

SITUATIONAL NAVAJO

The Specific Implications of the "Situational" Approach by Navajo
Adults, Teachers, and Children



NAVAJO

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NATION

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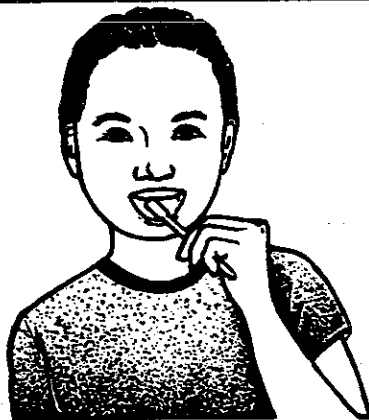
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The specific language used in recurring situations
by Navajo Head Start teachers and children.

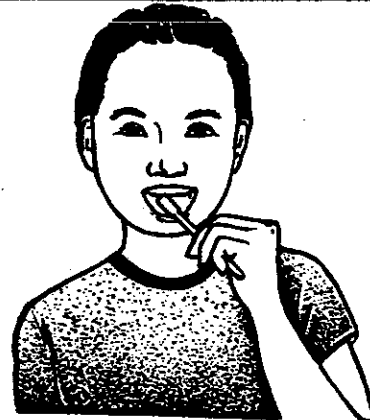
Niwoo' nich'iish.



Niwoo' náánfch'iish.



Niwoo' náána náánfch'iish.



Náána, niwoo' náánfch'iish.

Navajo Nation Language Project
Division of Diné Education
Funded by Administration for Native Americans (ANA)
Project Number 90NL001901

EXECUTIVE ORDER

RELATING TO THE USAGE OF THE NAVAJO LANGUAGE AS THE LANGUAGE OF
INSTRUCTION AT ALL NAVAJO NATION HEAD START FACILITIES

WHEREAS:

1. The President of the Navajo Nation, as the Chief Executive Officer of the Navajo Nation, has the authority to exercise fiduciary responsibility for the operation of the Executive Branch and to faithfully execute and enforce the laws of the Navajo Nation, 2 N.T.C. § 1005; and

2. The Navajo Nation Education Policies adopted by the Navajo Nation Council, Resolution CN-61-84 on November 14, 1984, and codified at 10 N.T.C. § 111, specifically states:

The Navajo Language is an essential element of the life, culture and identity of the Navajo people . . . Instruction on the Navajo language shall be made available for all grade levels in all schools serving the Navajo Nation . . .";

and

3. For the Navajo people to strive as a distinct people, a system must be developed to implement and perpetuate the use of Navajo language and culture in the education system within the Navajo Nation; and

4. The Navajo Nation Department of Head Start has completed a survey of pre-schoolers served by the Head Start program and found a general decline in Navajo tradition, culture, language and values; and

5. The Navajo Nation is committed to ensure that the Navajo language will survive and prosper. The Navajo language was used in times of war. Now, in time of peace, the Navajo language must be used to ensure the survival of the Navajo people, to maintain the Navajo way of life and to preserve and perpetuate the Navajo Nation as a sovereign nation; and

NOW THEREFORE BE IT ORDERED THAT:

1. Navajo language shall be the medium of instruction of Navajo children, the Nation's future, at all Head Start facilities.

2. The Department of Head Start, Division of Education, shall herewith implement, beginning with the Fall Semester 1995, the purpose and intent of this order in the curriculum, teacher education, facilities, extra curricular activities and all other relevant facets of the Navajo Head Start program.

3. Every program, department, division and entity of the Navajo Nation government shall ensure through development and implementation of the Navajo language and culture programs that the Navajo language and culture continue into perpetuity.

In witness hereof, I hereby proclaim the Executive Order that the Navajo language be the language of instruction at all Navajo Nation Head Start facilities, this 31st day of July, 1995.



Albert Hale, President
The Navajo Nation

SITUATIONAL NAVAJO

**The specific language used in recurring situations
by Navajo Head Start teachers and children.**

In cooperation with the following Head Start teachers:

Edith Benally, Sweetwater Head Start

Alice Mae Johnson, Tsaile [NCC] Head Start

Kathy R. Scott, Indian Wells Head Start

Verna Mae Yazzie, Low Mountain Head Start

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February 1997

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Project Number 90NL001901**

INTRODUCTION

I "SITUATIONAL NAVAJO"

what is "Situational Navajo"?

In talking about the Navajo language used in Head Start centers, it has been useful to think about three kinds of language: what we have called situational, interactional, and instructional Navajo.

situational Navajo is the specific language that is (or could be used) in specific recurring situations (almost) every day. For example, the language used when boarding the bus, washing hands, asking for food, etc.

interactional Navajo is the language that is used in situations which may recur throughout the day but is not situation-specific. For example, asking for objects, asking for help, etc.; this language could occur in any number of different situations during the day. Unlike situational or instructional Navajo, much interactional Navajo is, or should be, initiated by the children.

instructional Navajo is the language that is used in the course of instructing children how to do specific tasks. It differs from Interactional Navajo in that it is specifically tied to teaching students how to perform specific academically-related tasks.

There can be considerable overlap between these three categories but the distinction is still useful. *This* book, then, deals with *Situational Navajo*: the language used in specific recurring situations almost every day.

Navajo in Head Start centers

Paul Platero's study showed that only about half of the children in Head Start are considered by their teachers to be Navajo speakers. More extensive research on Navajo Kindergartners has shown that a relatively high proportion (87%) of students are still "latent" Navajo speakers. That is, even though they may not talk Navajo, they do understand and can respond to at least some commands in Navajo. Given the opportunity, these children *could* become speakers. But only about half of the children are considered to be speakers, and less than a third are considered to be relatively fluent speakers of four-year-old Navajo.

In more rural communities, there may be more (good) speakers. In emerging Navajo towns, there will be fewer. This is the reality most of us must deal with: centers in which many of the children do not talk Navajo and relatively few talk Navajo well. ***Unless we consciously contrive situations that favor the use of Navajo, most children will speak less Navajo at the end of the year than they did when they began.***

Blaming the parents doesn't help. Blaming the media doesn't help. The only thing we can do is to structure activities in the center so that children will acquire Navajo through 'doing Head Start' in Navajo. And working with parents to enable and encourage children to acquire, use, and develop Navajo in settings beyond the center.

why "Situational Navajo"?

Most theories of (second) language acquisition suggest that children are most successful in acquiring a (second) language in situations where they are not just 'exposed to' that language but where they are expected to use that language for 'real' communication in situations in which they get some sort of 'feedback'.

Simply being exposed to the language is not enough. Limited-Navajo-speaking children all-too-often 'tune out' Navajo as if it were so much 'static'.

Simply teaching children Navajo words, particularly nouns, is not enough. You can't communicate much with only nouns.

Simply having children repeat Navajo words or phrases is not enough. Children can repeat phrases they do not understand many times without acquiring those phrases.

Children have to be trying to communicate 'novel' (new) information *through* Navajo. They have to get some feedback that lets them know whether they have succeeded, and, if not, feedback that helps them find more successful ways of communicating their intentions.

"Situational Navajo" is made to order for second language acquisition. Children who learn Navajo as a first language learn that language 'situationally'. Certain phrases go with certain situations until children begin to sense how some of this language can be used in other, somehow similar, situations. And how that language can be changed or adapted to situations in which the children may not have heard it used before.

These situations are 'real'. However trivial the communication may seem to adult speakers, that language tells the listener something about the speaker that the hearer didn't already know. This communication is usually about actions. And it is usually obvious whether the speaker has communicated successfully or not: the desired action either takes place or it doesn't.

These situations recur. So that children acquire the language that goes with that situation through more-or-less natural repetition over a number of days.

We don't really try to *teach* children a first language. We try to use or contrive situations in which the language appears to teach itself. The children *acquire* that language through interacting with us and the center environment. The children *need* to acquire that language in order to communicate with us. (And with significant others who talk that language).

But children who already know one language seldom feel the same need to communicate in a second language. ***If we are to have any chance of success, we have to structure the center environment so that the children will 'need' Navajo.*** To do so, we have to consciously use those situations that recur every day to enable the children to acquire the language.

There are a number of activities that happen (almost) every day. They are part of the daily schedule. We can do those activities with little or no language. We can do them in English. We can do them in Navajo. Or we can do them in Navajo in ways that the *children* are expected to use (and acquire) Navajo.

In teaching Situational Navajo, we try to use these recurring

situations in ways that children are expected not just to respond to spoken Navajo but also to speak Navajo for themselves.

Situational Navajo and Instructional Navajo

Situational Navajo should be only part of a total Navajo Language program. Navajo is used for instructional purposes. Children may be shown how to count or compare objects. They may be taught to isolate sounds. They may be taught how to do a given craft project. Or how to play a certain game. Or how to set the table. Or how to talk about themselves or their family or their pets. Etc., etc., etc. These would all be examples of "Instructional Navajo". Although some does recur, much of this language tends to be specific to what is being taught at that time.

But there are these other situations that recur every day. Children get on the bus, they fasten seat belts, they get off the bus, they come in the center, they hang up their coats. . . etc., etc., etc. These are recurring situations; the language of those situations is "Situational Navajo". If we're serious, we can use these situations to further the children's Navajo language development.

four kinds of Navajo language teachers

In looking at how we as Head Start teachers deal with these recurring situations, we can say that there are (at least) four kinds of Navajo Language teachers:

the semi-verbal teacher Many of these situations involve routines, things we do (almost) every day. After awhile, the children get to know these routines, and the daily schedule of routines. Some teachers are so intent on getting these things done as quickly and efficiently as possible that they actually use very little language. They point, they gesture, they move children, they do things for children. They may do almost everything but enable the children to acquire Navajo. Their attitude is that 'getting things done' is what is important and that language (Navajo or English) 'just gets in the way'.

the English only teacher This teacher is also intent on 'getting things done' as quickly and efficiently as possible. Since most of the children already talk English, she finds it more efficient to give commands in English. She may use Instructional Navajo as expected in more formal instruction--as she has been told to do. But in situations, and in interactions, she goes back to English. It seems more 'efficient'. Without saying so in so many words, she lets the children know that Navajo is not used for 'real' communication, at least not by children.

the teacher-talk only teacher This teacher does use Navajo in instruction. She also uses Navajo in situations and in interaction. But she may not notice that she is the only one using Navajo. Or that the adults are the only ones using Navajo. She doesn't notice that the children are communicating with her semi-verbally or mostly in English. She may be puzzled that the children don't seem to be acquiring much Navajo. But she may not notice that the children sense that *they really don't 'need' to talk Navajo to get by in that center.* It is at best something 'added-on'.

the Navajo language teacher She uses Navajo in instruction. She also uses it in situations and in interaction. But, unlike the other teachers, *she actually expects the children to talk Navajo.* She intentionally contrives and exploits situations to

get Navajo from the children. She actually waits for Navajo. She actually helps the children say what they want to say in Navajo. She doesn't respond until/unless the children try to talk to her in Navajo. ***She understands that in Navajo Head Start teaching Navajo is as important, maybe more important, than just 'getting things done' every day.*** Although their Navajo may be quite limited at first, children are able to ***communicate their needs through Navajo*** in a growing number of situations.

Which kind of teacher are you? What kind of teacher do you want to be?

Another way of looking at all this:

These "settings" and "routines" are things you have to do with the children (almost) every day. These involve a lot of directions and commands.

You can do these things semi-verbally, with gestures and actions, etc.

You can do these things with English commands.

You can do these things with Navajo commands.

Or you can do these things with Navajo commands, questions, and responses. That is, you can encourage and expect the children to respond in Navajo, too. ***Only this last way is likely to result in the children acquiring much Navajo.*** And while it takes a little bit longer to get things done, this way is a much more effective way than most Navajo-as-a-Second-Language 'classes', particularly for young children. This isn't 'wasting time'; this is making the best possible use of time: helping children acquire Navajo *through* those things that have to be done anyway.

all in Navajo?

Some teachers just can't see how they could be so 'cruel' as to 'make' the children talk Navajo.

And yet, if children don't 'need' to talk Navajo, most won't do so. In many homes now, children no longer 'need' to talk Navajo. And the children sense that. Their older siblings, and their parents, talk English. As does the TV and the VCR. A big part of being a successful Navajo language teacher is ***creating*** needs for Navajo and expectations of Navajo.

Some people say that Navajo Immersion is just like the old English Immersion in reverse. That's not true. In the old sink-or-swim English Immersion classes, Navajo-speaking children were taught in English by English-only speaking teachers. The teachers didn't know what the children were saying. There was little or no *real* communication.

In a Navajo Immersion center, the teacher knows both languages. She understands what the children are saying. But ***she talks only Navajo to them.*** Although she understands what they are saying in English, she helps them say that in Navajo. And ***she responds only to their Navajo.***

When children don't know what to say in Navajo, she teaches them to say "*Shiká anilyeed.*" 'Help me'. (Or something that signals to the teacher that the child wants help

in formulating what s/he wants to say in Navajo.) The child then says what s/he wanted to say in English. The teacher says that for them in Navajo, simplifying as necessary. The child repeats that Navajo after the teacher. Then, and only then, does the teacher respond to what the child has said (in Navajo).

What you want the children to understand, without ever saying so, is that *'You've got to talk Navajo to get things done around here'*.

Of course there are times when a child is hurt or upset. You may have to take the child aside and talk with him/her in English.

But if you are not fairly consistent, if you switch to English when you're tired or in a hurry, you shouldn't be surprised if children continue trying to talk to you in English. You can't blame them. Learning to talk Navajo in the long run may not be a high priority to them; communicating successfully now is. They want to communicate whatever it is that is on their mind right now. They will do so in whichever language is easier. Unless you make it 'easier' for them to do so in Navajo than in English, they will continue to do so in English. And if you go back and forth, you shouldn't be surprised that the children don't seem to be acquiring much Navajo.

This is hard to do. As teachers and as care-givers, we want to communicate with children. It is hard to make ourselves act like we don't understand English. It is hard to insist that children say it in Navajo when it may be easier for them to do so in English. But unless we do these things, these children will probably acquire very little Navajo.

But children are remarkably plastic. Once they see that things get done in Navajo, they will try to do so, too. They will learn from listening to and watching the other children. It does take time, but in time they will acquire far more Navajo than they ever would in a Navajo-as-a-Second-Language 'class'. And the Navajo they acquire is the kind of Navajo that they can use at home or with Navajo-speakers elsewhere. It will empower them to do things they couldn't otherwise do. It will enable them to continue to develop Navajo-language abilities beyond the center.

In centers where half or more of the children talk little or no Navajo, this is the only approach that is likely to give children true give-and-take ability in Navajo.

co-workers, parents, visitors

If you are to be consistent in using Navajo for real communication, you need to do so with adults as well as children.

Most Head Start staff members talk Navajo. Many use Navajo among themselves. But some staff members tend to shift back to English in front of the children. In communicating with one another in Navajo in front of the children, you are also communicating to the children that Navajo *is* used, quite naturally, for 'real' communication by persons other than 'elders'.

You should also try to talk Navajo with parents. Some may shift by choice to English. If so, you can shift with them. But it's worthwhile to greet people and initiate conversation in Navajo. And to accept their Navajo even if they have some difficulties. It's important that the children hear parents and teachers talking Navajo too.

And, in the same way, you should greet and initiate conversation with visitors

and observers in Navajo, including those people from the Agency or Central offices.

In all these situations, *what you do in Navajo much more important than what you say about Navajo.*

II USING THIS BOOKLET

the origins of this booklet

This book grew out of an intensive workshop held in June 1996 by the Navajo Nation Language Project (NNLP). Laura Wallace of NNLP met with Head Start administrators. They nominated a number of teachers whom they felt were using a considerable amount of Navajo. Laura observed a number of these teachers. Of the six teachers nominated, four were able to accept.

