑦᑦᑦ?” (“Where is my animal?”) If they are still learning how the game works, remind them to ask the question or have them repeat it after you. Complete the Round 4 Skills Tracker.

You have completed Round 4. Play again or complete the stages chart on page 39.

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This section explains how to identify the child's stage of oral language development. It includes targeted next steps for supporting the child's development at each stage.

Using the Stages Chart

After playing Rounds 1–4, use the information you recorded in the Skills Trackers to complete the Stages Chart. If the child used a skill at least once during any of the rounds, check that skill off on the Stages Chart. If the child used the skill multiple times, only check it off once on the Stages Chart.

Beside each item in the Skills Trackers, there is a star that indicates which stage that skill belongs to. Begin with the Stage 1 skills. When you have finished, continue to the skills from Stages 2 and 3. Use the tallies at the bottom of each column to record how many skills the child used and determine which stage they are at.

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Skill Tracker

Check off the items throughout the games to make scoring and/or easier.

	Event 1 Skill Tracker	Stage		
		1	2	3
Step 1	Are the children ready, you ready, check off the boxes if they are ready.			
	Do I have my book/pen?			
	Do I have my book?			
	Do I have my paper/pen?			
	Do I have my pen?			
Step 2	Are the children across any of the cards that you see for the following words:			
	Are the children from the correct cards, check off the items they understand			
	Do I have my pen/pen?			
	Do I have my pen?			
	Do I have my pen?			
Step 3	Do I have my pen/pen?			
	Do I have my pen?			
	Do I have my pen?			
	Do I have my pen?			
	Do I have my pen?			
Step 4	Do I have my pen/pen?			
	Do I have my pen?			

Skills Trackers

Next Steps

This section has targeted next steps for supporting the child's oral language development based on the stage they are currently in. Use these steps to build their Inuktitut skills through fun, daily routines at home.

$\mathbb{Z}_2 \times \mathbb{Z}_2 \times \mathbb{Z}_2 \times \mathbb{Z}_2 \times \mathbb{Z}_2 \times \mathbb{Z}_2$ 6-qubit GHZ state			
Stage 1	Stage 2	Stage 3	
1. Hadamard on all 6 qubits 2. CNOTs from qubits 1, 2, 3, 4, 5 to qubit 6 3. Hadamard on qubits 1, 2, 3, 4, 5 4. CNOTs from qubits 1, 2, 3, 4, 5 to qubit 6 5. Hadamard on qubit 6	1. Hadamard on qubit 1 2. CNOTs from qubit 1 to qubits 2, 3, 4, 5, 6 3. Hadamard on qubit 1 4. CNOTs from qubit 1 to qubits 2, 3, 4, 5, 6 5. Hadamard on qubit 1	1. CNOTs from qubit 1 to qubits 2, 3, 4, 5, 6 2. CNOTs from qubit 2 to qubits 3, 4, 5, 6 3. CNOTs from qubit 3 to qubits 4, 5, 6 4. CNOTs from qubit 4 to qubits 5, 6 5. CNOTs from qubit 5 to qubit 6	
7/5	7/6	8/8	
If the GHZ state is 1, 2, 3, 4, 5, 6 Stage 1 is Stage 1 Stage 2 is Stage 2	If the GHZ state is 1, 2, 3, 4, 5, 6 Stage 1 is Stage 1 Stage 2 is Stage 2 Stage 3 is Stage 3	If the GHZ state is 1, 2, 3, 4, 5, 6 Stage 1 is Stage 1 Stage 2 is Stage 2 Stage 3 is Stage 3 Stage 4 is Stage 4	

Stages Chart

Has Not Reached Stage 1

If the child is not at Stage 1 yet, this indicates that they do not understand or say many words or affixes. The next step is to learn basic words. To support their oral language development, do the following:

- Watch vocabulary videos from the “Listen and Learn” section of linniarutit.ca.
- Say the names of items in your house and community as you go about your day.
- Explain what you are doing while you cook, play, or do activities together.

Stage 1

If the child is at Stage 1, this indicates that they are beginning to understand and say some words and affixes. The next step is to become more familiar with basic words and affixes. To support their oral language development, do the following:

Practise vocabulary with pictures and objects.

- Show the child cards from this game or household items and ask them to point to a specific one.
- If the child cannot answer, show them the card or item and then ask again.
- When the child understands most or all of the words, encourage them to practise saying the words by asking “what” questions like “what is this?” and pointing at a card or item.

Ask the child to help get things or put them away at home.

- Use words for clothing, toys, and familiar items in your house.
- Use affixes like **-mi** (in/on/at), and **-mit** (from)
- Use descriptive words like **angijuq** (big) and **mikijuq** (small)

Stage 2

If the child is at Stage 2, this indicates that they understand basic words, affixes, and instructions, and that they say many basic words. The next step is to practise using basic affixes with nouns and verbs. To support their oral language development:

Watch read-along Inuktitut videos on www.nbes.ca.

- Point out **-ᑕᖅ** and **-ᓴᖅ** whenever they show up at the end of a word.
- Ask the child questions about the pictures and encourage them to use **-ᑕᖅ** or **-ᓴᖅ** when they answer.

Read *Nauk Inna? (Where Is That?)* on www.nbes.ca.

- Point out **-ᑕᖅ** and the word **ᓇᓴᖅ** (where) whenever they show up.
- Ask the child questions about the pictures and encourage them to use **-ᑕᖅ** when they answer.

Read *Namunngauvit? Nakinngaaqpit? (Where Are You Going? Where Did You Come From?)* and *Aujivingmit Iqqaumaniit (Memories from a Summer Campground)* on www.nbes.ca.

- Point out **-ᑕᖅ**, **-ᑕᖅ**, and **-ᑕᖅ** whenever they show up.
- Ask the child questions about the pictures and encourage them to use **-ᑕᖅ**, **-ᑕᖅ**, and **-ᑕᖅ** when they answer.

Read *Iqiasuktunga (I Feel Lazy)* on www.nbes.ca.

- Point out **-ᐱᐢᑦ-** whenever it shows up.
- Ask the child questions about the pictures and encourage them to use **-ᐱᐢᑦ-** when they answer.

Read *Kaatiup Pingit Pikkalu* (Kaati's Things and Mine) on www.nbes.ca.

- Point out -l whenever it shows up.
- Ask the child questions about their own things and encourage them to use -l when they answer.

Stage 3

If the child is at Stage 3, this indicates that they understand and say many basic words, affixes, and instructions. The next step is to practise using more advanced words and affixes. To support their oral language development do the following:

Play Simon Says.

- Encourage the child to use -**ᑦ** and -**ᐅ** when they give instructions.
- Read the book ᓂᐃᕐᐅᐅ (*Action Words*) on www.nbes.ca to practise words that you can use in the game.

Watch movies or read books on ilinniarutit.ca and www.nbes.ca.

- As you watch or read, ask the child what they think will happen next.
- Choose an affix or word and ask the child to help you point it out whenever it shows up.
- After you watch or read, ask the child to make up their own story about the characters.
- Encourage the child to use the affix or word that you chose in their own sentences.
- Practice conversations.
- Encourage the child to take turns in a conversation by responding to what people say.
- Practice different types of conversations during pretend play.
- Encourage the child to use affixes like -**എ** and -**ൾ** when they ask questions.
- Encourage the child to use -**ൽ** when they talk about things they want to do.

Practise conversations.

- Encourage the child to take turns in a conversation by responding to what people say.
- Practise different types of conversations during pretend play.
- Encourage the child to use affixes like **-ᐅ** and **-ᐃᐅ** when they ask questions.
- Encourage the child to use **-ᐱᐅ** when they talk about things they want to do.

ለፋርስኛ ትምህርት ለጥሪ ልብና

Bonus Rounds

To keep practising oral language skills and supporting children at different stages, you can also play bonus rounds of **ጠቅላይ ልብና? (Where Is My Animal?)**. Track the child's oral language skills using the Bonus Rounds Skills Trackers and Bonus Rounds Stages Chart in the Reproducible Materials section on page 40.