The four teachers were Edith Benally (of Sweetwater), Alice Mae Johnson (of Tsaile), Kathy Scott (Indian Wells), and Verna Mae Yazzie (of Low Mountain). Two of these teachers came from centers where the children talk a fair amount of Navajo at home; two came from centers where children talk considerably less Navajo. But all four teachers try to use a lot of Navajo with the children.

The workshop was held in a classroom at the Window Rock Elementary School. The group met four hours a day (mornings) four days a week (Monday-through-Thursday), for four weeks in June.

In the first few days, we outlined the various "settings" in the daily schedule of Head Start centers. Having done so, we then started to work on the various "routines" within each setting. Sometimes teachers would work in pairs and then come together as a group; other times they would work together as one group. Laura led the group in formulating the language that would (or could) be used in a given routine. She wrote that language on large chart tablets, revising these as consensus was reached. Lorraine Shirley and/or Wayne Holm took notes. Then Wayne would type these up at the NNLP office. Laura would rough-edit these, inserting the English-language glosses. (It often took us well into the evening to type up what the group had produced that day.)

In the August and September, Laura edited and revised the text. Irene Silentman edited the text for both Navajo and English. After a near computer disaster in September, Laura re-edited an earlier text and Irene proofed the revised text.

how the booklet is laid out

Remember, this booklet has to do only with "Situational Navajo": the language used in specific non-instructional situations (almost) every day. The center day has been analyzed as consisting of a number of "settings" and "routines"

There are, in this analysis, 17 "settings": major blocks of activities that happen (almost) every day. These are given as chapters and are marked with Roman numerals and boldface in the table of contents. The settings are general; such things as Bus Route, Entering the Center, Personal Hygiene (several times a day), Breakfast, etc.

In each setting there are a number of "routines": specific little exchanges of language that take place, or could take place, every day. Thus, for example, in the Bus Route setting, there are seven "routines": Getting on the Bus, Greeting, Seating, Buckling Up, and three others. There are well over 100 routines under the 17 major

settings.

In the text, each routine begins on a new page. The setting is given in caps, then the name of the routine, the intent and the expected reaction.

The Navajo is given first. T: stands for "Teacher" and refers to any adult working in the center; "C" stands for "Child". Where the language could be addressed to a single child or a group, both possibilities are shown. "ALT" indicates "alternative": another way of saying the same thing.

The "Gloss" is the English equivalent of the Navajo given above. Usually all of the Navajo is given before the English gloss is begun.

teacher language / child language

We have found that much of the situational language of Head Start consists of directions and commands. That's not necessarily bad: a lot of the language first language learners hear is directions and commands. Children can learn a lot of language from commands.

But just as in first-language learning, children will learn a lot more if the parent or caregiver or teacher makes opportunities for the child to talk. Children don't acquire a language by listening. ***Children acquire a language by trying to talk that language.*** We've got to consciously make opportunities for children to talk. And just like a parent/caregiver, *we've got to expect them to talk.* (That means waiting for them to do so!)

We can't laugh at their attempts. Just like a parent/caregiver, we have to take their attempts seriously. We have to help them. We can do this by shaping and expanding their responses into more adult-like responses.

shaping Parents/caregivers shape their children's approximations; they help the child say it more like what adults would say. They do so without a great deal of fuss, often unaware that they are doing so. They may do so by asking a question, as if they were trying to confirm their understanding of what the child had just said. The child often repeats the 'improved' statement as if it were his/her own, without feeling that s/he has been 'corrected'. Or the adult may just say the phrase correctly, in a matter-of-fact way, expecting the child to repeat. The adult doesn't make a big thing of it; they certainly don't have a child repeat more than once or twice. Correct pronunciation is not nearly as important as having children being willing to 'take a chance'. With continued shaping, children's pronunciation and word-formation becomes more and more like that of adult speakers.

expanding Parents/caregivers often expand their children's words or short phrases into more complete statements. Again, often without being aware that they have done so. Teachers need to do the same, consciously. As far as possible, we have to try to get children to use phrases/sentences ***with verbs***. If the child doesn't use a verb, we may expand his/her statement, supplying the verb(s) for the child. We can do this by asking a confirmation-type question to which we respond with a longer answer. Or we can simply supply the longer statement and expect the student to repeat it. As in shaping, we do so in a matter-of-fact way. We don't make a big deal about it; 'It's just the way things are done around here.' Children usually don't have much problem with

this if it is done in a matter-of-fact way.

what this book isn't and what it is

This book is *not* intended as the final authority on how to say what in each of these settings. It *is* intended to represent as accurately as possible the consensus of what Laura and the four Head Start teachers said in the workshop. It is intended to transcribe that consensus accurately. But those teachers sometimes differed among themselves. Among different speakers and in different parts of Navajoland, there are and will continue to be a number of different ways of saying these things. That's natural; don't make a big deal out of it.

This book is meant as an idea book, a resource book. It is intended to show you what others say. You may or may not decide to use the same forms.

But if you have a sizable number of children who talk little or no Navajo, you should ***try to be reasonably consistent***. You should try to use the same forms most of the time. The four adults in the center should try to be reasonably consistent among themselves. And where possible, the four of you should be reasonably consistent with how things are said in that particular community.

how to use this book

If you leaf through this book and say, "I'm already doing all that" or "I can do better than that", that's lovely. This *should* be something you feel you are already doing, or at least that you *could* be doing: not just talking Navajo to the children but ***getting the children to respond to you meaningfully in Navajo***.

This book is *not* a list of the language you should teach. It is not a list of 'correct' forms.

As noted above, this book is intended as an 'idea' book. It is intended to allow you to look up a given setting and see what some other teachers say in that situation. Then *you* have to decide what forms you will use. As noted above, with second-language learners, you need to try to be reasonably consistent: consistent with yourself, consistent with your co-workers, consistent with the community.

an emphasis on verbs

In this book, however, there is ***a strong emphasis on verbs***. Verbs---words that specify the action(s).

Navajo verbs are complicated. Compared to English, a Navajo verb phrase may be a whole sentence.

Navajo verbs can be long. There is only one one-syllable verb form in the language. Five- and six-syllable verbs are not uncommon, even among child-speakers.

English uses the same small number of verb forms with the different person: I/you/we/ you(all)/they *wash*; he/she/it *washes*. But in Navajo, most of these are different forms. (See below.)

Because Navajo verb forms can be complicated, long, and different, Navajo-language-learners usually try to avoid them wherever possible.

But you just can't say much in Navajo without verbs. You can't say much worth saying until you begin to sense how the verb system works. And you won't acquire that sense unless you try to use verb-forms.

Many teachers subvert their children's efforts to learn Navajo by concentrating on nouns. They teach their students lists of nouns (and a few neuter verbs): body parts, pieces of clothing, farm animals, wild animals; colors, shapes, directions; etc. But you acquire a language by communicating 'novel' information to others. And naming or describing things is not novel information; in most cases, your listeners already knew those things. You acquire a language by communicating 'novel' information. Telling your listener that you want something not at hand *is* 'novel' information if your listener didn't know that. And it gives you feedback: you can tell whether you were more-or-less right. If you weren't right, you may not get what you wanted; you may get help in saying it right. If you were right, you get what you wanted--or at least a reason why you can't have it.

One of the most important things we can do to help children acquire Navajo, then, is to enable them to acquire **verbs** and some 'feel' for how the Navajo verb-system works.

To do so, we have to *expect* verbs. We have to *insist* on verbs. This can be done by '*shaping*' or '*expanding*' the child's partial responses into more complete responses *with appropriate verb-forms*. Studies of young children with parents/caregivers show that many tend to do this intuitively: they finish the phrase for the child, or they ask the child to confirm a corrected and/or extended version of the child's original statement. All these things may appear to the child not as corrections but as attempts to improve communication. But they do 'nudge' the child's speech closer to adult speech. We have to transfer language behavior that often seems to come naturally in parent/child interaction into teacher/child interaction.

It's true that native speakers do not always talk to one another in 'verb-ful' sentences. But when a native-speaker leaves something out, it's because another native-speaker will understand what's been left out. But language-learners may not. It's better to insist on phrases with a verb in all but the most perfunctory communication.

III 'TEACHING' SITUATIONAL NAVAJO

'teaching' situational Navajo

It will help if teachers will talk to children only in Navajo.

It will help if teachers will not just talk to children in Navajo but also *expect children to respond in Navajo*. To expect children to do what they've been asked to do if they understand what was said. Or to ask for clarification if they do not understand. (Otherwise they'll just 'sit tight until it goes away'--and not learn any Navajo from that situation.) We need to teach them what to say when they don't understand. And then we have to be careful we don't inadvertently 'punish' them for telling us they don't understand.

But it helps even more if teachers don't just talk to children but also set up

situations where the children talk to the teachers in Navajo. Or situations in which the children ask questions. Or situations in which children tell other children to do things. Only in this way will the children learn several forms of the same verb and begin to get some 'sense' of how verbs work in Navajo.

In a given mode-and-aspect, there maybe twelve (or more) forms of a given Navajo verb. We can write these out in a table; some may show the same form.

In the up-and-down columns below, we show **number**: singular (one), dual (two), plural (three-or-more). In the columns across we show **person**: 1st (the one speaking: 'I/we'); 2nd (the one spoken to: 'you/you(all)'); 3rd (the one spoken about: 'he/she/it/they'); 4th (a polite or indirect form for the one spoken about: perhaps 'one').

We might illustrate this with a real verb that children might use: the durative Imperfective form of *tá'di. .gis* having to do with washing oneself (one's hands) with water. (The paradigm here is only for the teacher, to enable her to follow the discussion that follows. **At no point do we present, or teach, this paradigm to the children.**)

	singular	dual	plural
1st	<i>tánásgis</i>	<i>tánéiigis</i>	<i>táádeiigis</i>
2nd	<i>táánígis</i>	<i>tánáhgis</i>	<i>táádaahgis</i>
3rd	<i>tánéígis</i>	<i>tánéígis</i>	<i>táádeigis</i>
4th	<i>táájígis</i>	<i>táájígis</i>	<i>táádajigis</i>

We do not sit down as one might in a high school or college Navajo-as-a-Second-Language class and tell the children to 'memorize' this paradigm. Instead, as teachers we select those forms that may be the most useful and try to get the children to respond to and/or use them in reasonably natural situations. These are probably the 1sg (I), 2sg (you sg), 3sg (he/she/it), 1pl (we 3-or-more), 2pl (you 3-or-more) , and possibly the 3pl forms (they 3-or-more).

*There are some problems with this particular verb-form and these are illustrative of some of the problems in teaching Navajo situationally. There is a verb form *tá'ádi. .gis* which has to 'washing oneself (one's hands) with water'. There is another form *táná. .gis* which has with 'washing it with water' (in which 'it' could include hands). Thus, while one can say *Shíla' tá'ádísgis*, one cannot say **Níla' tá'ádígis*. One says *Níla' tángis* or *tánígis*. But this is another verb form. Mixing *Shíla' tá'ádísgis* with *Níla' tángis*, (from two different verb-forms), may give children a mistaken idea of 'how the system works'.

You need to find reasonable ways in which to elicit these forms. Some suggestions:

2pl *táádaahgis*

This is the form that occurs in commands to the group:

Nihíla' táádaahgis 'You (3-or-more) wash your hands'.

You can tell one child, or a group of children, to command the other children to wash their hands.

2sg *táánígis* This is the form that occurs in commands to individuals:
Níla' táánígis 'you (sg) wash your hands'

You can tell one child, or a group, to tell another individual to wash his/her hands.

Or this can be done in a chain. Each child who has finished washing his/her hands can tell the next child to do so. Or each child can ask the child before him:

Níla'ísh táánígis ? 'Are you washing your hands?'

1sg *tánásgis* This is the form that occurs in statements made by individuals: 'I'm washing my hands'.

You can ask a child if s/he is washing his/her hands (an aoo'-dooda question):

Níla'ísh táánígis ? 'Are you washing your hands?' To which the child might respond:

Aoo', shíla' tánásgis. 'Yes, I'm washing my hands.' Here, you cannot let the child off

with just *Aoo'* or *Dooda*; **you have to insist on the fuller answer which**

includes a verb. This may not be completely natural. But it is necessary if children are ever going to acquire some sense how the different forms go together.

As above, you can have children ask the one ahead of them.

Or you can ask a child a hw- question: *Ha'át'ísh baa naníná ?* 'What are you (sg) doing?'. To which the child might respond: *Shíla' tánásgis*.

3sg *tánéigis* This is the form that occurs in statements made about another individual: *Bíla' tánéigis*. 'S/He's washing her/his hands.'

You can ask one child if another is washing his/her hands: *Píitísh*

bíla' tánéigis ? 'Is Pete washing his hands?' To which s/he can respond, *Aoo', bíla'*

tánéigis. (As above, you should insist on a complete verb-ful answer to this aoo'-dooda question.)

Or you can ask a hw-question: *Mériísh ha'át'ísh yaa naaghá ?* 'What is Mary doing?' To which the second child might respond (about the third): *Bíla' tánéigis*.

1pl *táádeigis* This is the form that occurs in statements made about a group by members of that group: *Nihíla' táádeigis*; 'We're washing our hands.'

As above, this can be elicited by asking a hw-question: *Ha'át'ísh baa ndaohkai .?* 'What are you (all) doing?'

Several other questions are possible but may be a little awkward.

You can ask an aoo-dooda question: *Nihíla'ísh táádaahgis ?* 'Are you (all) washing your hands?' To which the group could answer, *Aoo', nihíla' táádeigis*. (Notice that either all the children responding would be in the act of washing their hands or, if not, pantomiming doing so.)

And, although it's a bit awkward, teachers can probably get away with asking a 1sg aoo'-dooda question: *Nihíla' táádeigis ?* 'Are we washing our hands?' To which the

children might respond, *Aoo', nihíla' táádeigiis*.

Of course, after children get a little more facile with the various forms, teachers can mix in an occasional question to which the answer is Dooda. We don't want children to assume that *all* aoo'-dooda questions are answered in the affirmative. (If all yes-no questions are answered in the affirmative, they aren't really questions anymore.)

It is possible, when children become more facile, to get chains of questions and answers in which the teacher asks an aoo-dooda question to C 1 about C 2:

T (to C 1):	<i>C 2 bíla'íish tánéigis ?</i>
C 1 (to C 2):	<i>C 2, níla' táánigis ?</i>
C2 (to C 1):	<i>Aoo', shíla' tánásgis .</i>
C 1 (to T):	<i>Aoo', bíla' tánéigis .</i>

Or the teacher may ask a hw-question to C 1 about C 2:

T (to C 1):	<i>C 2 ha'át'íish yaa naaghá ?</i>
C1 (to C 2):	<i>C 2, ha'át'íish baa naniná ?</i>
C2 (to C1)	<i>Shíla' tánásgis .</i>
C1 (to T)	<i>Ch2 bíla' tánéigis .</i>

3pl *táádeigis* This is the form that occurs in statements made about a group by someone outside group: *Bíla' táádeigis*; 'They're washing their hands.'

As above, this can be elicited by an aoo-dooda question: *Bíla'íish táádeigis ?* 'Are they washing their hands?' To which the response might be *Aoo', bíla' táádeigis*.

Or this can be elicited by asking a hw-question: *Ha'át'íish yaa ndaakai ?* 'What are they doing?' To which the response might be *Bíla' táádeigis*.

Here, too, this sentence might be a possible response to a natural question about where certain children are.

It may seem 'strange' or un-Navajo to ask children questions to which the questioner already knows the answer. We don't do so with adults and we don't often do so with children. But we do so with infants and toddlers just learning the language. And we have to do so with children acquiring Navajo as a second-language if we hope to expose them to enough forms in a given paradigm to 'get a feel for that paradigm.' We need to deal with our feelings about asking 'obvious' questions.

To make enough time for most children to talk in this way, it may be necessary for all four teachers to work with groups of four or five children each (so that everyone gets a chance to talk). But this has to be *meaningful* talk; it can't just be 'say after me'. That is, you have to set up situations where what they are saying is more-or-less true.

'economy'

Some teachers go to great lengths to set up situations in which it seems 'natural' to use that particular sentence. But setting up the situation may take more time than saying that one sentence does. That's not economical. And children, acquiring a second

language simply don't have as much time as toddlers acquiring a first language do.

Some teachers go even further and say you shouldn't use any given sentence unless the situation for its use comes up 'naturally'. But here, too, opportunities to practice a given form may be so far apart that the children never sense the connections.

Lily Wong Fillmore's studies strongly suggest that in completely 'natural' situations, where there is little outside reinforcement, it is often only the more outgoing and the adventuresome children that acquire much of the second language in school-like settings; the shy and retiring don't. Or, in our case, the children who already know some Navajo are more likely to develop that Navajo than those who don't.

But we want *all* children to acquire Navajo, and to develop in Navajo. In the real world of second language acquisition, we've got to find or devise reasonably realistic situations where there is more talking time than set-up time, and where the opportunities to use that particular form are close enough together for children to sense the connection between them, and where (over time) everyone is expected to use those forms.

'units' and 'lessons': teach and practice: a suggestion

We can't do what we have shown above for every verb form that comes up during the day. In some cases, we may only be able to ask one question. But we (as a group of adults in the center) should try focusing on a given verb-form (like *tána. . .gis* above) for a week, trying hard to both teach it at least once a day and then exploiting it every time a chance comes up to practice it at other times during the day.

What we're suggesting, then, at this time, is that we as a staff select a given verb-form (or maybe several) that we will work on during a given week. We actually 'teach' that verb form as in some of the examples above at least once every day that week. But we also work in a little additional 'practice' of that verb-form whenever children are washing hands during the day, every day.

And each day we review-teach at least one verb-form that we have taught previously, and practice it whenever we can during the day.

It will help if we let parents know what verb-forms we are working on that week and, every so often, what children have been taught cumulatively up till then.

Whether or not children have an opportunity to use Navajo outside the center is the single biggest factor in how much Navajo they will acquire in the center.

And it is very important, that we continue to expect the children to use all those verb-forms in the center that we have taught up till then.

In this way we are doing more than just 'exposing' the children to Navajo. We will be consciously selecting what language we will call the children's attention to by expecting them to respond to that language. We will have made it more likely that they will, at other times, be able to use those verb-forms for their own purposes. In short, we have made it more likely that they will actually 'talk' and 'understand', not just 'hear' or 'appreciate', Navajo.

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SITUATIONAL NAVAJO

setting: BUS ROUTE
routine: getting on the bus
intent: to get children to board the bus
reaction: child will board the bus

T: Iih ninááh

ALT: Iih nilyeed

C: GETS ON BUS

T: Iih ninááhísh?

ALT: Iih nilyeedísh?

C: Aoo', iih yishááh / Dooda, doo iih yisháah da.

ALT: Aoo', iih yishyeed. / Dooda, doo iih yishyeed da.

T: Wóshdée', iih ninááh.

ALT: Wóshdée', iih nilyeed.

C: CHILD GETS ON BUS

GLOSS

T: Come in (to the bus).

ALT: Come on in (the bus)

C: CHILD GETS ON BUS

SITUATIONAL NAVAJO

P. 2

T: Are you coming in (to the bus)?

ALT: Are you coming in (to the bus)?

C: Yes, I'm getting in / No, I'm not getting in. [REASON]

ALT: Yes, I'm getting in. / No, I'm not getting in. [REASON]

T: Come on [encouraging], come into the bus.

ALT: Come on [encouraging], come into the bus.

C: GETS ON BUS

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

setting: BUS ROUTE
routine: greeting
intent: to greet child or adult
reaction: return greeting

introductory statement*:

T/C: Yá'át'ééh abíní(, NAME).

C/T Aoo', yá'át'ééh abíní(, NAME).

GLOSS

introductory statement:

T/C: Good morning(, NAME).

C/T Yes [confirmation], good morning(, NAME).

NOTE:

This can be initiated by either the child or the adult.

This can also be used when children enter the center.

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

setting: BUS ROUTE
routine: seating
intent: to get child seated
reaction: child will sit where expected/allowed to

T: Dah nídaah .

C: CHILD SITS DOWN

C: Haa'ísh dah nishdaah ?

ALT: Haa'í ?

Da' kwe'é ?

Kwe'ísh ?

GLOSS

T: Sit down (on a bus seat) .

C: CHILD SITS DOWN

C: Which one shall I sit on ?

C: Which ?

C: Is it here (you mean) ?

C: Here ?

SITUATIONAL NAVAJO

setting: BUS ROUTE
 routine: buckling up
 intent: to get child to buckle up (seat belt)
 reaction: child will buckle up (seat belt)

introductory statement:

T: Ách'ááh sis bee áde'ít'ó .

C: CHILD BUCKLES UP

T: Áde'sínt'óósh?

C: Aoo', áde'sét'ó .

T: (Niziizísh) ahih yíníkid?

C: Aoo', (shiziiz) ahih yíkid.

GLOSS**introductory statement:**

T: Buckle up your seat belt.

C: CHILD BUCKLES UP

T: Are you buckled up ?

C: Yes, I'm buckled up .

SITUATIONAL NAVAJO

T: Is it (your belt) fastened together ?

C: Yes, it (my belt) is fastened together.

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

- setting: BUS ROUTE
- routine: arrival at center
- intent : to wake upon arrival at the center any children who may have fallen asleep on the bus
- reaction: child will realize they have arrived at the center and
- (1) sleeping child will wake up
 - (2) child may wake another sleeping child up

introductory statement:

T: K'ad éí ólta'di niikai. li' hadijah. '.

(If a child is asleep):

T: Ch'éénídzííd, k'ad ólta'di niikai.

C: CHILD (WAKES UP OR) UNDERSTANDS THEY ARE AT THE CENTER

(If a child discovers another child asleep):

T: <<Ch'éénídzííd>>, bidiní.

C1: Ch'éénídzííd, (k'ad) ólta'di niikai .

C2: CHILD (WAKES UP OR) UNDERSTANDS THEY ARE AT THE CENTER

GLOSS

introductory statement:

T: We've arrived at the school now.

(If a child is asleep):

T: Wake up; we've arrived at the school now.

C: CHILD (WAKES UP OR) UNDERSTANDS THEY ARE AT THE CENTER

If a child discovers another child asleep):

T: "Wake up!", you tell him/her.

C1: "Wake up!", we've arrived at the school (now).

C2: CHILD (WAKES UP OR) UNDERSTANDS (S)HE IS AT THE CENTER

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

setting: BUS ROUTE
routine: unbuckling safety belts
intent: to have children unbuckle safety belts
reaction: children will unbuckle safety belts when the bus stops

introductory statement:

T: Ni'íltłahgo nihiziiz k'ida'diit'ah.

T: K'ad nihiziiz k'ida'oh'ad.

C: CHILDREN UNBUCKLE SAFETY BELTS WHEN BUS STOPS

GLOSS

introductory statement:

T: When it (the bus) stops, we will unbuckle our belts.

T: Now the bus has stopped, you may unbuckle your belts now.

C: CHILDREN UNBUCKLE SAFETY BELTS WHEN BUS STOPS

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

setting: BUS ROUTE
routine: getting off the bus
intent: to have children get off the bus in an orderly manner
reaction: children will get off the bus in an orderly manner

introductory statement:

T: K'ad adadiijah. Hazhóó'ígo ałkéé' adahohkááh.

C: CHILDREN GET OFF THE BUS ONE AFTER THE OTHER

C1: K'adísh shí nááná.

C2: Shíísh nááná?

T: Aoo', ni nááná.

ALT: Ndaga', áłtsé.

GLOSS

introductory statement:

T: Now we will get off the bus. Carefully get off the bus, one after the other.

C: CHILDREN GET OFF THE BUS, CAREFULLY, ONE AFTER THE OTHER

C1: Is it my turn now?

C2: My turn now?

T: Yes, it is your turn.

ALT: No, wait your turn.

SITUATIONAL NAVAJO

setting: ENTERING THE CENTER
routine: greetings
intent: child/teacher will greet the other
reaction: the other will respond appropriately

introductory statement:

T: Yá'át'ééh abíní, áłchíní [or NAME].

C: Yá'át'ééh abíní, bá'íínísh-ta'í [or NAME].

ALT:

C: Yá'át'ééh abíní, bá'íínísh-ta'í.

T: Aoo', yá'át'ééh abíní, áłchíní.

GLOSS**introductory statement:**

T: Good morning, children [or NAME].

C: Good morning, teacher [or NAME].

ALT:

C: Good morning, teacher [or NAME].

T: Yes [confirmation], good morning, children [or NAME].

collected by June '96 Workshop at Window Rock date: T 06/04/96

SITUATIONAL NAVAJO

setting: ENTERING THE CENTER
routine: hanging up coats
intent: to get children to hang up their coats
reaction: children will hang up their coats

introductory statement:

T: K'ad éi nihi'éétsoh ádaadahididii'nił.

(pl)

T: Nihi'éétsoh dahdahidoohníł.

C: CHILDREN HANG UP THEIR COATS

ALT:

T: Nihi'éétsohísh dahdahidoohnil?

C: Aoo', nihi'éétsoh dahdahidii'nil.

(sg)

T: Ni'éétsoh dahidiiltsóós.

C: CHILD HANGS UP COAT

T: Ni'éétsohíshij dahidiniłtsooz?

C: Aoo', (shi'éétsoh) dahidiiltssooz.

C: Shi'éétsohísh dahidiistsóós?

T: Aoo', ni'éétsoh dahidiiltsóós.

GLOSS

introductory statement:

T: Now we will take off our coats.

(pl)

T: Hang your coats up.

C: CHILDREN HANG UP THEIR COATS

ALT:

T: Did you hang up your coats?

C: Yes, we hung up our coats.

(sg)

T: Hang up your coat.

C: CHILD HANGS UP HIS/HER COAT

T: Did you hang up your coat?

C: Yes, I hung it (my coat) up.

collected by June '96 Workshop at Window Rock date: W 06/05/96✓

SITUATIONAL NAVAJO

setting: ENTERING THE CENTER
routine: wiping shoes-1
intent: to get children to wipe their shoes before entering
reaction: children will wipe their shoes before entering

introductory statement:

T: Nihikee' hasht'ish* baah dadiildah.

(pl)

T: Nihikee' hasht'ish baah daaldééh .

ALT: Nihikét' ááhdéé' daaldééh.

C: CHILDREN WIPE MUD OFF SHOES

T: Nihikee' ish hasht'ish baah daaldeede'?

C: Aoo', nihikee' hasht'ish baah deildee'.

(sg)

T: Nikee' hasht'ish baah niildeéh.

ALT: Nikét' ááhdéé' niildeéh.

C: CHILD WIPES MUD OFF SHOES

T: Nikee' ish hasht'ish baah yinildee'?

C: Aoo', shikee' (hasht'ish baah) yildee'.

C: Shí shikee' doo hasht'ish da.

ALT

C: Shí shikee' clean.

*NOTE:

For *hasht'ish*, you could also substitute *yas, hosh, ch'il*.

GLOSS

introductory statement:

T: We will wipe the mud off our feet.

(pl)

T: Remove (wipe off) the mud on your shoes.

T: Remove (wipe off) the mud on (the soles of) your shoes.

C: CHILDREN WIPE MUD OFF SHOES

T: Have you removed (wiped off) the mud on your shoes?

C: Yes, we have removed (wiped off) the mud on our shoes.

(sg)

T: Remove (wipe off) the mud on your shoes.

ALT: Remove (wipe off) the mud on your shoe soles.

C: CHILD WIPES MUD OFF SHOES

T: Have you removed (wiped off) the mud on your shoes?

C: Yes, I've removed (wiped off) the mud on my shoes.

C: My shoes are not muddy.

ALT: My shoes are clean.

SITUATIONAL NAVAJO

setting: ENTERING THE CENTER
routine: wiping shoes-2
intent: to get children to wipe their shoes (before entering)
reaction: children will wipe their shoes (before entering)

introductory statement:

T: Nihikee' hasht'ish bąąh dadiildah. Ni'góó sikaadígíí bídadidiil'is.

(pl)

T: Ni'góó sikaadígíí bídado'is.

C: CHILDREN WIPE THEIR SHOES ON THE MAT

ALT:

T: Nihikee' daaht'ood.

C: CHILDREN WIPE THEIR SHOES

ALT:

T: Nikídado'is.

C: CHILDREN WIPE MUD OFF SHOES

T: Nihikee'ish hasht'ish bąąh dao'dee'?

C: Aoo', nihikee' hasht'ish bąąh deiildee'.

T: Nihikee' hasht'ish bąąh daaldééh.

ALT: Nihikét'ááhdéé' daaldééh.

C: CHILDREN WIPE THE SOLES OF THEIR SHOES

(sg)

T: Ní'góó sikaadígíí bídí'is.

C: CHILD WIPES FEET ON THE MAT

ALT:

T: Nikee' nit'ood.

C: CHILD WIPES SHOES

ALT:

T: Nikídí'is.

C: CHILD SHUFFLES HIS/HER FEET TO WIPE MUD OFF

T: Nikee'ísh hasht'ish baḡah yíní'ídee'?

C: Aoo', shikee' hasht'ish (baḡah) yí'ídee'.

T: Nikee' hasht'ish baḡah ní'ídeéh.

T2: Nikét'í'ááh déé' ní'ídeéh.

***NOTE:**For *hasht'ish*, you could also substitute *yas, hosh, ch'il*.**GLOSS**

introductory statement:

T: Let us wipe the mud off our shoes. We will wipe our feet on the mat.

(pl)

T: Wipe your shoes on the mat.

C: CHILDREN WIPE THEIR SHOES ON THE MAT

ALT

T: Wipe your shoes.

C: CHILDREN WIPE THEIR SHOES

T: Shuffle your feet (so as to remove mud).

C: CHILDREN WIPE MUD OFF SHOES

T: Have you removed the mud off your shoes?

C: Yes, we have removed the mud off our shoes.

T: Wipe the mud off your shoes.

ALT: Wipe the soles of your shoes.

CHILDREN WIPE THE SOLES OF THEIR SHOES

(sg)

T: Wipe your feet on the mat.

C: CHILD WIPES FEET ON THE MAT

ALT:

T: Wipe your feet/shoes.

C: CHILD WIPES SHOES

T: Shuffle your feet (so as to wipe the soles).

C: CHILD SHUFFLES FEET TO WIPE MUD OFF SOLES OF SHOES

T: Did you remove the mud off your shoes?

C: Yes, I removed the mud off my shoes.

ALT:

T: Remove the mud off your shoes.

T: Wipe the soles of your shoes.

***NOTE**

For *hasht'ish*, you could also substitute *yas, hosh, ch'il*

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: washing hands
intent: to get children to wash their hands
reaction: children will wash their hands

introductory statement:

T: Nihíla' táádadiigis.

(pl)

T: Nihíla' táádaahgis.

C: CHILDREN WASH HANDS

T: (Da') nihíla' ísh táádasoogiz?

C: Aoo', nihíla' táádasiigiz.

ALT: Aoo', táá'ádadeegiz.

(sg)

T: Níla' táánígis.

C: CHILD WASHES HANDS

T: Da' níla' ísh táásíngiz?

C: Aoo', shíla' tááségiz.

C: Aoo', tááségiz.

ALT

T: (Da') tá'adíngizísh?

C: Aoo', tá'ádésgiz.

C: Shí t'áá íídáá' shíla' tááségiz.

GLOSS

introductory statement:

T: We will now wash our hands.

(pl)

T: Wash your hands.

C: CHILDREN WASH HANDS

T: Did you wash your hands?

C: Yes, we washed our hands.

ALT: Yes, we washed them (our hands).

(sg)

T: Wash your hands.

C: CHILD WASHES HANDS

T: Did you wash your hands?

C: Yes, I washed my hands.

ALT: Yes, I washed them (my hands).

C: I have already washed my hands.