Here are some ideas for how to play the bonus rounds:

1. Choose a different animal in one of the Scene Cards that you used in Rounds 1-4.
2. Make up your own scene using the Game Cards.
3. Use items that you have at home instead of the Game Cards to create your scene.

Refer to the reference sheet during the game for two types of helpful phrases:

- **SetUp Phrases:** Sentences you can use to describe where you are placing Game Cards as you set up the scene
- **Hint Phrases:** Clues you can give to help the child find the mystery polar bear

LPFCቅጥፍ ልብና፡ልብና
Reference Sheet

Set-Up Phrases
Use the phrases below to explain how you are setting up the game.

በዚ ርገጥጥ	This is a lake.
በዚ ልብና	This is a house.
በዚ ልብና ስጦጥ	This is a small polar bear.
በዚ ልብና ብጥጥጥ	This is a big polar bear.
በዚ ርገጥጥ ሆኖ ልብና	I'm putting the lake here.
በዚ ልብና ሆኖ ልብና	I'm putting the house here.
በዚ ልብና ስጦጥ ልብና ስጦጥ	This small polar bear is going to the house.
በዚ ልብና ስጦጥ ርገጥጥ	This small polar bear is going to the lake.
በዚ ልብና ስጦጥ ልብና	This small polar bear is at the house.
በዚ ልብና ስጦጥ ርገጥጥ	This small polar bear is at the lake.
በዚ ልብና ስጦጥ ልብና ልብና	This small polar bear is coming from the house.
በዚ ልብና ስጦጥ ርገጥጥ ልብና	This small polar bear is coming from the lake.
በዚ ልብና ስጦጥ ልብና ልብና	This big polar bear is going to the house.
በዚ ልብና ስጦጥ ርገጥጥ ልብና	This big polar bear is going to the lake.
በዚ ልብና ስጦጥ ልብና	This big polar bear is at the house.
በዚ ልብና ስጦጥ ርገጥጥ	This big polar bear is at the lake.
በዚ ልብና ስጦጥ ልብና ልብና	This big polar bear is coming from the house.
በዚ ልብና ስጦጥ ርገጥጥ ልብና	This big polar bear is coming from the lake.

41 ■ ልብና፡ልብና ልብና ልብና ልብና

Set-Up Phrases

Hints Phrases
Use these phrases to give the child clues to find your animal.

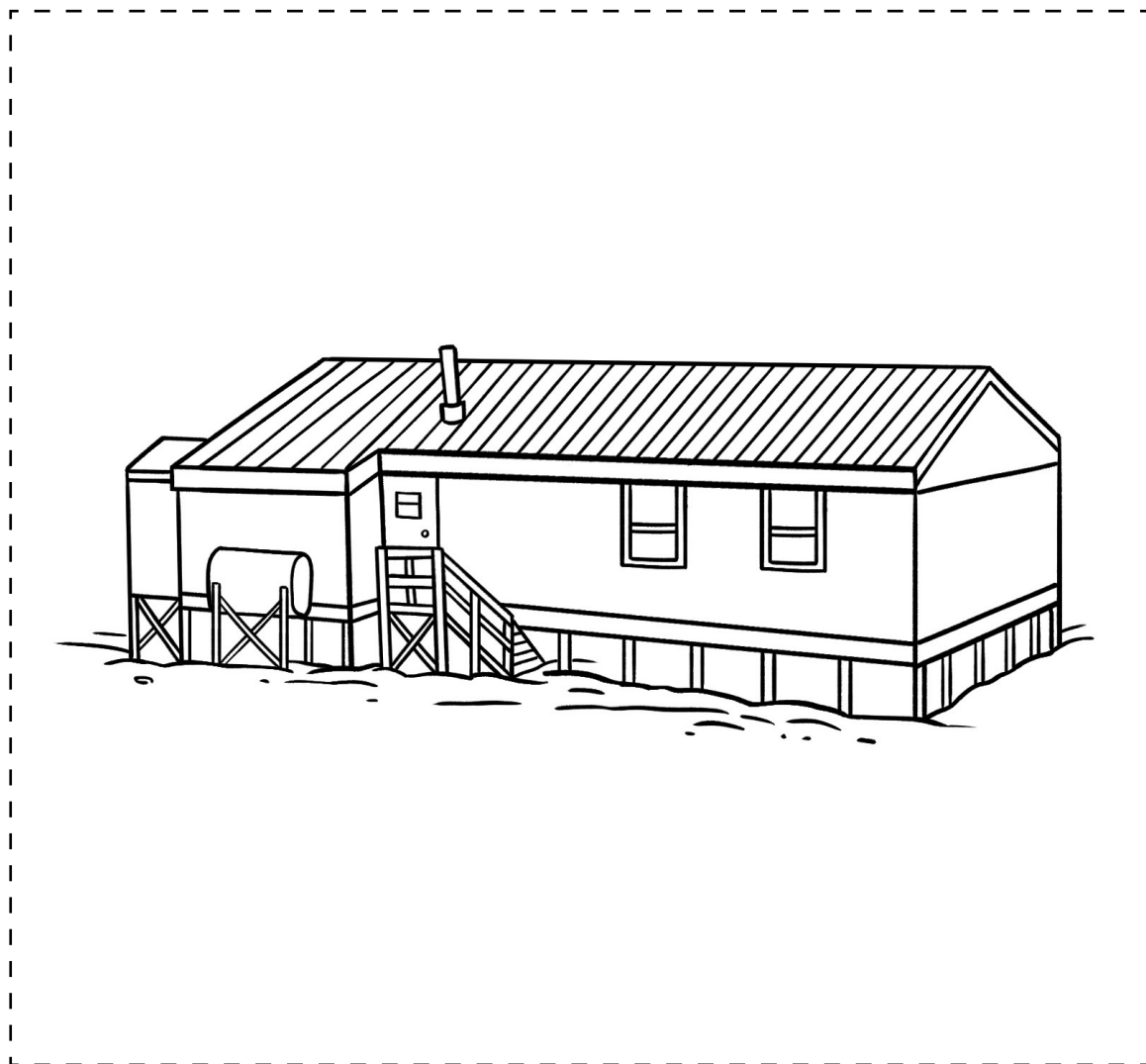
በዚ ልብና ርገጥጥ	My animal is at the lake.
በዚ ልብና ርገጥጥ	My animal is not at the lake.
በዚ ልብና ልብና	My animal is at the house.
በዚ ልብና ልብና	My animal is not at the house.
በዚ ልብና ርገጥጥ	My animal is going to the lake.
በዚ ልብና ርገጥጥ	My animal is not going to the lake.
በዚ ልብና ልብና	My animal is going to the house.
በዚ ልብና ልብና	My animal is not going to the house.
በዚ ልብና ርገጥጥ	My animal is coming from the lake.
በዚ ልብና ርገጥጥ	My animal is not coming from the lake.
በዚ ልብና ልብና	My animal is coming from the house.
በዚ ልብና ልብና	My animal is not coming from the house.
በዚ ልብና ስጦጥ	My animal is a big polar bear.
በዚ ልብና ስጦጥ	My animal is not a big polar bear.
በዚ ልብና ስጦጥ	My animal is a small polar bear.
በዚ ልብና ስጦጥ	My animal is not a small polar bear.

42 ■ ልብና፡ልብና ልብና ልብና ልብና

Hint Phrases

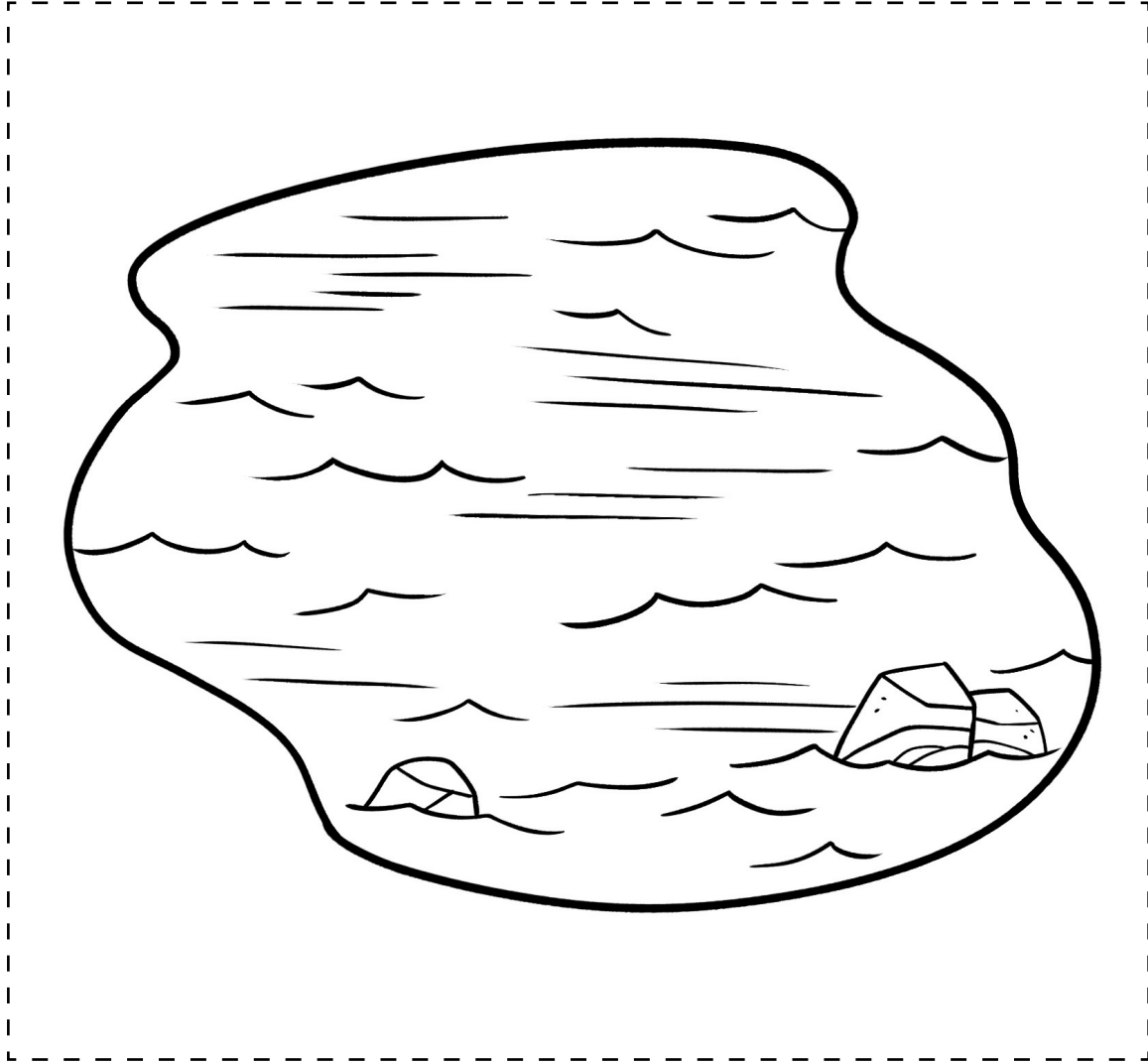
Reproducible Materials

LPC▷nC
Game Cards



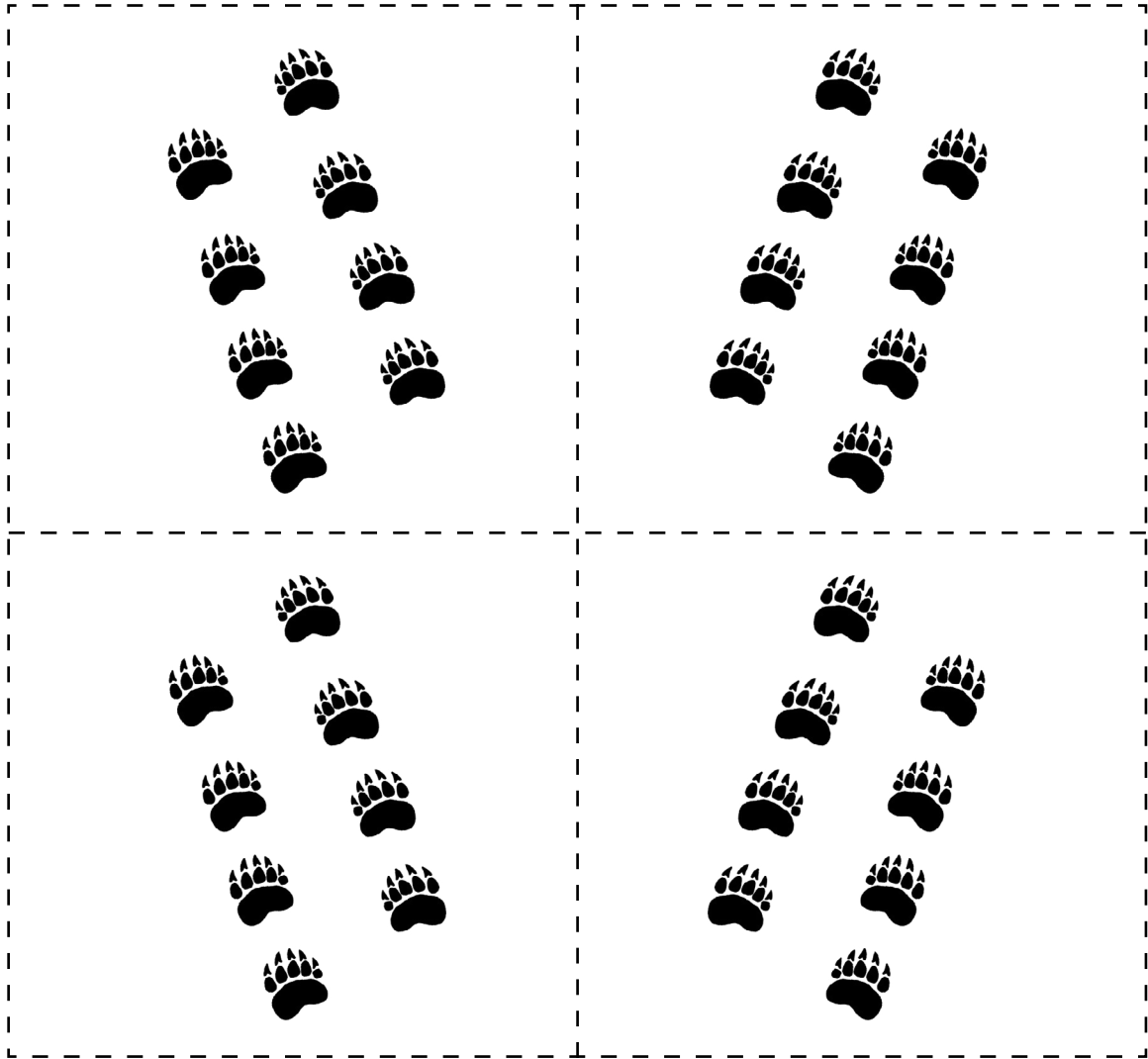
ԼՐԵՃՈՐ

Game Cards



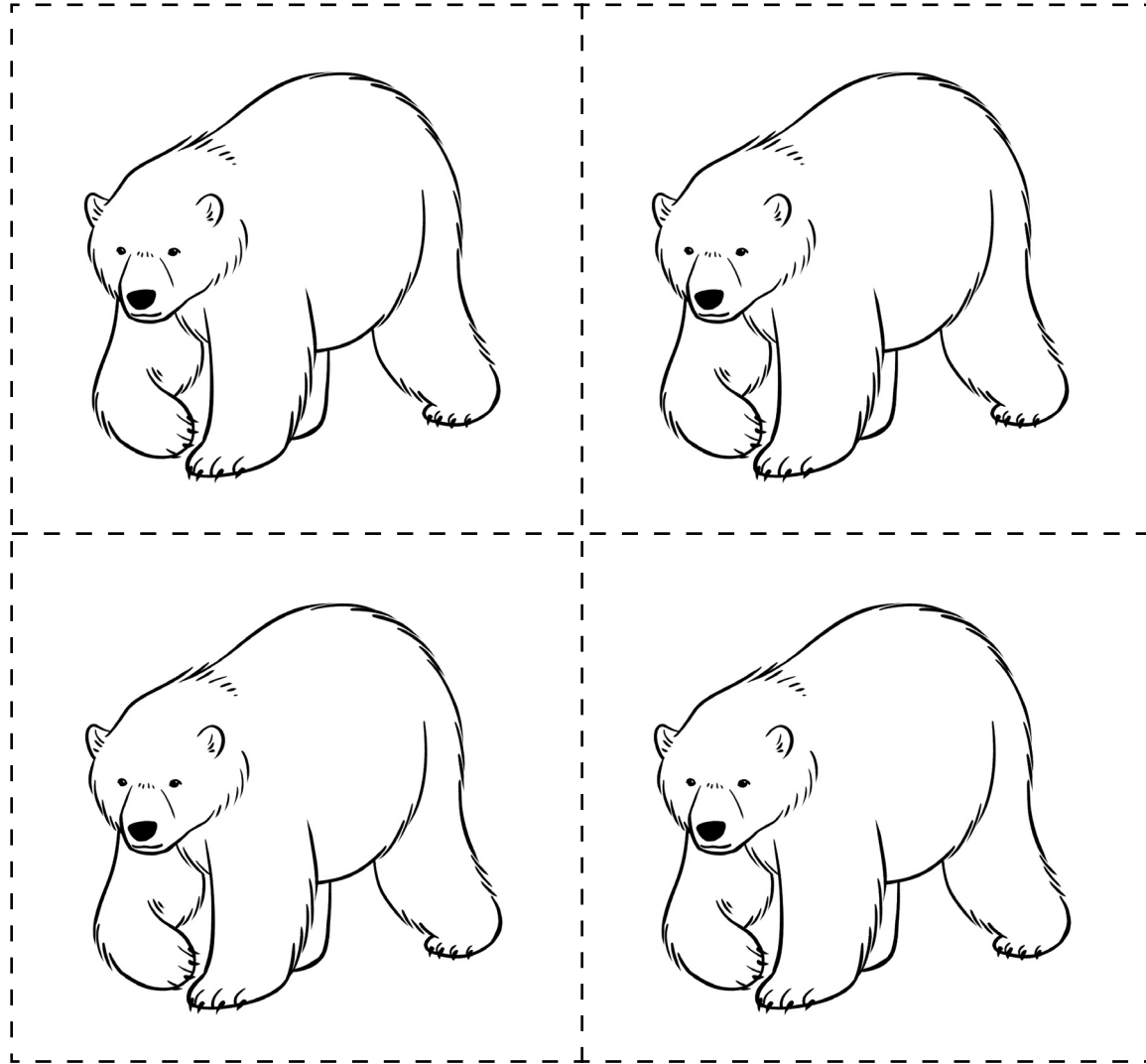