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: drying hands
intent: to get children to dry their hands
reaction: children will dry their hands

introductory statement:

T: Nihíla' dadiit'ot.

(pl)

T: Nihíla' daoht'ood/nídaohtsááh.

C: CHILDREN WIPE/DRY HANDS

T: Nihíla' ísh daoht'óod/nídaohtsei?

C: Aoo', nihíla' deit'óod/nídeitsei.

C: Ndaga', t'ahdoo deit'ood da/nídeiltsáah da.

ALT: Ndaga', t'ah dooda.

(sg)

T: Níla' nit'ood/nánhtsááh.

C: CHILD WIPES HANDS/CHILD DRIES HANDS

T: Níla' ísh yínit'óod/néíhtsei?

C: Aoo', shíla' yít'óod/néíhtsei.

ALT:

Ndaga', t'ahdoo shíla' yisht'ood da/nástsáah da.

Ndaga', t'ahdoo ádísh't'ood da/ná'ádístsáah da.

Ndaga', t'ahdooda.

GLOSS

introductory statement:

T: We will now wipe/dry our hands.

(pl)

T: Wipe (dry) your hands.

C: CHILDREN WASH HANDS

T: Have you wiped (dried) your hands?

C: Yes, we've wiped (dried) our hands.

ALT: No, we haven't wiped (dried) them.

ALT: No, not yet.

(sg)

T: Wipe (dry) your hands.

C: CHILD DRIES HANDS

T: Have you wiped (dried) your hands?

C: Yes, I've wiped (dried) my hands.

ALT:

No, I have not wiped (dried) my hands.

No, I haven't wipe (dry) them yet.

No, not yet.

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: brushing teeth
intent: to get children to brush their teeth
reaction: children will brush their teeth

introductory statement:

T: K'ad éí ʼáá áníltso nihiwoo' dadiich'ish.

(pl)

T: Nihiwoo' daahch'iish.

C: CHILDREN BRUSH TEETH

INSTRUCTIONS [This can be sung or recited.]

T: Awoo' bił yich'iishí, awoo' bee yich'iishí
bikáá' dahdaahłeeh, áádóó nihiwoo' daahch'iish.

T: Nihiwoo'ish daahch'iizh?

C: Aoo', nihiwoo' deiich'iizh.

(sg)

T: Niwoo' nich'iish.

C: CHILD BRUSHES TEETH

C: Da' shiwoo' yishch'iish?

T: Aoo', niwoo' nich'iish.

T: Niwoo'ish yínich'iizh?

C: Aoo', shiwoo' yích'iizh.

GLOSS

introductory statement:

T: Now we will all brush our teeth.

(pl)

T: Brush your teeth.

C: CHILDREN BRUSH TEETH

INSTRUCTIONS [This can be sung or recited.]

T: Toothbrush, toothpaste you put on it
and then you brush your teeth.

T: Did you brush your teeth?

C: Yes, we brushed our teeth .

(sg)

T: Brush your teeth.

C: CHILD BRUSHES TEETH

C: I should brush my teeth?

T: Yes, you should brush your teeth.

T: Have you brushed your teeth ?

C: Yes, I brushed my teeth.

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: going to the toilet
intent: to find out if a child wishes to go to the toilet
reaction: child will express his desire to go to the toilet

introductory statement:

T: Nii'ohgóó jinizingo baahojilnih.

T: Nii'ohgóósh níni'?

C: Aoo', nii'ohgóó shíni'.

ALT

T: K'adééish ch'íninááh?

C: Aoo', k'adéé ch'ínishááh.

ALT

T: K'adééish ílizh?

C: Aoo', kk'adéé ashíizh.

ALT

T: T'óó'góósh k'adéé dínááh?

C: Aoo', k'adéé t'óó'góó dishááh.

GLOSS

introductory statement:

T: Be sure to tell someone if you wish to go to the restroom.

T: Do you wish to go to a private place (the toilet)?

C: Yes, I wish to go to a private place (the toilet)?

ALT

T: Are you about to go out (to the restroom)?

C: Yes, I am about to go out (to the restroom)?.

ALT

T: Are you about to urinate?

C: Yes, I am about to urinate..

ALT

T: Are you about to go outside (to the restroom)?

C: Yes, I am about to go outside (to the restroom)?

**It was determined to keep this setting in the singular form due to its sensitive nature.*

taking turns at toilet bowls

intent children will learn to wait their turn at the (toilet) bowl

reaction: children will take turns at the (toilet) bowl

introductory statement:

T: Hazhó'ó nihitah hoolzhishgo ch'éédaahkah. T'áadoo ałch'ááh
nidaah'na'á.

GLOSS

introductory statement:

T: Take turns when you use the restroom (toilet bowl). Don't push each other out of the way.

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: flushing the toilet
intent: to get children to flush the toilet
reaction: children will flush the toilet

introductory statement:

T: Toiletgóne' yah'aníjídaahgo t'áá áko aji'ot.

T: Nii'oh íníyáhígíí ani'eeł.

C: CHILD FLUSHES THE TOILET

T: Nii'oh íníyáhééish íní'éeł?

C: Aoo', nii'óiyáhąą íí'éeł.

ALT:

T: Ch'íńyáhééish íńí'éeł?

C: Aoo', ch'íńyáhąą íí'éeł.

ALT:

T: Ashínílizhyééish íńí'éeł?

C: Aoo', ashéłizhéé íí'éeł.

ALT:

T: Nilizhísh íńí'éeł?

C: Aoo', shilizh íí'éeł.

ALT:

T: Ashíníchaą' éęísh ííńí' éél?

C: Aoo', (ashéchaą' éę) íí' éél.

GLOSS

introductory statement:

T: Always flush the toilet when you use it.

T: Flush the toilet.

C: CHILD FLUSHES THE TOILET

ALT:

T: Have you flushed the toilet? (Have you flushed the product of your visit to the private place?)

C: Yes, I have flushed the toilet./I have flushed the product of my visit to the private place.

ALT:

T: Have you flushed the toilet?/Have you flushed the product of your visit to the outside?)

C: Yes, I have flushed the toilet./ Yes, I have flushed the product of my visit to the outside (toilet)).

T: Have you flushed the product of your urination?

C: Yes, I have flushed (the product of my urination).

ALT:

T: Have you flushed your urine?

C: Yes, I have flushed my urine.

ALT:

T: Have you flushed your feces?

C: Yes, I have flushed my feces.

washing hands after toileting

intent: children will develop the habit of washing their hands after
toileting

reaction: children will wash hands after toileting

introductory statement:

T: Ch'íjigháahgo bikéédéé' hála' táláwosh bee táádzígis.

T: Ch'éejídáahgo hála' tánídzígisgo áko doo hatah honiigáah da.

GLOSS

introductory statement:

T: Wash your hands with soap after going to the restroom.

T: If you wash your hands after going to the restroom, you will not get
sick.

collected by June '96 Workshop at Window Rock date: W 06/05/96

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: turning the water off
intent: to get child to turn off the water faucet
reaction: child will turn off the water faucet

introductory statement:

T: Tó doo t'óó nááljı da, t'áá áko anı́jıgis.

T: Tó hanı́géés.

C: CHILD TURNS ON WATER FAUCET

ALT: Tó ch'éeéh haasgéés.

T: Tó anánı́géés.

C: CHILD TURNS OFF WATER FAUCET

T: Tóósh anéı́ngiz?

C: Aoo', tó anáágiz.

ALT:

C: Ndaga', tó t'ahdoo anásgéés da.

C: Tó ch'éeéh anásgéés.

C: Tó ayóo sido.

GLOSS

introductory statement:

T: Never leave the water running, always turn it off.

T: Turn the water on.

C: CHILD TURNS WATER ON

ALT:

C: I can't turn on the water.

T: Turn the water off.

C: CHILD TURNS WATER OFF

T: Did you turn the water off?

C: Yes, I turned the water off.

ALT:

C: No, I haven't turned the water off.

C: I can't turn off the water.

C: The water is too hot.

collected by June '96 Workshop at Window Rock date: W 06/05/96

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: washing hands and face with soap
intent : to get child to wash with soap
reaction: child will wash with soap

introductory statement:

T: Tá'ázdígisgo táláwosh chojooł'íigo nizhóní.

(pl)

T: Táláwosh bił tá'ádadohgis.

C: CHILDREN USE SOAP IN WASHING (HANDS/FACES)

T: Táláwoshísh bił tá'ádasidoohgiz?

C: Aoo', táláwosh bił tá'ádadeegiz.

(sg)

T: Táláwosh bił tá'ádígis.

C: CHILD USES SOAP IN WASHING (HANDS/FACE)

T: Táláwoshísh bił tá'ádíngiz?

C: Aoo', táláwosh bił tá'ádésgiz.

C: Ndaga', táláwosh ádin.

GLOSS

introductory statement:

T: It is good to use soap when you wash.

(pl)

T: Wash with soap.

C: CHILDREN WASH WITH SOAP

T: Did you wash with soap?

C: Yes, we washed with soap.

(sg)

T: Wash with soap.

C: CHILD WASHES WITH SOAP

T: Did you wash with soap?

C: Yes, I washed with soap.

ALT:

C: No, there is no soap.

collected by June '96 Workshop at Window Rock date: W 06/05/96

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: wiping/blowing nose
intent: to get child to blow or wipe nose
reaction: child will blow or wipe nose

introductory statement:

T: Háchííh ʼáá ahááh nííłdahgo yáʼátʼééh.

T: Ninéʼéshtíł nitʼood.

C: CHILD WIPES MUCUS (FROM NOSE)

ALT:

T: Ninéʼéshtíł níłdééh.

C: CHILD REMOVES MUCUS (FROM NOSE)

ALT:

T: Níníʼ hóldeéh.

C: CHILD CLEANS NOSTRILS

T: Ninéʼéshtíłish yíníʼóód?

C: Aooʼ, shinéʼéshtíł yítʼóód.

ALT:

T: Ninéʼéshtíłish yíníłdeeʼ?

C: Aooʼ, shinéʼéshtíł yíłdeeʼ

ALT:

T: Níní'ísh hwííní'dee'?

C: Aoo', (shíní'í) hóółdee'.

C: Chííh bee yit'oodí ła' nisin.

GLOSS

introductory statement:

T: It is good to keep your nose clean.

T: Wipe your nose.

C: CHILD WIPES NOSE

ALT:

T: Wipe your nose.

C: CHILD WIPES MUCUS (FROM NOSE)

ALT:

T: Clean out your nostrils.

C: CHILD CLEANS OUT HIS NOSTRILS

T: Have you wiped the mucus from your nose?

C: Yes, I have wiped (the mucus from) my nose.

ALT:

T: Did you wipe (the mucus) from your nose?

C: Yes, I wiped (the mucus) from my nose.

ALT:

T: Have you cleaned your nostrils?

C: Yes, I have cleaned my nostrils.

C: I would like a tissue (to wipe my nose).

SITUATIONAL NAVAJO

setting: PERSONAL HYGIENE
routine: combing/brushing hair
intent: to get child to comb/brush hair
reaction: child will comb/brush hair

introductory statement:

T: Nihitsii' dadilzhoh.

(pl)

T: Nihitsii' daahshóóh.

C: CHILDREN COMB/BRUSH THEIR HAIR

T: Nihitsii' ísh daahshóó'?

C: Aoo', Nihitsii' deilzhóó'.

(sg)

T: Nitsii' nishóóh.

C: CHILD COMBS/BRUSHES HIS/HER HAIR

T: Nitsii' ísh yínishóó'?

C: Aoo', shitsii' yishóóh.

C: Bé'ézhóó'shą'?

ALT:

C: Háadi bé'ézhóó'?

GLOSS

introductory statement:

T: We will now brush our hair.

(pl)

T: Brush your hair.

C: CHILDREN BRUSH THEIR HAIR

T: Have you brushed your hair?

C: Yes, we have brushed our hair.

(sg)

T: Brush your hair.

C: CHILD BRUSHES HAIR

T: Have you brushed your hair?

C: Yes, I have brushed/combed my hair.

C: Where is the brush?

ALT:

C: Where is the brush?

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
 routine: setting the table
 intent: to get the children to set the table
 reaction: the children will set the table

introductory statement:

T: Da'adáají' achoolzhiizh. Łeets'aa' nidoo'nił.

ALT:

T: Da'doodíłjį' achoolzhiizh. Łeets'aa' nidoo'nił.

T: Da'diidíłjį' achoolzhiizh. Łeets'aa' nidoo'nił.

(pl)

T: Háíłá áká'iijeeh?

(sg)

T: Háíłá áká'iilyeed?

T: Díí abínígíí éí (Name) áká'iilyeed lá.

C: Shí lá. (if assigned)

ALT:

Shí dooleet. (volunteers)

Shí áká'adiishwoł.

Shí dooleet. Shí t'ah dooda.

GLOSS

introductory statement

T: It is now time to eat. The table will be set.

ALT:

It is now time to eat. The table will be set.

It is now time for us to eat. The table will now be set.

(pl)

T: Who is going to help?

(sg)

T: Who is going to help?

T: This morning, NAME will be helping.

C: I want to help. (volunteers)

ALT:

It is my turn. (if assigned)

I want to help.

Me! I have not had a turn.

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: setting up chairs
intent: to get the children to set up chairs
reaction: the children will set up chairs

introductory statement:

T: Bik'i dahdadíníibijíhgíí hash't'e' nidadii'nił.

(pl)

T: Bikáá' dah'asdáhá nídahidoohnííł/nídahidoohłah.

CHILDREN GET CHAIRS

(sg)

T: Nibikáá' dah'asdáhá nídií'aah.

ALT: Bikáá' dah'asdáhá ła' nídií'aah.

CHILD GETS CHAIR

C: Haa'ísh dahnishdaah?

ALT: Haa'ísh ninish'aah? Kwe'ísh?

T: Aoo', akwe'é niní'aah.

C: Hágoshíí.

GLOSS

introductory statement:

T: We will now place the chairs we will sit on.

(pl)

T: Go get your chairs.

CHILDREN GET CHAIRS

(sg)

T: Go get your chair.

ALT: Go get a chair.

CHILD GETS CHAIR

C: Where shall I sit?

ALT: Where shall I place it (the chair)? Here?

T: Yes, place it (your chair) there.

C: All right.

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: saying grace
intent: to get the children to say grace
reaction: the children will say grace

introductory statement:

T: K'ad éi ch'iyáán baa ahééh dadínídzijí.

ALT:

K'ad éi yaa ádadii'níí.

K'ad éi tsodadidiilziji.

C: CHILDREN SAY GRACE

GLOSS

introductory statement:

T: We shall now express appreciation for our food.

ALT:

We shall now bow our heads.

Now we shall pray.

C: CHILDREN SAY GRACE

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: passing food (family style)
intent: to get a child to pass food (in a bowl or container)
reaction: child will pass food

introductory statement:

T: K'ad éi ch'iyáán náás deiyíníkaahgo hada'diyiikáál.

(sg)

T: FOOD NAME náás díkaah.

C: CHILD PASSES FOOD

C: FOOD NAME shaa níkaah. (container)

ALT:

C: FOOD NAME shich'í' náás díkaah. (container)

FOOD NAME shaa ní'aah. (bulky)

C2: CHILD PASSES FOOD

T: Abe' yaazííd.

C: CHILD POURS MILK

C: LIQUID yaasííd

GLOSS

introductory statement:

T: Now we will dish the food out as it is passed around.

(sg)

T: Pass the food (which is in a container) along.

C: CHILD PASSES FOOD

C: Pass me the food. (container)

ALT:

C: Pass the food to me. (container)

Pass me the food. (bulky)

C2: CHILD PASSES FOOD

T: (You) pour the milk.

C: CHILD POURS MILK

C: I pour (the liquid).

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

- setting: BREAKFAST- Family Style
- routine: using eating utensils appropriately
- intent : (1) to get children to use eating utensils
(2) to inform adult about lack of eating utensil(s)
- reaction: (1) children will use utensils appropriately
(2) child will get missing utensil(s)

introductory statement:

T: Bee adání hazhó'ó chodeiidiil'ijł.