ᐱᐸᐸᐸᐸᐸᐸ

Game Cards



ԼՐԵՇՈՒՆ

Game Cards



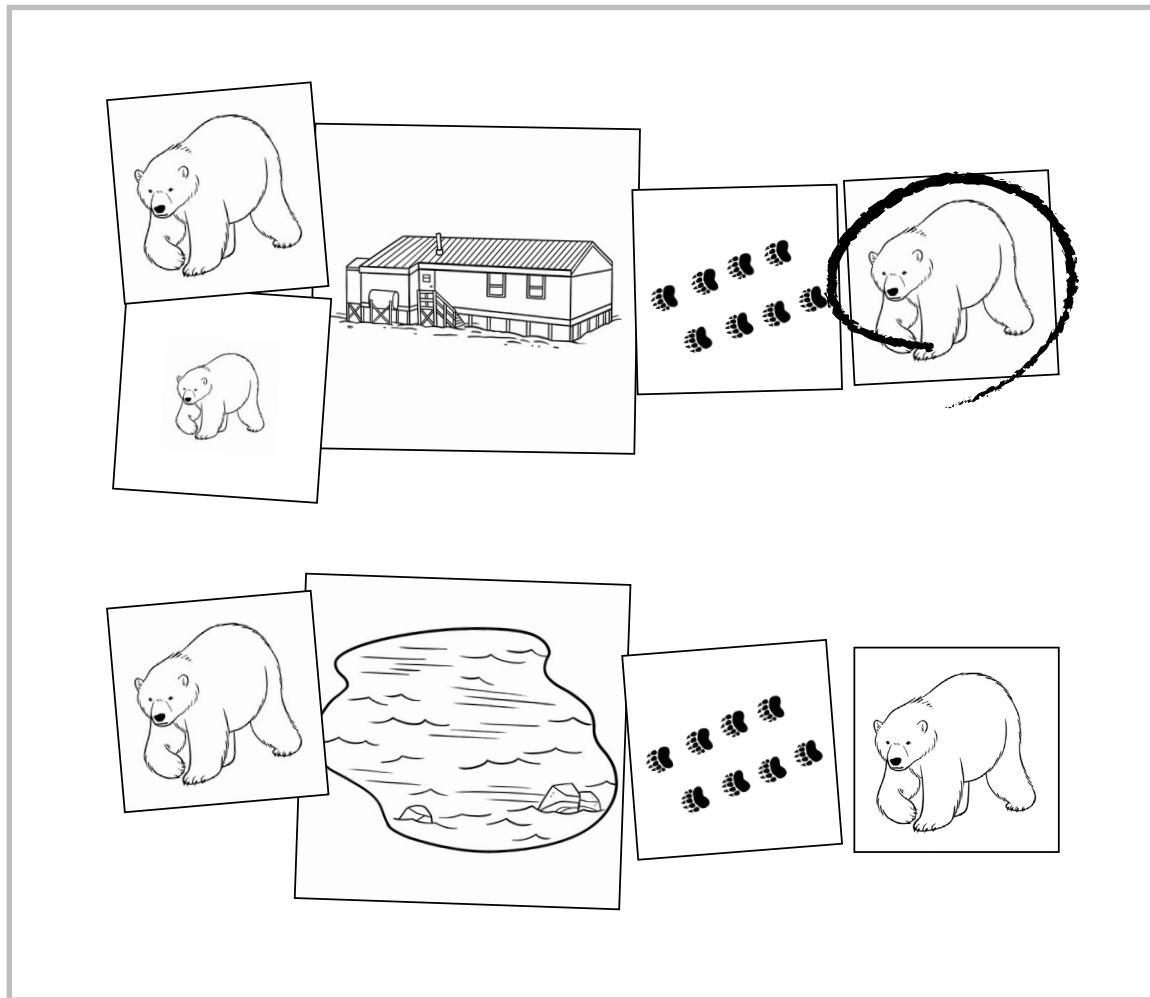
LPC▷N
Game Cards



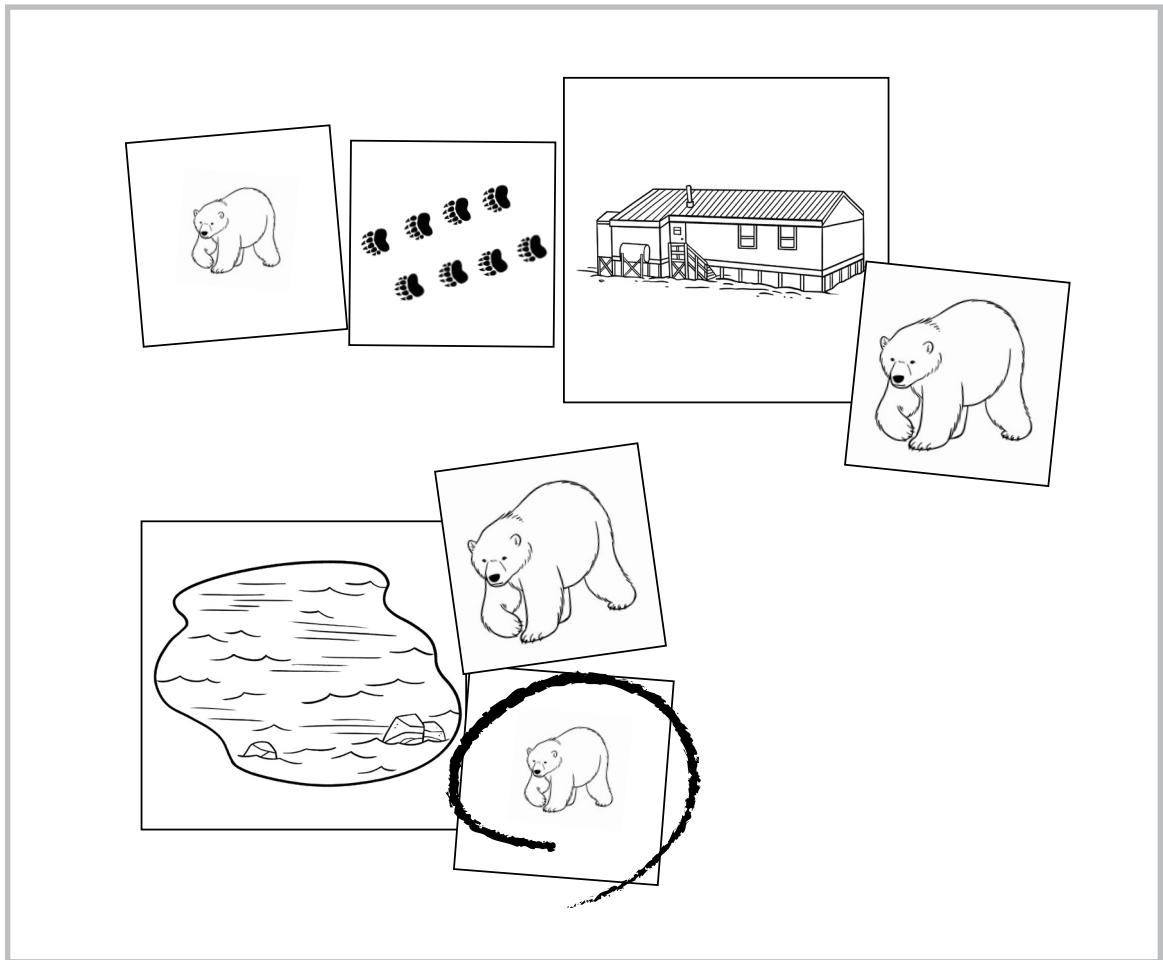
Δσ^αΥΔ^c Lρ^cC▷η^c
Scene Reference Cards