T: Bee adání bee da'doohsijł.

T: Bee adání bee da'ohsá.

T: Bee adání bee da'diidijł.

C: CHILDREN WILL USE EATING UTENSILS

T: Bee adání hazhó'ó deiyínóhtą'go bee da'ohsá.

C: CHILDREN WILL USE EATING UTENSILS CAREFULLY
(APPROPRIATELY)

(sg)

C: Shibee adání ádin .

ALT: Shí UTENSIL NAME shee ádin .

T/C: TEACHER WILL GET MISSING UTENSIL(S) OR TELL CHILD WHERE/HOW TO OBTAIN THEM

T: Hazhó'ó (bee adání) yínítą'go bee íyá.

C: CHILD WILL USE EATING UTENSILS CAREFULLY (APPROPRIATELY)

GLOSS

introductory statement:

T: We will use our utensils correctly.

(pl)

T: You shall eat using your utensils.

ALT:

Eat, using your utensils.

Let us eat using our utensils.

C: CHILDREN WILL USE EATING UTENSILS

T: Eat, holding your utensils carefully.

C: CHILDREN WILL HOLD UTENSILS CAREFULLY (APPROPRIATELY)

(sg)

C: I have no eating utensils.

ALT: I have no UTENSIL NAME

T/C: TEACHER WILL GET MISSING UTENSIL(S) OR TELL CHILD WHERE/HOW TO OBTAIN THEM

T: Eat, holding your utensils carefully.

C: CHILD WILL USE EATING UTENSILS CAREFULLY (APPROPRIATELY)

GLOSSARY - Various Utensil Names

spoon	béésh adee'í
knife	béésh
fork	béésh bíla'í
	bíla' taa'ii
	bíla' díí'ii

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: cutting meat/food
intent: (1) to get children to cut food
(2) to get teacher to cut food for a child
(3) to inform adult about lack of eating utensil(s)
reaction: children will use utensils appropriately

introductory statement:

T: K'ad éí ch'iyáán t'óó doodíígo nahalgéesh bídahwiidiil'áát.

(pl)

T: Atsi' / Ch'iyáán nidahołgéesh.

C: CHILDREN CUT MEAT/FOOD

(sg)

T: Atsi' / Ch'iyáán nihíłgéesh.

C: CHILD CUTS MEAT/FOOD

ALT:

C: (Díí) shá nahíłgéés.

Ch'ééh ísh'í.

Ch'ééh neheshgéesh.

T: Haa'íshą' níká'iishyeed.

GLOSS

introductory statement:

T: Now we shall learn to cut up our meat/food in bite-size pieces.

(pl)

T: Cut up your meat/food.

C: CHILDREN CUT MEAT/FOOD

(sg)

T: (You) cut your meat/food.

C: CHILD CUTS MEAT/FOOD

ALT:

C: Cut (this) for me.

I can't do it.

I'm trying to cut it (but I can't).

T: Here, let me help you.

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST-Family Style
routine: using table manners
intent: to get children to use "table manners"
reaction: children will use "table manners"

introductory statement:

T: Hazhó'ó adá ádadiilníft.

(pl)

T: Hazhó'ó ch'iyáán deiyínóhkeed. <<T'áá shoqdí>> dóó
<<Ahéhee'*>> dadohnígo ch'iyáán deiyínóhkeed.*

C: CHILDREN WILL USE TABLE MANNERS APPROPRIATELY and
CHILDREN WILL USE "PLEASE" AND "THANK YOU"

T: Hazhó'ó da'ohsá.

C: Da' hazhó'ó da'iidá?

T: Aoo', hazhó'ó da'ohsá.

T: T'áá hazhó'ó'ígo da'ohsá.

C: Da' t'áá hazhó'ó'ígo da'iidá?

T: Aoo', hazhó'ó'ígo da'ohsá.

(sg)

T: Hazhó'ó ch'iyáán yíníkeed. <<T'áá shoqdí>> dóó <<Ahéhee'>>
diníigo ch'iyáán yíníkeed.

C: CHILD ASKS FOR FOOD APPROPRIATELY. S/HE SAYS "PLEASE" and
"THANK YOU"

T: Hazhó'ó íyá.

C: Da' hazhó'ó ashá?

T: Aoo', hazhó'ó íyá.

T: T'áá hazhó'ó'ígo íyá.

C: Da' t'áá hazhó'ó'ígo ashá?

T: Aoo', t'áá hazhó'ó'ígo íyá.

GLOSS

introductory statement:

T: We shall eat using our manners appropriately.

(pl)

T: Ask for your food right (appropriately); say "Please" and "Thank you" as
you ask for your food.

C: CHILDREN WILL USE TABLE MANNERS APPROPRIATELY and
CHILDREN WILL USE "PLEASE" AND "THANK YOU"

T: (You all) eat correctly / carefully.

C: We should eat correctly / carefully?

T: Yes, you should eat correctly / carefully.

T: (You all) eat slowly.

C: We should eat slowly?

T: Yes, you should eat slowly.

(sg)

T: (You) ask for your food right appropriately. Say "Please" and "Thank you" as you ask for your food.

C: CHILD ASKS FOR FOOD APPROPRIATELY. S/HE SAYS "PLEASE" and "THANK YOU"

T: Eat correctly / carefully.

C: I should eat correctly / carefully?

T: Yes, you should eat correctly / carefully.

T: Eat slowly.

C: I should eat slowly?

T: Yes, you should eat slowly.

***NOTE:**

Reactions to the use of << t'áá shoqdí >> and << ahéhee' >> vary from community to community. To some more traditional people, these words seem obsequious: as if one were begging for one's life or overdoing a show of gratefulness. They are not considered to be appropriate at table. To others, the use of these terms have become relatively routine. Teachers should use their own judgment about whether or not to insist on these.

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
 routine: thanking cooks
 intent: to get children to thank the cook(s)
 reaction: children will thank the cook(s)

introductory statement:

T: Ch'iyáán nihá ályaaígíí baa ahééh daniidzin doo.

(pl)

T: Ch'iyáán íí'íní <<Ahéhee'>> dabidohní.

C: Ahéhee', hikango da'iidáá'.

Ck: Aoo', ákót'éego láa! Jó nizhónígo nihíł hikango da'ooyáá'.

(sg)

T: Ch'iyáán íí'íní <<Ahéhee'>> bidiní.

C: Ahéhee', hikango íiyáá'.

CK: Aoo', jó nizhóní, nihíł hikango ííníyáá'.

GLOSS

introductory instatement:

T: Let us be thankful for the food (which was cooked for us).

(pl)

T: You (all) tell the cook "Thank you".

ALT: Thank the cook (for the food) that she cooked.

C: Thank you for the good food (we ate).

Ck: Yes, that's the way to express appreciation! It is good (that you liked the food you ate).

(sg)

T: Tell the cook "Thank you."

ALT: Thank the cook (for the food) that she cooked.

C: Thank you for the good food (I ate).

Ck: Yes, it is good that you liked the food you ate.

collected by June '96 Workshop at Window Rock date: Th 06/06/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
 routine: using napkins
 intent: to get children to use napkins appropriately
 reaction: children will use napkins appropriately

introductory statement:

T: Zábaah bee yit'oodí chodeidiil'ijí.

(pl)

T: Zábaah bee yit'oodí nihiyaayáahii abídahotchííd.

C: CHILDREN WILL PLACE THEIR NAPKINS UNDER THEIR
 CHINS

ALT: Zábaah bee yit'oodí nihitéél nidanołtsóós.

C: CHILDREN WILL PLACE THEIR NAPKINS IN FRONT OF THEM

T Nihizábaah dóó nihíla' nídaah't'o'.

C: CHILDREN WILL WIPE THEIR MOUTH AND HANDS

C: Da' díigi át'éego?

T: Aoo', akót'éego.

T Nihizábaah dóó nihíla' daah't'ood.

C: CHILDREN WILL WIPE THEIR MOUTH AND HANDS

C: Da' díigi át'éego?

T: Aoo', akót'éego.

(sg)

T: Zábaḡah bee yit'oodí niyaayááh abihí'chííd.

T: Zábaḡah bee yit'oodí nitéél niníłtsóós.

C: CHILD WILL PLACE HIS/HER NAPKIN UNDER HIS/HER CHIN

C: Da' díigi át'éego?

T: Aoo', akót'éego.

T: Bee nizábaḡah dóó nı́la' náńt'o'.

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: Da' díigi át'éego?

T: Aoo', akót'éego.

T: Zábaḡah bee yit'oodí bee nizábaḡah dóó nı́la' nit'ood.

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: T'áá íídáá' ádesht'óód.

Ch: Shı́ zábaḡah bee yit'oodí shee ádin.

T: Ła' nídiłtsóós.

C: Naaltsoos bee ádí'oodí ła' shaa náánı́łtsóós.

T: Na' kóḡ ła' náána.

GLOSS

introductory statement:

T: We will use our napkins.

(pl)

T: Place the napkins under your chins.

C: CHILDREN WILL PLACE THEIR NAPKINS UNDER THEIR CHINS

ALT: Place the napkins on your front.

C: CHILDREN WILL PLACE THEIR NAPKINS ON THEIR FRONT

T Use your napkin to wipe your mouth and hands.

C: CHILDREN WILL WIPE THEIR MOUTH AND HANDS

C: Like this?

T: Yes, like that.

T Wipe your mouths and hands with it (napkin).

C: CHILDREN WILL WIPE THEIR MOUTHS AND HANDS

C: Like this?

T: Yes, like that.

(sg)

T: Tuck the napkin under your chin.

Ch CHILD WILL TUCK HIS/HER NAPKIN UNDER HIS/HER CHIN

C: Like this?

T: Yes, like that.

T: You will wipe your mouth and hands with it (napkin).

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: Like this?

T: Yes, like that.

T: (You) will wipe your mouth and hands with it (napkin).

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: I already wiped my mouth and hands.

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C: I have no napkin.

T: Go get one.

C: Give me another napkin.

T: Here is another.

collected by June '96 Workshop at Window Rock date: Th 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
 routine: clearing the table (after the meal)
 intent: to get children to clear the table
 reaction: children will clear the table

introductory statement:

T: K'ad éí akéé' hasht'éédahodiilníft.

(pl)

T: Nihileets'a' nahdi ninádahoh'níft.

ALT Nihibee'adání hasht'ée daahdle'.

ALT Bii' da'ooyá'ígíí nii'oh nídahoh'níft.

C: CHILDREN WILL CLEAR THE DISHES (FROM THE TABLE)

(sg)

C: Díísh kwe'é ninish'aah / ninishníft / ninishjááh?

ALT:

Kwe'íísh ninish'aah / ninishníft / ninishjááh?

Da' kwe'é ninish'aah / ninishníft / ninishjááh?

Háadi ninish'aah / ninishníft / ninishjááh?

Haa'í shą ninish'aah / ninishníft / ninishjááh?

T: Aoo', akwe'é niní'aah / niníníft / niníjááh.

GLOSS

introductory statement:

T: We shall now clean up after ourselves. /We shall now clear the table.

(pl)

T: Put your dishes away.

ALT:

Fix your dishes (put dishes away).

Put the dishes you ate on away.

C: CHILDREN WILL CLEAR THE DISHES (FROM THE TABLE)

(sg)

C: Should I place this/these dish(es) here?

ALT:

Here?

Right here?

Where?

What place?

T: Yes, put it/them there (pointing).

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: wiping the table
intent: to get children to wipe the table
reaction: children will wipe the table

introductory statement:

T: Bikáá' da'iida'ígíí bída'diiljool / dadiit'ool.

(pl)

T: Bikáá' da'ooyá'ígíí bída'ojool / daaht'ood.

C: CHILDREN WIPE TABLES

T: Da' bikáá' adání bída'shoohjool / daoht'óód?

C: Aoo', (bikáá' adání) bída'shiiljool / deiit'óód.

(sg)

T: Bikáá' adání bí'íjool / nit'ood.

C: CHILD WIPES THE TABLE

T: Da' bikáá' adání bí'shíníjool / yínít'óód?

C: Aoo', (bikáá' adání) bí'shéjool / yít'óód.

GLOSS

introductory statement:

T: Let's wipe the tables (that we ate on).

(pl)

T: Wipe the tables (that you ate on).

C: CHILDREN WIPE TABLES

T: Have you wiped the tables (that you ate on)?

C: Yes, we wiped the tables (that we ate on).

(sg)

T: (You) wipe the table.

C: CHILD WIPES THE TABLE

T: Did you wipe the table (that you ate on)?

C: Yes, I wiped the table.

NOTE:

To some of us, *-jooʔ* has implications of wiping lightly whereas *-t'ood* has implications of doing so more vigorously or thoroughly. Use what seems appropriate in your community.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
 routine: putting chairs away (after eating)
 intent: to get children to put the chairs away
 reaction: children will put chairs away

introductory statement:

T: Bikáá' dah'asdáhá nahdi ninádahidii'níí.

(pl)

T: Bikáá' dah'asdáhá ałk'i nídaaht'ín.

C: CHILDREN STACK CHAIRS TOGETHER

ALT: Bikáá' dah'asdáhá nahdi ninádahoh'níí.

C: CHILDREN PUT CHAIRS AWAY

T: Bikáá' dah'asdáháásh ałk'i dahnídasoo'nil?

C: Aoo', (bikáá' dah'asdáhá) ałk'i dahnídasií'nil.

T: Bikáá' dah'asdáháásh nahdi ninádasoo'nil?

C: Aoo', (bikáá' dah'asdáhá) nahdi ninádasii'nil.

(sg)

T: Bikáá' dah'asdáhá nahdi ninán'aah.

C: CHILD PUTS CHAIR AWAY

T: Bikáá' dah'asdáháásh nahdi ninéínt'á?

C: Aoo', (bikáá' dah'asdáhá) nahdi nináásh't'á.

GLOSS

introductory statement:

T: Let us put our chairs away.

(pl)

T: Stack your chairs.

C: CHILDREN STACK CHAIRS TOGETHER

ALT: Put your chairs away.

C: CHILDREN PUT CHAIRS AWAY

T: Did you stack your chairs?

C: Yes, we stacked our chairs.

T: Did you put the chairs away?

C: Yes, we put the chairs away.

(sg)

T: Put the chair away.

C: CHILD PUTS CHAIR AWAY

T: Did you put your chair away?

C: Yes, I put my chair away.

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: sorting dishes (for washing after clearing the table)
intent: to get children to sort the dishes by kind
reaction: children will sort the dishes by kind

introductory statement:

T: Łeets'aa' a'ąą ndadii'nil.

(pl)

T: Łeets'aa' a'ąą nidaahnil.

C: CHILDREN SORT DISHES

T: Łeets'aa'ísh a'ąą nidasoonil?

C: Aoo', łeets'aa' a'ąą nidasii'nil.

(sg)

T: Łeets'aa' a'ąą niníníł.

C: CHILD SORTS DISHES

T: Łeets'aa'ísh a'ąą nííńnil?

C: Aoo', łeets'aa' a'ąą nidasénil?

GLOSS

introductory statement:

T: Let us sort the dishes.

(pl)

T: Sort the dishes.

C: CHILDREN SORT (SEPARATE) DISHES

T: Did you sort the dishes?

C: Yes, we sorted the dishes.

(sg)

T: (You) sort the dishes.

C: CHILD SORTS DISHES

T: Did you sort the dishes?

C: Yes, I sorted the dishes.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Family Style
routine: scraping dishes
intent: to get children to scrape the dishes
reaction: children will scrape the dishes

introductory statement:

T: Łeets'aa' bii' dahodiildah.

T: Łeets'aa' bii' niłdéeł.

ALT: Béesh adee' bee bii' hółdéeł.

C: CHILD SCRAPES DISH (WITH A SPOON)

C: Da' shileets'a' bii' hashdéeł?

T: Aoo', bii' hółdeeh.