ΛῶϣΔΡΟς 1-Γς 6-Јс
Scenes 1-6

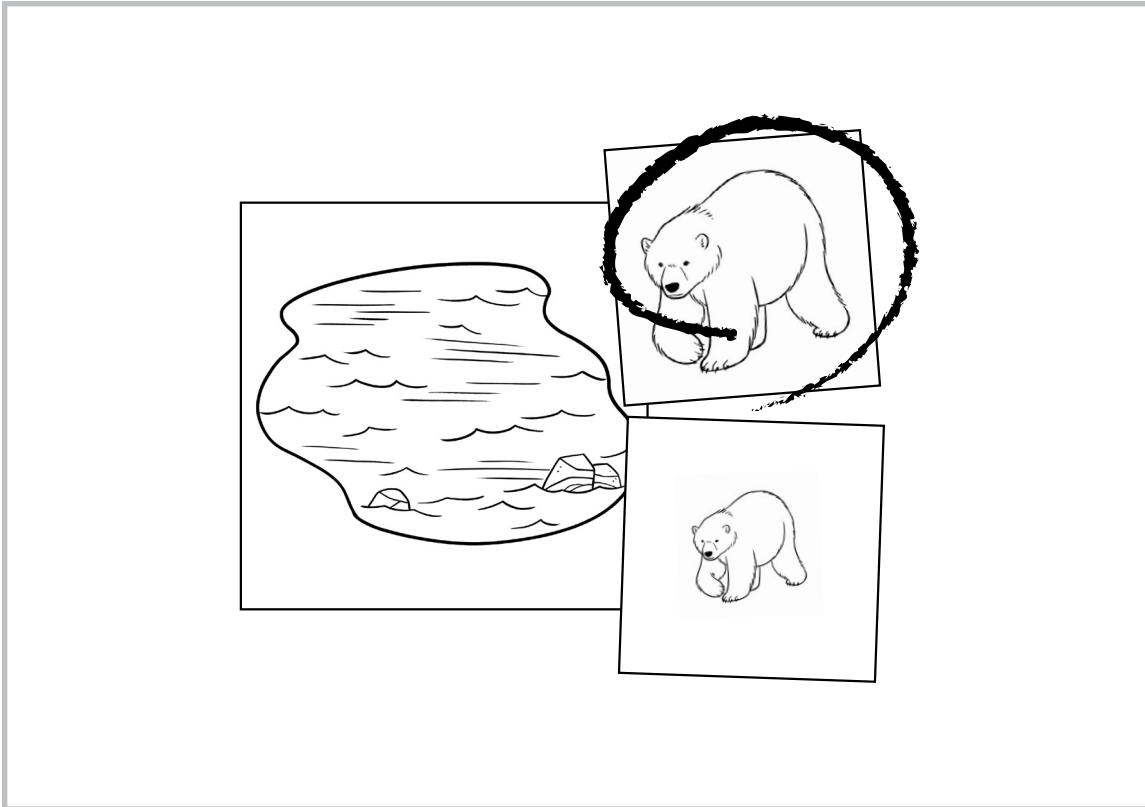
Scene 1



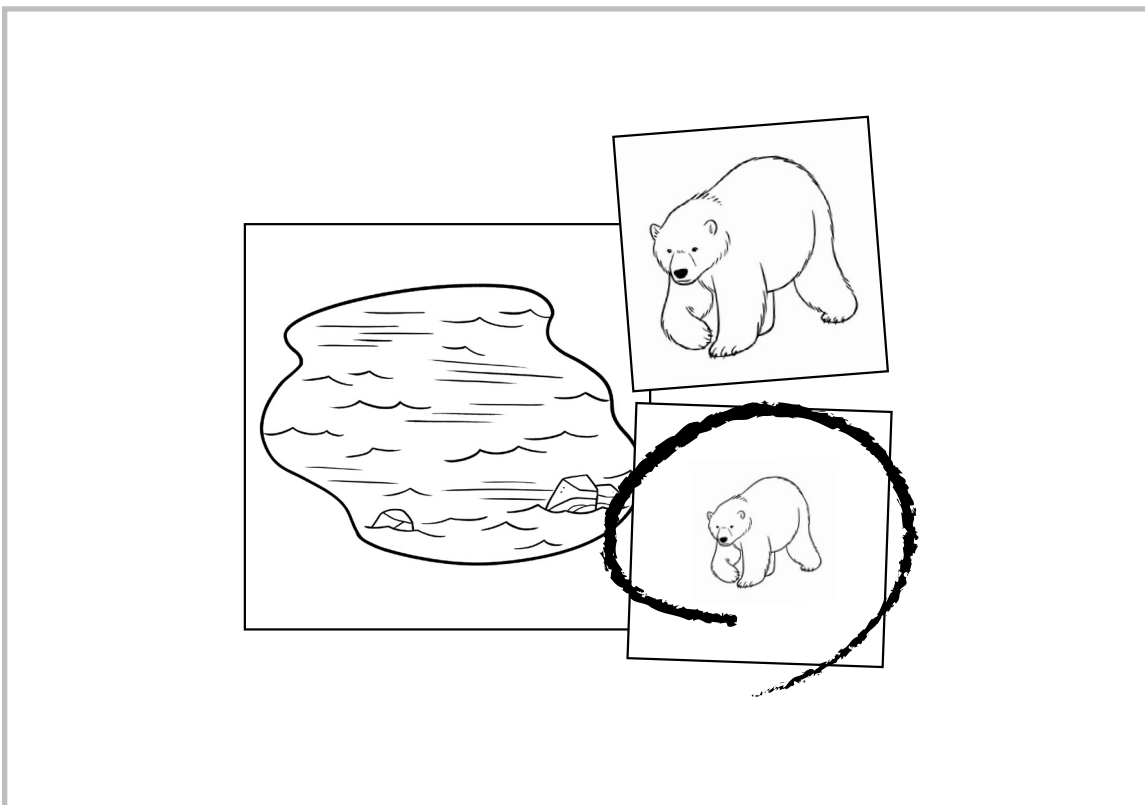
Scene 2



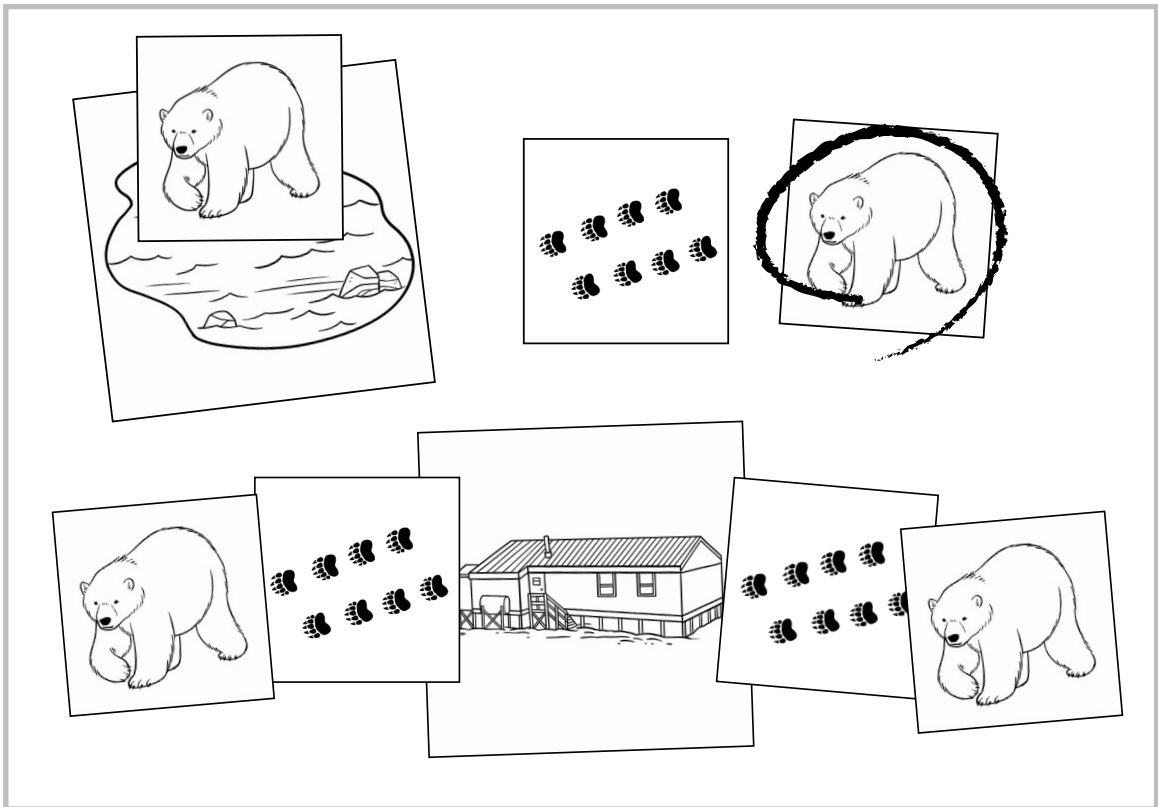
Scene 3



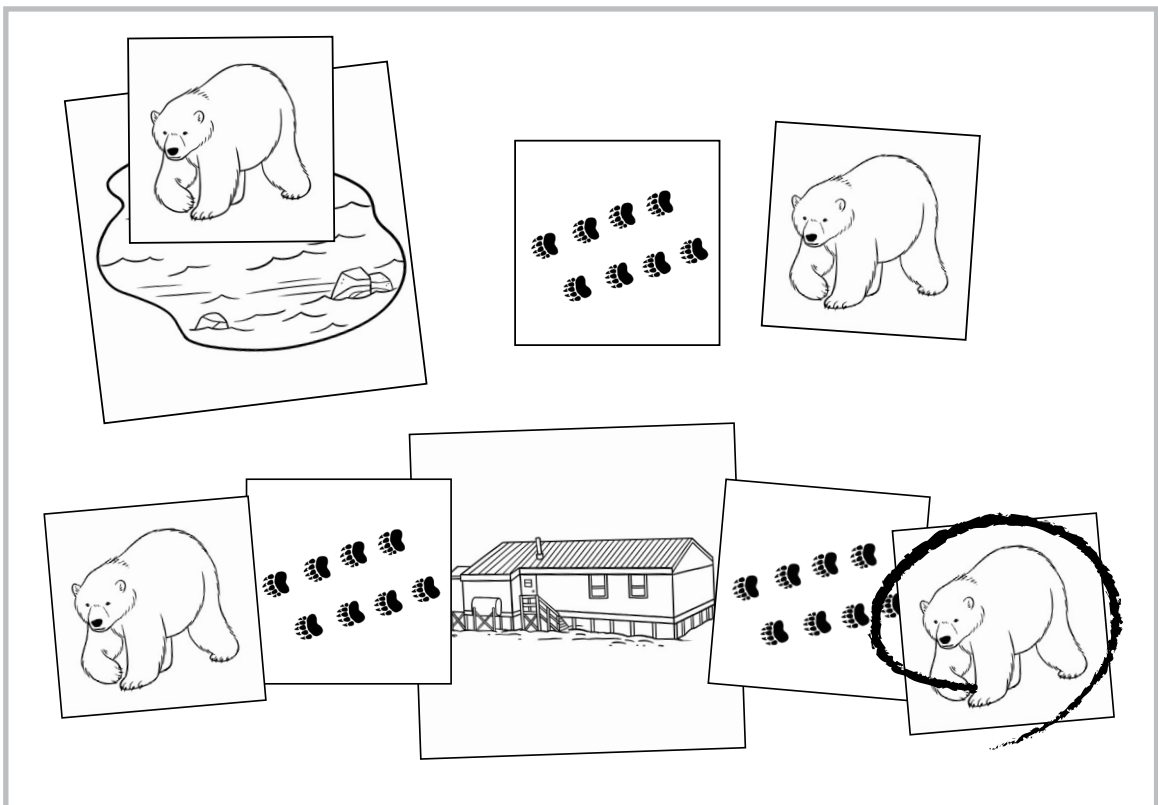
Scene 4



Scene 5



Scene 6



ለጥያቄዎች ልማት ስልጣን Skills Trackers

Check off the items throughout the game to make scoring at the end easier

Round 1 Skills Tracker		Stage		
		1	2	3
Step 2	As the child hands you cards, check off the item(s) they understand.			
	☐	ፊጋራ (toy house)		★
	☐	ፍጥረት (toy lake)		★
	☐	ፍጥረት (toy polar bear)		★
	☐	ፍጥረት (big)		★
	☐	ፍጥረት (small)		★
	If the child passes you any of the cards that you ask for.			
	☐	Followed simple instructions	★	
Step 5	If the child flips over the correct cards, check off the terms they understand.			
	☐	ፍጥረት (toy polar bear)		★
	☐	ፍጥረት (big)		★
	☐	-ፍጥረት- (not)		★
	☐	-ፍጥረት (at)		★
	☐	ፍጥረት (toy lake)		★
	☐	-ፍጥረት (to)		★
Step 6	If the child shows or tells you where the animal is.			
	☐	Understood a “where” question	★	