C: K'ad bii' hóółdee'.

ALT:

T: Łeets'aa' bii' hógiz.

Béesh adee' bee bii' hógiz.

C: CHILD SCRAPES DISH

GLOSS

introductory statement:

T: Let us scrape our dishes.

(sg)

T: Scrape (inside) your dish.

T: Scrape (inside) your dish with your spoon.

C: CHILD SCRAPES DISH (WITH A SPOON)

C: Should I scrape (inside) my dish?

T: Yes, scrape it (inside the dish).

C: Now I have scraped it.

ALT:

T: Scrape (inside) your dish.

Scrape (inside) your dish with your spoon.

C: CHILD SCRAPES DISH

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: serving portions
intent: to get children to take appropriate-sized portions
reaction: children will take appropriate-sized portions

introductory statement:

T: K'ad éí hada' diyikáát.

(pl)

T: Ch'iyáán t'óó haakánigo hadahohkaah.

C: CHILDREN TAKE APPROPRIATE-SIZED PORTIONS

(sg)

T: Ch'iyáán t'óó haakánigo hanikaah .

CHILD TAKES APPROPRIATE-SIZED PORTION

C: Da' kónéelt'e'go haashkaah? Ła' náánísdzin nít'ée'.

T: Eii altso yínýáa'go índa ła' hanáadíkáát.

C: Ła' náánísdzin.

T: Eii áłtsé altso niyá.

C: Díí doo shił łikan da.

ALT: Shí doo nisin da.

C: Díí ła' náánísdzin.

T: ła' hanááníkaah.

GLOSS

introductory statement:

T: We will now serve ourselves.

(pl)

T: Dish out appropriate portions.

CHILDREN TAKE APPROPRIATE-SIZED PORTIONS

(sg)

T: Dish out (an appropriate) portion.

CHILD TAKES APPROPRIATE-SIZED PORTION

C: Shall I dish out this much? I wanted some more.

T: Finish what you have first, then dish some more out.

ALT:

C: I want some more.

T: Finish what you have first, then you may get some more.

C: I do not like this.

ALT: I don't want any.

C: I want some more of this.

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
 routine: holding/carrying plate (carefully)
 intent: to get children to hold/carry plate carefully
 reaction: children will hold/carry plate carefully

introductory statement:

T: Łeets'aa' hazhó'ó deiyíníta' dooleet.

(pl)

T: Łeets'aa' hazhó'ó deiyínóhta'.

CHILDREN HOLD PLATES CAREFULLY

(sg)

T: Łeets'aa' (t'áha) hazhó'ó yíníta'.

C: CHILD HOLDS PLATE CAREFULLY

T: Łeets'aa'ísh hazhó'ó yíníta'?

C: Aoo', (Łeets'aa') hazhó'ó yíníshhta'.

ALT: Hazhó'ó yíníshhta', ndi yeiká.

GLOSS

introductory statement:

T: We will hold our plates carefully.

(pl)

T: Hold your plates carefully.

CHILDREN HOLD PLATES CAREFULLY

(sg)

T: (You) hold your plate carefully.

CHILD HOLDS PLATE CAREFULLY

T: Are you holding your plate carefully?

C: Yes, I am holding my plate carefully.

I was holding it (my plate) carefully but I spilled it.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
 routine: picking up silverware [if not already at place setting]
 intent: to get children to pick up silverware
 reaction: children will pick up silverware

introductory statement:

T: Bee adání nídahidiidlah.

(pl)

T: Bee adání nídahohłááh.

ALT: Bee adání nídadoohjááh.

C: CHILDREN PICK UP SILVERWARE

T: Da' bee adáníísh nídahisooláá'?

C Aoo', bee adání nídahisiidláá'.

(sg)

T: Bee adání nídiiníł.

C: CHILD PICKS UP SILVERWARE

T: Da' bee adáníísh nídinnil?

C Aoo', bee adání nídiinil.

C: Shí (shibee adání) ádin.

ALT: Bee adání shee ádin.

GLOSS

introductory statement

T: Let us pick up our silverware.

(pl)

T: (You all) pick up your silverware.

ALT: (You all) pick up your silverware.

T: Did you pick up your silverware?

C: Yes, we picked up our silverware.

(sg)

T: (You) pick up your silverware.

C: CHILDREN PICK UP SILVERWARE

ALT: Did (you) pick up your silverware?

C: Yes, I picked up my silverware.

C: I have no silverware.

ALT: I have none (silverware).

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
 routine: using serving utensils
 intent: to get children to use serving utensils appropriately
 reaction: children to use serving utensils appropriately

introductory statement:

T: Bee ha'iikaahí hazhó'ó chodeiidiil'ijl.

(pl)

T: Bee ha'iikaahí díigi át'éego bee hada'ayohkaah.(demonstrating)

ALT: Díigi át'éego bee hadahohkaah.

C: CHILDREN WATCH AND DO LIKEWISE

C: Da' díigi át'éego?

T: Aoo', eiigi át'éego láa!

(sg)

T: Bee ha'iikaahí bee hanikaah.

ALT: Díigi át'éego bee hahíkaah. (demonstrating)

C: CHILD WATCHES AND DOES LIKEWISE

C: Da' díigi át'éego?

T: Aoo', eiigi át'éego láa!

C: Díi ch'ééh ásh'í.

ALT:

Díí ayóo nidaaz.

Díí ayóo bitsxe'.

GLOSS

introductory statement:

T: We will (carefully) use the serving utensils.

(pl)

T: Use the serving utensil to dish your food out like this. (demonstrating)

C: CHILDREN WATCH AND DO LIKEWISE

C: Like this?

T: Yes, like that.

(sg)

ALT: Dish your food out with the serving spoon. (demonstrating)

T: (You) dish (your food) out like this.

C: CHILD WATCHES AND DOES LIKEWISE

C: Like this?

T: Yes, like that.

C: I can't do this.

ALT:

It is too heavy.

It is too strong.

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: manners/courtesy
intent: to get children to move through the line properly
reaction: children will move through the line properly

introductory statement:

T: Hazhó'ó atkéé' doht'ééh, t'áadoo atch'ááh nideii'na'á hadidiikah.

(pl)

T: Hazhó'ó atkéé' noot'i'go hada'diyóohkáál.

ALT: Hazhó'ó atkéé' noot'i'go hada'iyohkaah.

C: CHILDREN PROCEED THROUGH LINE IN AN ORDERLY
MANNER

C: Nihíish nááná?

T: Aoo' / Ndaga'.

C: CHILD'S NAME be'ádílááh. Doo hazhó'ó sizíi da.

GLOSS

introductory statement:

T: Line up in an orderly manner, then we shall go through the line without pushing or cutting.

SITUATIONAL NAVAJO

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(pl)

T: As you move in an orderly manner, you will serve yourself.

ALT: As you move in an orderly manner, serve yourself.

C: CHILDREN PROCEED THROUGH LINE IN AN ORDERLY MANNER

C: Is it our turn?

T: Yes/No.

C: CHILD'S NAME is naughty. He/she won't stand still.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: serving self appropriate-sized portions
intent: to get children to take fair / appropriate-sized portions
reaction: children will take fair / appropriate-sized portions

introductory statement:

T: T'áá ádíghahágo hada' diyiikáát.

(pl)

T: T'áá ádíghahágo hadahohkaah.

C: CHILDREN WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

(sg)

T: T'áá ádíghahágo hanikaah.

C: CHILD WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

T: Eísh áltso díyíítgo háínká?

C: Aoo', áltso diishíít.

ALT Aoo', díí ayóo shíít líkan.

GLOSS

introductory statement:

T: We will serve ourselves the amount we can eat.

(pl)

T: Serve yourselves (the amount that you can finish).

C: CHILDREN WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

(sg)

T: Serve yourself (the amount that you can eat).

C: CHILD WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

T: Will you be able to eat all that (you have served yourself)?

C: Yes, I will finish it all.

ALT: Yes, I like it very much.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: getting plate to the table without spilling
intent: to get children to carry plate carefully to the table
reaction: children will carry plate carefully to the table

introductory statement:

T: Dahdíníibijíí'góó hazhó'ó da'ííníikaah dooleet.

(pl)

T: Hazhó'ó deiyínóhta'go da'íínóhkaah.

ALT: Hazhó'ó'igo deiyínóhkáahgo da'íínóhkaah.

(sg)

T: Hazhó'ó'igo yínáatgo íkáát.

ALT:

Hazhó'ó'igo íkáát.

Hazhó'ó'igo ní'díkaah.

Hazhó'ó'igo bikáá' adání bich'í' ní'díkaah.

Ya'oo'káát.

T: Hazhó'óosh íkáát?

C: Aoo', hazhó'ó eeshkáát.

GLOSS

introductory statement:

T: We will carry our plates carefully to where we will be seated.

(pl)

T: (You all) hold your plates carefully as you carry it.
(You all) walk slowly as you carry your plate.

(sg)

T: Walk slowly as you carry your food.

ALT:

- Carry your food carefully.
- Pick up your food carefully.
- Carry your food carefully to the table.
- Don't spill your food.

T: Are you carrying your food carefully?

C: Yes, I am carrying my food carefully.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: seating
intent: to get children to sit down after taking plate to table
reaction: children will sit down after taking plate to table

introductory statement:

T: Dahdíníibijł. Dahnahísítáągo da'diidíł.

(pl)

T: T'áá nihí danohsinígii dahdadinohbijh.

C: CHILDREN SIT DOWN WHEREVER THEY CHOOSE

(sg)

T: T'áásh akwe'é dahnídaah.

C: Aoo', shí t'áá kwe'é dahnishdaah.

ALT: Aoo', t'áá kwe'é dahsédá.

GLOSS

introductory statement:

T: We will now sit down. We will eat while sitting.

(pl)

T: Sit wherever you choose.

C: CHILDREN SIT DOWN WHEREVER THEY CHOOSE

T: Are you going to sit here?

C: Yes, I am going to sit here.

ALT: Yes, I am sitting here.

collected by June '96 Workshop at Window Rock date: M 06/10/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Buffet Style
routine: putting place mats down
intent: to get children to place mats properly
reaction: children to place mats properly

introductory statement:

T: Ata' siltsoozí bik'i nida'iyohkaah.

GLOSS

introductory statement:

T: Put your plates on your place mats.

NOTE: In some centers, the children set out their place mats ahead of time, and place their silverware, glass, etc. on it. In other centers, apparently, the children set out their place mats but bring their silverware to the mat with their plate.

SITUATIONAL NAVAJO

setting: BREAKFAST - Cafeteria Style
routine: sliding tray along
intent: to get children to slide trays along carefully
reaction: children will slide trays along carefully

introductory statement:

T: Náás da'íínóhkaahgo nihá hada'aka'doo.

(pl)

T: Łeets'aa' (t'áhá) náás nídadohsho'go nihá hada'diyookáát.

ALT: Łeets'aa' (t'áhá) náás nídadohkáahgo nihá hada'diyookáát.

C: CHILDREN SLIDE TRAYS ALONG

(sg)

T: Łeets'aa' (táhá) náás nídísho'go ná hadi'yookáát.

ALT: Łeets'aa' (táhá) náás nídíkáahgo ná hadi'yookáát.

C: CHILD SLIDES TRAY ALONG

C: Díí doo náás yidikaah da.

ALT: Díí doo náás adikaah da.

GLOSS

introductory statement:

T: You will be served as you slide your dish/ tray along.

(pl)

T: As you slide your dish/ tray along, you will be served.

T: As you move your tray along, you will be served.

C: CHILDREN SLIDE TRAYS ALONG

(sg)

T: As you slide your dish/ tray along, you will be served.

ALT: As you move your tray along, you will be served.

C: CHILD SLIDES TRAY ALONG

C: S/He is not moving it (tray) along.

ALT: S/He will not move it (tray) along.

collected by June '96 Workshop at Window Rock date: T 06/11/96

SITUATIONAL NAVAJO

setting: BREAKFAST - Cafeteria Style
routine: asking for food by amount
intent: to get children to ask for the amounts of food they want
reaction: children will ask for the amounts of food they want

introductory statement:

T: Ch'iyáán ánéelt'e'go daniidzinígíí deiyíníikeed doo.

(pl)

T: T'óó dadoosíígo deiyínóhkeed.

ALT: T'óó bee nídadínóhchaígo deiyínóhkeed doo.

(sg)

T: T'óó dííyíígo yíníikeed.

ALT: T'óó bee nídínííchaígo yíníikeed.

C: Dichin nisin.

ALT:

Dichin shí'niibxí.

Dichin sélíí'.

Ła' náána.

T'áá shoqdí, ła' shaa nááníkaah.

C: (Shí díí) áłch'íídígo nisin.

ALT:

Eii doo nisin da.

Shí díí doo shił hikan da.

Ayóo dích'íí'.

Ayóo dík'óózh.

C: Likango da'iidáá'.

ALT: Doolá'dó' hikan da!

C: Ahéhee', COOK's NAME.

GLOSS

introductory statement:

T: We shall ask for the amount (of food) that we want.

(pl)

T: Take only the amount of food that you can finish.

ALT: Take only the amount of food that will fill you.

(sg)

T: Take only the amount of food that you can finish.

ALT: Take only the amount of food that will fill you.

C: I am hungry.

ALT:

Hunger is killing me (I am very hungry).

I have become hungry.

(I want) some more.

SITUATIONAL NAVAJO

P: 90

Please serve me some more.

C: I only want a little bit (of this).

ALT:

I don't want that.

I do not like (the taste of) this.

It is bitter or hot (like chili).

It is too salty (or sour?)

C: The food (that we ate) was so good.

ALT: It (the food) was so delicious!

C: Thank you, COOK's NAME.

collected by June '96 Workshop at Window Rock date: T 06/11/96

SITUATIONAL NAVAJO

setting: HEALTH CHECK
 routine: body check
 intent: to check children for signs of poor health
 reaction: children will participate in health check

introductory statement:

T: T'áánisooz'íí n't'éé' danihi' dínool'íí.

(sg)

T: Nitsiitah dínish'íí.

C: CHILD ALLOWS ADULT TO CHECK HAIR

T: Níláshgaan ná nesh'í.

C: CHILD ALLOWS ADULT TO CHECK FINGER NAILS

T: Níní'góné' désh'íí.

C: CHILD ALLOWS ADULT TO CHECK NOSTRILS

T: Nijaayi'góné' dínish'íí.

C: CHILD ALLOWS ADULT TO CHECK INSIDE OF EARS

T: Nigaan ná nesh'í.

C: CHILD ALLOWS ADULT TO CHECK ARMS

T: Nijáád ná nesh'í.

C: CHILD ALLOWS ADULT TO CHECK LEGS

T: Doósh níkáá'góó dahdadoot'izh da?

C: Nidaga' (doo shikáá'góó dahdadoot'izh da).

ALT: Aoo'.

T: Haash yit'éego ádzaa?

C: CHILD WILL TELL HOW IT HAPPENED

T: Doósh haa'ída ádíngish da?

C: Aoo'.

ALT: Nidaga'.

T: Haa'í ádíngish? (if Aoo')

C: CHILD WILL POINT OR RESPOND

Kwe'é.

T: Há'át'íish nizhgish?

ALT: Haash yit'éego shíngish?

C: CHILD WILL TELL HOW S/HE WAS CUT

[If teacher notices cut]

T: Díish hait'éego shíngish?

C: CHILD WILL TELL HOW S/HE WAS CUT

ALT:

Béesh shizhgish.

Béesh bee shégish.

Tsin sizghas.

(If teacher notices spots)

T: Naah ha'ííjéé' lá.

C: Shooya'.

ALT: Ha'át'íísh át'é?

T: TEACHER EXPLAINS WHAT IT IS

(If child notices spots)

C: Teacher, díí ha'át'ííshíí át'é.

T: Haaléit'é?

C: Yihéés.

GLOSS

introductory statement:

T: We will check over your whole body.

T: I'm going to look through your hair.

C: CHILD ALLOWS ADULT TO CHECK HAIR

T: Let me look at your fingernails.

C: CHILD ALLOWS ADULT TO CHECK FINGER NAILS

T: I'm going to look into your nostrils.

C: CHILD ALLOWS ADULT TO CHECK NOSTRILS

T: Let me look inside your ears.

C: CHILD ALLOWS ADULT TO CHECK INSIDE OF EARS

T: Let me look at your arms.

C: CHILD ALLOWS ADULT TO CHECK ARMS

T: Let me look at your legs.

C: CHILD ALLOWS ADULT TO CHECK LEGS

T: Do you have any bruises on your body?

C: No (I don't have any bruises on me).

ALT:

C: Yes.

T: How did it (the bruise) happen?

C: CHILD WILL TELL HOW IT HAPPENED

T: Do you have any cuts (on your body) ? / Did you cut yourself anywhere?

C: No.

ALT:

C: Yes.

T: Where did you cut yourself?

C: CHILD WILL POINT OR RESPOND

Here.

T: What cut you?

ALT:

T: How did you cut it?

C: CHILD WILL TELL HOW S/HE WAS CUT

[If teacher notices cut]

T: How did you cut yourself?

C: CHILD WILL TELL HOW S/HE WAS CUT

C: A knife cut me.

ALT:

I cut myself with a knife.

I got cut with a stick. / A stick cut me.

(If teacher notices spots)

T: You have [measle-like] eruptions.

C: Sure enough. / Oh, yes!

ALT: What is it?

T: TEACHER EXPLAINS WHAT IT IS

(If child notices spots)

C: Teacher, what is this anyway?

T: What is it like?

C: It's itchy.

T: TEACHER MAY TELL CHILD WHAT IT IS IF SHE/HE KNOWS

collected by June '96 Workshop at Window Rock date: T 06/11/96

SITUATIONAL NAVAJO

setting: HEALTH CHECK
routine: child report
intent: to get children to report not feeling well
reaction: teacher will check out the child's report

introductory statement:

T: Jidiniihgo/jineezgaigo háida bił hojilnih.

C: Shibid neezgai.

ALT:

Shitsiits'iin neezgai.

Shiwoo' diniih.

Shijáád neezgai.

Shigaan neezgai.

Shijeiiyi' hodiniih.

Shináá' neezgai.

Shináá' diniih.

GLOSS

introductory statement:

T: If you are not feeling good, tell an adult.

C: My stomach hurts.

ALT:

My head hurts.

My tooth/teeth ache(s).

My leg(s) hurt(s).

My arm(s) hurt(s).

My (inner) ear(s) ache(s).

My eye(s) hurt(s).

My eye(s) ache(s).

collected by June '96 Workshop at Window Rock date: T 06/11/96

SITUATIONAL NAVAJO

setting: HEALTH CHECK
 routine: questioning a sick child
 intent: to get children to give details about illness/injury
 reaction: children will give details about illness/injury

introductory statement:

T: Nihitah doo hats'íídgóó baa dahóme' dooleet.

T: Nitahísh doo hats'íid da?

ALT: Nitah honiigááhíshjii?

C: Aoo'.

T: Azee'ísh ła' ííníma'?

C: Aoo', shimá azee' sheiní'á.

ALT: Ndaga', shimá t'áadoo azee' sheiní'áa da.

T: Azee'ísh ła' yíndláá'?

C: Aoo', shimá azee' sheiníká.

ALT: Ndaga', shimá t'áadoo azee' sheiníkáa da.

T: Nitahísh honeezgai?

C: Aoo', shitah honeezgai.

T: Haa'ísh íiyisí neezgai?

C: Kwe'é (íiyisi) neezgai. (POINTING)

T: Nitahísh honeezgai?

C: Ndaga', doo ánísh't'éhé da.

C: Shí shitah honeezgai.

T: Haa'íshq' neezgai?

C: Kwe'é neezgai. (CHILD POINTS TO WHERE IT HURTS)

T: Azee'íí'ínísh bich'í' nisíníyá?

C: Aoo', azee'íí'íní bich'í' niséyá.

ALT: Ndaga', t'ahdoo azee'íí'íní bich'í' disháah da.

T: Azee'ísh naah ályaa?

C: Aoo', azee' shqah ályaa.

ALT: Ndaga', doo azee' shqah ályaa da.

GLOSS

introductory statement:

T: If you are not feeling well, inform an adult.

T: Are you not feeling well?

ALT: Perhaps you (your body) are hurting?

C: Yes.

T: Did you swallow (take) some medicine (pill)?

C: Yes, my mother gave me some medicine (pill).

ALT: No, my mother did not give me any medicine (pill).

T: Did you drink some medicine?

C: Yes, my mother gave me some medicine (in a container).

ALT: No, my mother did not give me any medicine (liquid).

T: Does your body hurt?

C: Yes, it hurts here.

T: Whereabouts does it really hurt?

C: Right here (it hurts). (POINTING)

T: Does your body hurt?

C: No, there is nothing (wrong) with me.

C: I am sick. / Me, my body hurts.

T: Where does it hurt?

C: It hurts here. (CHILD POINTS TO WHERE IT HURTS)

T: Did you go to a doctor?

C: Yes, I went to see a doctor.

ALT: No, I have not gone to see a doctor.

T: Did they give you medicine?

C: Yes, they gave me medicine.

ALT: No, they did not give me medicine.

SITUATIONAL NAVAJO

setting: MORNING CIRCLE WITH WHOLE GROUP

routine: calling roll

intent: (1). to get children to come to morning circle/whole-group activity
 (2). to get children to answer roll call if present
 (3). to get children to give additional information about absent children

reaction: (1). to get children to come to morning circle/whole-group activity
 (2). children will answer roll-call if present
 (3). children will give additional information about absent children (if they really know)

introductory statement:

T: K'ad éí nábąągo díníibijł, áádóó danihíníshí doo.

(pl)

T: Danihi'dójíigo, << Kóó sédá !>> dadohní doo.

ALT: Danihíníshíigo, <<Kóó sédá !>> dadohní doo.

T: CALLS NAME (of child who is there)

C: Kóó sédá.

(sg)

T: Níizhi'go <<Kóó sédá>> didíiniit.

T: CALLS NAME OF CHILD

C: Kóó sédá.

T: CALLS NAME (of child who is not there).

C: Doo kóó sidáa da.

ALT:

T'áadoo náyáa da.

T'áadoo iih yilwod da.

T: Ha'át'ísh biniinaa t'áadoo náyáa da?

C: Bitah honeezgai.

ALT:

Géela'góó íyá.

Kingóó íyá.

T'ahdii ałhosh.

Doo sidáa da.

Éí doo naagháhá da.

Áadi doo naagháhá da.

GLOSS

introductory statement:

T: Now we will sit in a circle, then I will call your names.

(pl)

T: When your name is called, all of you (in turn) will say << I'm (sitting) here!>>.

ALT: When I call your name, all of you (in turn) will say << I'm (sitting) here!>>.

T: CALLS NAME (of child who is there)

C: I'm sitting here. [i.e., Present!]

(sg)

T: When I call your name, you will say <<I am here.>>.

T: CALLS NAME OF CHILD

C: I am here.(i.e., Present!)

T: CALLS NAME (of child who is not there)

C: S/He's not sitting here. [i.e., Absent!]

ALT:

S/He didn't come (to the center).

S/He didn't get on (the bus).

T: What was the matter that s/he didn't come?

C: S/He was hurting [sick].

ALT:

S/He went to Gallup [or some other town].

S/He went to town.

S/He is still sleeping.

S/He's not home.

There is no one home.

Over there, they are not at home. / Over there, there is no one home.

SITUATIONAL NAVAJO

setting: MORNING CIRCLE WITH WHOLE GROUP
routine: self introductions
intent: to get children to introduce themselves by clans
reaction: children will introduce themselves by clans

introductory statement:

T: Ádóone'é daniidlínígíí bee ahił dahodiilnih.

(pl)

T: Ádóone'é danohłínígíí baa dahodoołnih.

ALT:

Ádóone'é danohłínígíí baa dahółne'.

Ádóone'é niidlínígíí bee ahił dahodiilnih.

(sg)

T: NAME, haadóone'ésh nílí? Nił bééhóziníshjį?

C: CLAN nishłį.

ALT: Nishłínígíí éí CLAN. CLAN báshíshchíín.

optional:

CLAN dashicheii.

CLAN dashinálı.

optional:

C: Shimá CLAN-1 nilí; shí ałdó' CLAN-1 nishkí.

C: Shizhé'é CLAN-2 nilí; shí éiyá CLAN-2 báhíshchíín. Etc.

GLOSS

introductory statement:

T: We will tell one another what clans we are.

(pl)

T: You will tell (us) what clans you are.

ALT:

Tell (us) what your clans are.

We will tell each other what our clans are.

(sg)

T: NAME, what clan are you? Do you know?

C: I am CLAN.

ALT: My CLAN is _____. I am born for CLAN.

optional*

CLAN are my maternal grandfathers.

CLAN are my paternal grandfathers.

optional**

C: My mother is CLAN-1; I am also CLAN-1.

C: My father is CLAN-2; as for me, I am born for CLAN-2. Etc.

NOTES:

Here we are not talking about the content of instruction

about kinship. We are only talking about the situational use of identifying oneself by clans.

Children may or may not be able to talk about their grandfather's clans meaningfully. While you don't want "lectures" on kinship, you don't just want children rattling off their clans without sensing something of what clanship is about. Showing how your clan matches that of your parents, siblings, and possibly grandparents is one way of helping young children begin to sense some of these relationships.

PLEASE Please Please don't translate clan names into English. They just aren't clan names anymore when they've been Englishized! Even little children should be proud to say their own clans in Navajo (however imperfectly); they should be embarrassed to say pseudo-clan names in English.

collected by June '96 Workshop at Window Rock date: T 06/11/9

SITUATIONAL NAVAJO

setting: MORNING CIRCLE WITH WHOLE GROUP
routine: Pledge of Allegiance
intent: to get children to say the Pledge of Allegiance together
reaction: children will say the Pledge of Allegiance together

introductory statement:

T: Dahnaat'a'á baa ahééh dadínídzijí.

ALT: Dahnaat'a'á bee ádadidii'niil.

(pl)

T: T'áá ánóltso daohsijh.

ALT: T'áá ánóht'é daohsijh.

C: CHILDREN STAND

T: Dahnaat'a'á bich'í' daohsijh.

C: CHILDREN FACE THE FLAG

T: T'áá ánóltso nish'náájí bee nihijéí bik'i dadooñíh.

C: CHILDREN PUT RIGHT HANDS OVER HEARTS

ALT:

Háájígoosh nish'náájí?

Kojíshij (nish'náájí)?

Da' kojí?

T: TEACHER SHOWS CHILD WHICH IS RIGHT HAND

ALT: Łahjigo nish'náájí. [if child is still using left hand]

T: Nizhónigo "Dahnaat'a'á" bee ádadooniid.

T: K'ad éí nídinohbijh. (on floor)

ALT: K'ad éí dahnídinohbijh. (on chair)

C: CHILDREN SIT DOWN

GLOSS

introductory statement:

T: Let us express appreciation for the flag.

ALT: Let us say the "Flag" (Pledge of Allegiance).

(pl)

T: All of you stand up.

ALT: All stand.

C: CHILDREN STAND

T: Stand facing the flag.

C: CHILDREN FACE THE FLAG.

T: All of you place your right hands over your hearts.

C: CHILDREN PUT RIGHT HANDS OVER HEARTS.

ALT:

C: Which side is "right"?

C: Is this the right side? (CHILD GESTURES)

C: This side? (CHILD GESTURES)

T: TEACHER SHOWS CHILD WHICH IS RIGHT HAND

ALT: The other side. [if child is still using left hand]

T: You (all) said the Pledge of Allegiance so well!

T: Now sit down. (on floor)

ALT: Now seat yourselves. (on chair)

collected by June '96 Workshop at Window Rock date: T 06/12/96

SITUATIONAL NAVAJO

setting: MORNING CIRCLE WITH WHOLE GROUP

routine: singing

[We include here only the recurring situational aspects of this activity; the rest is properly instructional Navajo.]

intent: to get children to sing together nicely

reaction: (1) children will sing together nicely

(2) children will select songs and/or volunteer to sing

introductory statement:

T: K'ad éí dahodiitaal.

T: Ha'át'íish sinshíí bee dahodiitaal?

C: SONG NAME bee dahodiitaal.

ALT:

Shí dídígí nisin.

Shí éí doo ínisin da.

C: Shí t'áá sáhá hodiishtał.

T: T'áá áníltso dahwiitaal.

ALT:T'áá ánóltso dahohtaal .

C: ALL CHILDREN SING (TOGETHER)

T: Hazhó'ó dahodiitaal, t'áadoo dadiilwoshí.

C: CHILDREN SING NICELY, NOT YELLING

T: Akót'éego láa.

ALT:

Yáa, dooládó' nizhónígo dahootáal da.

Shił nizhóní yee' akót'éego dahootaałgo.

GLOSS

introductory statement:

T: We shall now sing.

T: What songs shall we sing?

C: Let us sing SONG NAME.

ALT:

I want (to sing) this one.

I don't want to sing that one.

C: I want to sing alone.

T: We will all sing together.

T: All of you sing.

C: ALL CHILDREN SING (TOGETHER)

T: Sing nicely, without yelling.

C: CHILDREN SING NICELY, NOT YELLING

T: Yes, like that.

ALT:

My, you sang so nicely.

I like it when you sing nicely like that.

SITUATIONAL NAVAJO

setting: MORNING CIRCLE WITH WHOLE GROUP

routine: weather

[We include here only the recurring situational aspects of this activity; the rest is properly instructional Navajo.]

intent: to get children to (begin to) talk about the weather

reaction: children will (begin to) talk about the weather

introductory statement:

T: Tʼóó'di áhoot'éhígíí baa yádadiiltih.

ALT: Tʼóó'di áhoot'éhígíí bee ahił nidahwiilne' doo.

Tʼóó'dish haahoot'é?

GLOSS

introductory statement:

T: We will talk about what it is like outside (weather-wise).

ALT:

We will tell each other what it is like outside (weather-wise).

T: What is it like outside (weather-wise)?

collected by June '96 Workshop at Window Rock date: W 06/12/96

GLOSSARY - Weather

T'óo'di ádahoot'éhígíí:

Ayéhé néidínóyódí	"in-law chasers", spring snow storms
K'os	clouds
Ních'ih	breezy
Nahaltin	rain
Níló	hailstorm
Níyol	wind
Adinídíín	sunny
Deesdoi	warm
K'os taa'a'a'	intermittent clouds
K'os t'áhá	high, thin clouds
Deesk'aaz	cold
Hastin	frozen
Níchííł	snowing

collected by June '96 Workshop at Window Rock date: W 06/12/96

SITUATIONAL NAVAJO

setting: INTEREST AREAS

routine: choosing an interest area

[The language of the interest areas is that of the children. We include here only the recurring situational aspects of choosing the areas one will go to, and the names of the various interest areas.]

intent: to get children to choose the area they will go to

reaction: children will go to the area they are interested in (if it is not full)

introductory statement:

T: K'ad éí óhoo'aah bił nahaz'áágóne' nidadiilnish.*

ALT: K'ad éí óhoo'aah bił nahaz'áágóne' nidadii'neel.*

* [There are differences between Agencies in the terminology here. Some people think of these activities as helping prepare children for the world of work; hence the use of the stem *-nish*. Others think of these activities as freely chosen play; hence the stem *-neel*. You may want to use whichever is used in your Agency.]

T: Óhoo'aah bił nahaz'áágóó t'áá # go bíighah.

ALT: Óhoo'aah bił nahaz'áágóó t'áá # go nihíhóoghah.

= whatever the number that an interest area can accommodate in your center.

[If a Child is wandering or not in an interest area]:

T: Háágóne'éesh nidiishnish / nidishneet nínízin.