Round 2 Skills Tracker		Stage		
		1	2	3
Step 2	As the child hands you cards, check off the items they understand.			
	☐	ᐃᓄᐅᐅᐅᐅᐅᐅ (toy house)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (toy lake)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (toy polar bear)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (big)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (small)		★
	If the child passes you any of the cards that you ask for.			
	☐	Followed simple instructions	★	
Step 5	If the child flips over the correct cards, check off the terms they understand.			
	☐	-ᐅᐅᐅᐅ- (not)		★
	☐	-ᐅᐅ (from)		★
	☐	ᐃᓄᐅᐅᐅᐅᐅᐅ (toy house)		★
	☐	-ᐅᐅ (at)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (toy lake)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (toy polar bear)		★
	☐	ᐅᐅᐅᐅᐅᐅᐅᐅ (small)		★
Step 6	If the child shows or tells you where the animal is.			
	☐	Understood a “where” question	★	

Round 4 Skills Tracker

Round 4 Skills Tracker		Stage		
		1	2	3
Step 2	Every time the child asks for a card, check off what they asked for:			
	☐ -ᐅᐅ (e.g., ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ.)			★
	☐ -ᐅᐅᐅᐅ (e.g., ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ.)			
	☐ ᐅᐅᐅ (lake) or ᐅᐅᐅᐅᐅᐅᐅ (toy lake)		★	
	☐ ᐅᐅᐅ (house) or ᐅᐅᐅᐅᐅᐅᐅ (toy house)		★	
	☐ ᐅᐅᐅᐅ (polar bear) or ᐅᐅᐅᐅᐅᐅᐅ (toy polar bear)		★	
	☐ ᐅᐅᐅᐅᐅᐅᐅ (big)			★
	If the child names any of the cards they want, check off the item(s) below.			
	☐ Understood a "what" question	★		
	☐ Answered a "what" question		★	
	If the child points to any of the cards that they want but does not name the card, check off the item(s) below.			
	☐ Understood a "what" question	★		
Step 3	While the child speaks, check off the terms they use			
	☐ ᐅᐅ (this is) or ᐅᐅ ᐅᐅᐅᐅ (this here is)		★	
	☐ ᐅᐅᐅ (lake) or ᐅᐅᐅᐅᐅᐅᐅ (toy lake)		★	
	☐ ᐅᐅᐅ (house) or ᐅᐅᐅᐅᐅᐅᐅ (toy house)		★	
	☐ ᐅᐅᐅᐅ (polar bear) or ᐅᐅᐅᐅᐅᐅᐅ (toy polar bear)		★	
	☐ ᐅᐅᐅᐅᐅᐅᐅ (big)			★
	☐ -ᐅᐅ (at)			★
	☐ -ᐅᐅᐅ (from)			★
	☐ -ᐅᐅᐅᐅ (to)			★

If the child says “ᐃᓴᓴᐅᐅᐅ ᑕᓯᓯᓴᓯᑦᑕᐅᑦᑦ.” (“My animal is <u>not</u> at the lake”), check off the terms they use.				
☐	-ᑦ (my)			★
☐	ᑕᓯᑦᑦ (lake) / ᑕᓯᓴᓴᐅᐅᐅ (toy lake)			★
☐	-ᑦ (at)			★
☐	-ᓴᓯᑦ- (not)			★
☐	-ᓴᑦᑦ/ -ᑦᑦᑦ (e.g., ᐃᓴᓴᓴᐅᐅᐅ ᑕᓯᓯᓴᓯᑦᑕᐅᑦᑦ)			★
If the child says “ᐃᓴᓴᓴᐅᐅᐅ ᐃᓴᑦᑦ ᐃᓴᓴᓴᓴᐅᐅᐅ.” (“My animal is <u>not</u> coming from the house”), check off the terms they use.				
☐	-ᑦ (my)			★
☐	ᐃᓴᑦᑦ (house)		★	
☐	-ᑦᑦ (from)			★
☐	-ᓴᓯᑦ- (not)			★
☐	-ᓴᑦᑦ/ -ᑦᑦᑦ (e.g., ᐃᓴᓴᓴᐅᐅᐅ ᑕᓯᓯᓴᓯᑦᑕᐅᑦᑦ)			★
Step 5	If the child says “ᐃᓴᓴᓴᐅᐅᐅ ᐃᓴᑦᑦ ᐃᓴᓴᓴᓴᐅᐅᐅ.” (“My animal is <u>not</u> going to the house”), check off the terms they use.			
	☐	-ᑦ (my)		★
	☐	ᐃᓴᑦᑦ (house) or ᐃᓴᓴᓴᐅᐅᐅ (toy house)		★
	☐	-ᑦᑦ (to)		★
	☐	-ᓴᓯᑦ- (not)		★
☐	-ᓴᑦᑦ/ -ᑦᑦᑦ (e.g., ᐃᓴᓴᓴᐅᐅᐅ ᑕᓯᓯᓴᓯᑦᑕᐅᑦᑦ)			★
If the child says “ᐃᓴᓴᓴᐅᐅᐅ ᐃᓴᑦᑦ ᐃᓴᓴᓴᓴᐅᐅᐅ.” (“My animal <u>is</u> going to the house”), check off the terms they use.				
☐	-ᑦ (my)			★
☐	ᐃᓴᑦᑦ (house) or ᐃᓴᓴᓴᐅᐅᐅ (toy house)		★	
☐	-ᑦᑦ (to)			★
☐	-ᓴᑦᑦ or -ᑦᑦᑦ (e.g., ᐃᓴᓴᓴᐅᐅᐅ ᑕᓯᓯᓴᓯᑦᑕᐅᑦᑦ)			★

ᄒᄆᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆ
Stages Chart

Stage 1	Stage 2	Stage 3
☐ Understood 1-5 words or affixes (during Rounds 1 or 2) ☐ Followed simple instructions ☐ Understood "where" questions ☐ Understood "what" questions ☐ Said 1- 2 words or affixes (during Rounds 3-4)	☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (toy polar bear) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (toy house) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (toy lake) ☐ Understood -ᠠᠨ (at) ☐ Understood -ᠠᠨᠠᠨ (to) ☐ Understood -ᠠᠨᠠᠨ (from) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (big) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (small) ☐ Used "where" questions ☐ Answered "what" questions ☐ Said ᠠᠯᠤᠰᠤᠨ (polar bear) ☐ Said ᠠᠯᠤᠰᠤᠨ (house) ☐ Said ᠠᠯᠤᠰᠤᠨ (lake) ☐ Said ᠠᠨᠠᠨ (this is) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (big) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢᠨ (small)	☐ Said -ᠠᠨᠠᠨᠠᠨ (toy) ☐ Said -ᠠᠨ (at) ☐ Said -ᠠᠨᠠᠨ (to) ☐ Said -ᠠᠨᠠᠨ (from) ☐ Said -ᠠᠨᠠᠨᠠᠨ (not) ☐ Said -ᠠᠨ (my) ☐ Said -ᠠᠨᠠᠨ/ -ᠠᠨᠠᠨ ☐ Said -ᠠᠨ
/5	/16	/8
If the child has 4-5 Stage 1 skills, they are at Stage 1.	If the child has 4-5 Stage 1 skills and 15-16 Stage 2 skills, they are at Stage 2.	If the child has 4-5 Stage 1 skills, 15-16 Stage 2 skills, and 7-8 Stage 3 skills, they are at Stage 3.

ለላቀቅ ስራዎች ለጥያቄዎች **Bonus Rounds Materials**

Use these trackers if you assess the child’s oral language skills during bonus rounds.

Bonus Rounds Skills Tracker 1		Stage		
		1	2	3
Step 2	As the child hands you cards, check off the item(s) that they understand.			
	☐	ሰጠኝ (toy house)	★	
	☐	ጥንቁጥ (toy lake)	★	
	☐	ደብዳቤ (toy polar bear)	★	
	☐	ቀጣይ (big)	★	
	☐	ጥንቁጥ (small)	★	
	If the child passed you any of the cards that you asked for, check off the item below.			
	☐	Followed simple instructions	★	
Step 5	If the child flips over the correct cards, check off what they understand.			
	☐	-ሌለ (not)	★	
	☐	ሰጠኝ (toy house)	★	
	☐	ጥንቁጥ (toy lake)	★	
	☐	ደብዳቤ (toy polar bear)	★	
	☐	ጥንቁጥ (small)	★	
	☐	ቀጣይ (big)	★	
	☐	-ከ (to)	★	
	☐	-ከ (from)	★	
	☐	-ከ (at)	★	
Step 6	If the child shows or tells you where the animal is, check off the item below.			
	☐	Understood a “where” question	★	

Bonus Rounds Skills Tracker 2		Stage		
		1	2	3
Step 2	Every time they ask for a card, check off what they said.			
	☐ -J ^b (e.g., ᑲᐃᐅᐅ ᑕᑭᐃᐅᐅᐅ.)			★
	☐ -ᐃᐅᐅᐅ (e.g., ᑲᐃᐅᐅ ᑕᑭᐃᐅᐅᐅ.)			★
	☐ ᑕᑭᐅ (lake) or ᑕᑭᐃᐅᐅᐅ (toy lake)		★	
	☐ ᐃᐅᐅ (house) or ᐃᐅᐃᐅᐅᐅ (toy house)		★	
	☐ ᐃᐅᐅᐅ (polar bear) or ᐃᐅᐃᐅᐅᐅ (toy polar bear)		★	
	☐ ᐅᐅᐅᐅᐅ (big)			★
	☐ ᑭᑭᐅᐅ (small)			★
	If the child told you any of the cards that they want, check off the item(s) below.			
	☐ Understood a “what” question	★		
	☐ Answered a “what” question		★	
	If the child pointed to any of the cards that they want but did not name the card, check off the item(s) below.			
	☐ Understood a “what” question	★		
Step 3	While they speak, check off what they say.			
	☐ ᐅᐅ (this is) / ᐅᐅ ᑕᑭᐅ (this here is)		★	
	☐ -ᐃᐅᐅᐅ (e.g., ᑲᐃᐅᐅ ᑕᑭᐃᐅᐅᐅ.)			★
	☐ ᑕᑕᑭᐅ (lake) or ᑕᑭᐃᐅᐅᐅ (toy lake)		★	
	☐ ᐃᐅᐅ (house) or ᐃᐅᐃᐅᐅᐅ (toy house)		★	
	☐ ᐃᐅᐅᐅ (polar bear) or ᐃᐅᐃᐅᐅᐅ (toy polar bear)		★	
	☐ ᐅᐅᐅᐅᐅ (big)			★
	☐ ᑭᑭᐅᐅ (small)			★
	☐ -ᑭ (at)			★
	☐ -ᑭᑕ (from)			★
	☐ -ᑭᑕ (to)			★

Λῃ፶፭፻፷፬፻ ፻፸፬፻፷፫፻ ፫፻፫፻፫፻፫፻ Bonus Rounds Stages Chart

Stage 1	Stage 2	Stage 3
☐ Understood 1-5 words or affixes (during round 1 or 2) ☐ Followed simple instructions ☐ Understood “where” questions ☐ Understood “what” questions ☐ Said 1- 2 words or affixes (during rounds 3-4)	☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (toy polar bear) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (toy house) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (toy lake) ☐ Understood -ᠠᠨ (at) ☐ Understood -ᠠᠨᠢ (to) ☐ Understood -ᠠᠨᠢ (from) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (big) ☐ Understood ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (small) ☐ Used “where” questions ☐ Answered “what” questions ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (polar bear) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (house) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (lake) ☐ Said ᠠᠨᠢ (this is) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (big) ☐ Said ᠠᠯᠤᠰᠤᠨᠠᠨᠢ (small)	☐ Said -ᠠᠨᠢᠨᠢ (toy) ☐ Said -ᠠᠨ (at) ☐ Said -ᠠᠨᠢ (to) ☐ Said -ᠠᠨᠢ (from) ☐ Said -ᠠᠨᠢᠨᠢ (not) ☐ Said -ᠠᠨᠢ (my) ☐ Said -ᠠᠨᠢᠨᠢ or -ᠠᠨᠢᠨᠢ ☐ Said -ᠠᠨᠢ
/5	/16	/8
If the child has 4-5 Stage 1 skills, they are at Stage 1.	If the child has 4-5 Stage 1 skills and 15-16 Stage 2 skills, they are at Stage 2.	If the child has 4-5 Stage 1 skills, 15-16 Stage 2 skills, and 7-8 Stage 3 skills, they are at Stage 3.

LP^cCDN^c ᓇᓗᓇᐃᑦᐃᑦᑦᑦᑦ **Reference Sheet**

Setup Phrases

Use the phrases below to explain how you are setting up the game.

ᐅᓇ ᑕᑭᓂᑦᐃᑦᑦᑦ	This is a lake.
ᐅᓇ ᐃᓗᓂᑦᐃᑦᑦᑦ	This is a house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᓂᑦᑦᑦᑦ	This is a small polar bear.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦᑦᑦ	This is a big polar bear.
ᐅᓇ ᑕᑭᓂᑦᐃᑦᑦᑦ ᐤᐃᑦᑦ ᐃᑕᑦᑦᑦ	I'm putting the lake here.
ᐅᓇ ᐃᓗᓂᑦᐃᑦᑦᑦ ᐤᐃᑦᑦ ᐃᑕᑦᑦᑦ	I'm putting the house here.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᓂᑦᑦᑦᑦ ᐃᓗᑦᑦ ᐱᑭᑦᑦᑦ	This small polar bear is going to the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑕᑭᑦᑦ ᐱᑭᑦᑦᑦ	This small polar bear is going to the lake.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᑦᑦ ᐃᓗᑦᑦᑦᑦ	This small polar bear is at the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᑦᑦ ᑕᑭᑦᑦᑦᑦ	This small polar bear is at the lake.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᑦᑦ ᐃᓗᑦᑦ ᐃᓂᑦᑦᑦ	This small polar bear is coming from the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑭᑭᑦᑦ ᑕᑭᑦᑦᑦᑦᑦᑦ	This small polar bear is coming from the lake.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ ᐃᓗᑦᑦ ᐱᑭᑦᑦᑦ	This big polar bear is going to the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ ᑕᑭᑦᑦ ᐱᑭᑦᑦᑦ	This big polar bear is going to the lake.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ ᐃᓗᑦᑦᑦᑦ	This big polar bear is at the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ ᑕᑭᑦᑦᑦᑦ	This big polar bear is at the lake.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᐃᑦᑦᑦᑦᑦ ᐃᓗᑦᑦ ᐃᓂᑦᑦᑦ.	This big polar bear is coming from the house.
ᐅᓇ ᓇᓂᓂᑦᐃᑦᑦᑦ ᑕᑭᑦᑦ ᐱᑭᑦᑦᑦ	This big polar bear is coming from the lake.

- 46

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