ALT:

Háágóne'éesh yah'aninááh, t'áadoo t'óó nannáhá.

T'áá háágóne' naniné, t'áadoo t'óó nannáhá.

GLOSS

introductory statement:

T: Now we will go where we *work** to learn.

ALT: Now we will go where we *play** to learn.

[There are differences between Agencies in the terminology here. Some people think of these activities as helping prepare children for the world of work: hence the use of the stem *-nish*. Others think of these activities as freely chosen play; hence the stem *-neet*. You may want to use whichever is used in your Agency.]

T: The interest areas can only take # of you.

ALT: The interest areas only fit # of you.

= whatever the number that an interest area can accommodate in your center.

[If a Child is wandering or not in an interest area]:

T: Where do you intend to work? / Where do you wish to play?

ALT:

Which center are you going into? Please don't just walk around.

Play in one of the interest centers. Please don't just walk around.

Glossary - Interest Areas

You may have other names for the interest areas. Whatever you use, keep them short and simple. You just need a part of the main idea, not a long and complete description. It's nice to use these as labels. But that doesn't do much good unless they are actually said by the children as well as the teachers.

Yílá bee Na'anish/Na'a'né	Manipulatives
Yílá Yilzééh	
Yílá bee Na'ach'id (bee Óhoo'aah)	
Hooghan Hasht'e' Hólzin	Housekeeping
Hooghan Baa'áháyá bił Haz'á	
Hooghan Haz'áagi Baa'áháyá	
Na'ach'ąah bił Haz'á	Art
Séí dóó Tó bee Na'a'né / Na'anish	Sand and Water Play/Work
Naaltsoos Né'í	Library
Naaltsoos Wólta' Góne'	
(Diné Be') Ó'ool'ijł	Culture
Dilní Yíists'áá'	Music
Tsin Hahaashch'iizh Yitł'in	Blocks
Chidítsoh Yázhí	Trucks
Ats'íis baa áháyá bił Haz'á	Health

collected by June '96 Workshop at Window Rock date: W 06/12/96

SITUATIONAL NAVAJO

setting: INTEREST AREAS

routine: rules for interest areas

[The rules of the interest areas apply to rules for the classroom. We include here only the recurring situational aspects of the presence of the children in the interest area(s).]

intent: to teach children the rules of the interest areas

reaction: children will practice the rules of the interest areas

introductory statement:

T: Nááná łah óhoo'aah bił haz'áágóne' nínáádadoołnishgo* doo é'él'ínígíí baa ádahotłyá.

ALT: Nááná łah óhoo'aah bił haz'áágóne' nínáádadoone'go* doo é'él'ínígíí baa ádahotłyá.

*[As noted earlier, there are differences between Agencies in the terminology here. You may want to use whichever is used in your Agency.]

T: Háájígosh nínáádaałnish doo?

ALT: Háájígosh nínáádaah'née doo?

C: Shí k'ad níléjį doo nisin.

ALT:

Shí k'ad níléíjí naashnish doo, ya'.

Teacher, níléíjí nináádiish'neet, ya?

T: Nízhi'ísh bikáá' dííjí bá.

T: K'ad éí atnánínáánáhjeeh.

ALT: K'ad éí lahjigo nááná.

GLOSS

introductory statement:

T: When you go into another interest area to *work**, remember the do's and don'ts (rules) of that area.

ALT: When you go into another interest area to *play**, remember the do's and don'ts (rules) of that area.

*[As noted earlier, there are differences between Agencies in the terminology here. You may want to use whichever is used in your Agency.]

T: Which area would you like to work in now?

ALT: Which area would you like to play in now?

C: I want to go to that center.

ALT: Teacher, I want to work over there, all right?

ALT: Teacher, I want to play over there, all right?

T: Is your name on there for this day?

T: Now we shall switch centers.

ALT: Now we shall go to another center.

É'él'í dóó Doo É'él'í Baa Ákohwiindzin:

1. T'áá ashdla' nołt'éhégo akóne' bá haz'á.
2. T'áá díí' nołt'éhégo bee haz'á.
3. Nihitah náhodilzhish íishjáá.
ALT: Ałnááhoohjah íishjáá.
4. Doo daané'é bee azhdimiih da.
5. Daané'é doo nijiitíih da.
6. Doo daané'é baajíchi' da.
7. Doo aajíchi' da.
8. Doo azhdilts'íih da.
9. Doo daané'é ch'íijíjáah da.
10. Doo jidilwosh da.
11. Doo naaníjoolwoł da.
12. Doo áłchíní t'áá bita'ígii át'éego józhíi da.

GLOSS

Rules to guide you:

1. Only five of you can go into (that) center.
 2. Only four are allowed in (that) center.
 3. Remember to wait your turn.
- ALT: Take turns now.
4. There should be no throwing of toys.
 5. Toys should not be broken.
 6. Do not be stingy with the toys.
 7. One should not be selfish.
 8. One should not strike out at or hit another.
 9. Toys should not be taken out.
 10. There should be no yelling/screaming.
 11. Do not run around.
 12. Do not call other children names that are not nice.

collected by June '96 Workshop at Window Rock date: W 07/23/96

SITUATIONAL NAVAJO

setting: INTEREST AREAS

routine: changing interest areas

[The language of the interest areas is that of the children. We include here only the recurring situational aspects of changing from one area to another.]

intent: (1) to get children to go from one interest area to another
(2) to get children to return, at the end, to the whole group

reaction: (1) children will go from one interest area to another
(2) at the end, children will return to the whole group

introductory statement:

T: Nááná łah óhoo'aah bił haz'áágóne' yah'anáánáhjeeh dooleet

ALT:

K'ad éí atnánínáánáhjeeh.

K'ad éí łahjígo yah'anáádoohjah.

C: Teacher, shíshá' éí háájigo yah'anáánáshyeed?

GLOSS

introductory statement:

T: You will now go to another interest center to learn.

SITUATIONAL NAVAJO

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ALT:

Now it is time to switch centers.
Go now to another center.

C: Where do I go now?

collected by June '96 Workshop at Window Rock date: W 06/12/96

SITUATIONAL NAVAJO

setting: INTEREST AREAS

routine: closing interest area activity

[The language of the interest areas is that of the children. We include here only the recurring situational aspects of changing from one area to another, and of concluding the whole Interest Area activity.]

intent: (1) to get children to clean up at end of activity

(2) to get children to return, at the end, to the whole group

reaction: (1) children will go clean up after activity

(2) at the end, children will return to the whole group

introductory statement:

T: K'ad altso áda'iilyaa kwe'é. Altso hasht'ée da'ohdle'.

C: CHILDREN WILL CLEAN UP/PUT AWAY THINGS

T: Áłtsé názbąsgo nídínúbjįł.

C: CHILDREN RETURN TO THE CIRCLE (WHOLE GROUP)

GLOSS

introductory statement:

T: We're finished now. Put away your things, (clean up your area).

C: CHILDREN WILL CLEAN UP/PUT AWAY THINGS

T: Let us first gather in a circle.

C: CHILDREN RETURN TO THE CIRCLE (WHOLE GROUP)

collected by June '96 Workshop at Window Rock date: W 06/12/96

SITUATIONAL NAVAJO

setting: SMALL GROUPS (ADULT-DIRECTED ACTIVITIES)
routine: organizing for small group activities
intent: to get children to go to the appropriate small group activity
reaction: children will go to the appropriate small group activity

introductory statement:

T: K'ad, bá'ólta'á bił na'anishji' anááhoolzhiizh.

GLOSS

T: Now it is time to work with the teacher.

FOUR WAYS OF CONDUCTING SMALL GROUP ACTIVITIES

The content of small group activities is *Instructional Navajo*. It will vary according to what is being taught, how, and by whom. We will not be concerned with content here. We will be concerned with the Situational Navajo of the transitions from one activity to another.

We will present here four ways of conducting Small Groups. You may well have other ways. These are presented simply to give an idea of some of the ways this is being done. To allow readers to compare, we will try to address the same questions in the same order.

EXAMPLE ONE: *Kathy Scott*

groups: There are four groups. They are identified as "1", "2", "3", "4".

staff: Each of the four staff members acts as a teacher with one group at one of the tables.

layout: The activities are conducted at four different tables apart from each other but near the center of the room. The interest centers are around the edges of the room.

organization: Children participate in only one small group activity on any given day. Each teacher conducts the same activity each day for the four days of the week. The children choose which table they will go to each day, but there can be only five children at a table. A list is kept near the table to ensure that each child gets to each table each week.

transition: The lights are flicked to signal the students to put things away and get ready for Small Groups/Interest Areas.

introductory statement:

T: Hasht'éedahohdle'. Kwe'é k'ad altso.

ALT:

Binidashoohnishígíí hasht'ée daohdle'.

Bee na'anishí hasht'e' ninadahoh'níít.

C: CHILDREN BEGIN PUTTING THINGS AWAY

GLOSS

T: Put your things together.

ALT:

Put the things you worked on away.

Put your work away.

C: CHILDREN BEGIN PUTTING THINGS AWAY

teacher prepares children for their small group work

introductory statement:

T: Baanídiikaiígíí bee ahił nidahodiilnih.

T: Názbaşgo nídinoħbiih.

C: CHILDREN SIT IN A CIRCLE AND ARE INTRODUCED TO THEIR WORK FOR THE DAY. PROJECTS FOR EACH TABLE ARE DEMONSTRATED.

GLOSS

introductory statement:

T: We will now tell each other what we will work on.

T: Sit in a circle again.

C: CHILDREN SIT IN A CIRCLE AND ARE INTRODUCED TO THEIR WORK FOR THE DAY. PROJECTS FOR EACH TABLE ARE DEMONSTRATED.

actual transition takes place

introductory statement:

T: K'ad éí nídadoohnishgóne' yah'oojjeeh.

ALT: K'ad éí nídadoone'góne' yah'oojjeeh.

C: CHILDREN DISBURSE AND GET INTO THEIR GROUPS

GLOSS

introductory statement:

T: Go now into the center where you will work.

ALT: Go now into the center where you will play.

C: CHILDREN DISBURSE AND GET INTO THEIR GROUPS

discuss: None. Time is short before lunch. Perhaps some discussion could be incorporated into the Prepare for Lunch activities.

closing: The lights are flicked to signal an end to Small Groups and to begin Prepare for Lunch.

introductory statement:

T: K'ad éiya naanish ní' kónáádadiilníł. Binideiilnishígíí k'adí doo.

C: CHILDREN PUT DOWN THEIR PROJECTS

GLOSS

introductory statement:

T: We will now put our work away so stop what we were working on.

C: CHILDREN PUT DOWN THEIR PROJECTS

time: 30 minutes: 11:45-12:15 (between Interest Areas and Prepare for Lunch]

planning: Teacher and staff plan on Friday for the following week. They select the topic and then work out the four activities. The Head Teacher writes the actual lesson plans. Each teacher gets the materials for his/her lesson ready. The written plans are posted by the appropriate table.

topics: The same general topic is taught for a week. The topic is chosen by the Head Teacher and staff from the Head Start curriculum. The topics tend to be seasonal.

collected by June '96 Workshop at Window Rock date: W 06/12/96

EXAMPLE TWO: *Alice Mae Johnson***introductory statement:**

T: Bá'ólta'á bił na'anishji' anááhoolzhiizh. Kodi názbąsgo dinohbijh.

C: CHILDREN SIT DOWN IN A CIRCLE AS A WHOLE GROUP

GLOSS**introductory statement:**

T: It is now time for us to work with a teacher. Come sit in a circle.

C: CHILDREN SIT IN A CIRCLE BEFORE GOING TO SMALL GROUP
ACTIVITY

preliminaries: The four / five teachers first meet together with the whole group in the circle. The teachers show the activities to the whole group and discuss what they will do.

introductory statement:

T: Díí ádadilníł dííjį.

C: CHILDREN ARE SHOWN ACTIVITIES

GLOSS

T: We will do this (today).

C: CHILDREN ARE SHOWN ACTIVITIES

groups: There are four groups on Monday and Wednesday; five groups on Tuesday and Thursday. The children are arbitrarily grouped by colors.

staff: There are four staff members at the Center; a college student is assigned to help out two days a week (Tuesday and Thursday), allowing five teachers/activities for those days.

layout: The groups meet in those interest areas related to the topic chosen for that day/week. e.g., the Blue Group might meet in the Culture area for an activity on Families.

organization: Each group goes to a single Small-Group activity each day. A given teacher teaches the same lesson four days in a row. A given group goes to a different teacher/activity each day, thereby taking part in all four activities by the end of the week.

transition: Teachers start singing made up words to nursery tunes such as "*Row, Row, Row your Boat*"* or use bells to transition from small group to a large group. Children put projects away and if projects are not completed they then complete it at Nap time.

introductory statement:

T: T'áadoo altso ádaa'aaígíí Nap time-go altso ádadookíí.

C: CHILDREN PUT THEIR PROJECTS AWAY

GLOSS

introductory statement:

T: Whichever project is not completed will be finished at Nap time.

C: CHILDREN PUT THEIR PROJECTS AWAY

***Signal song to change groups:** Sung to the tune of *Row, Row, Row your Boat*:

Nihidaan'éé hasht'éé daahdle'
Tsíjło, tsíjło, tsíjło, tsíjło
Kodi dinohbiih

discuss: After Small Groups, the children go back to whole group to talk about their projects.

introductory statement:

T: Ha'át'íishíí ádaa'aaígíí bee ahił dahodiilnih .

C: CHILDREN TALK ABOUT THEIR PROJECTS

GLOSS

T: We will discuss the projects we worked on.

C: CHILDREN TALK ABOUT THEIR PROJECTS

closing: Put words to nursery tune "*Are you Sleeping?*" ** or use bells.

introductory statement:

T: K'ad éí altso.

Yiskáago éí łahjí yah'anáádoohjah.

C: CHILDREN PUT THINGS AWAY

GLOSS

- T: Now we are done.
Tomorrow you will go to another teacher/ activity.
- C: CHILDREN PUT THINGS AWAY
-

****Signal song to close small group activity:** Sung to the tune of
Are you Sleeping?

K'adish altsoó? K'adish altsoó?
Kodi dinohbijh. Kodi dinohbijh.
T'áá ánóltsoh. T'áá ánóltsoh.
Kodi dinohbijh. Kodi dinohbijh.

time: 10:55 -11:45 (from small group to end of whole group activity)
Children then go into Chef Combo (Nutrition) and Ready, Set, Go (Dental Hygiene) activities:

introductory statement:

T: Ch'iyáán bee ahił nináadahodiilnih

C: NUTRITION IS DISCUSSED

T: Awoo' baa'áháyáagi bee ahił nináadahodiilnih.

DENTAL HYGIENE IS DISCUSSED

GLOSS

introductory statement:

T: We will discuss nutrition.

C: NUTRITION IS DISCUSSED

T: We will discuss care of our teeth.

C: DENTAL HYGIENE IS DISCUSSED

topics: Use topics from both current Head Start Curriculum and Self-Concept Curriculum currently being developed / piloted.

planning: Total staff plan every Thursday afternoon. A different person takes the lead in working out the lesson plans for that month. Each teacher is responsible for getting the materials needed for his/her lesson.

EXAMPLE THREE: *Verna Yazzie*

announcing Small Group work: Students are already in a whole group (Morning Circle). At this time, the teacher announces break-out for Small Group work:

introductory statement:

T: Bá'ólta'á bił na'anishji' anááhoolzhiizh.

C: CHILDREN SIT IN A CIRCLE BEFORE GOING TO SMALL GROUP ACTIVITY

GLOSS

introductory statement:

T: It is time again to work with (a small group) teacher.

C: CHILDREN SIT IN A CIRCLE BEFORE GOING TO SMALL GROUP ACTIVITY

preliminaries: The four teachers first meet together with the whole group in the circle. The teachers show the activities to the whole group and discuss what they will do. The students then go to their permanently assigned teacher, then to their teacher for that day.

introductory statement:

T: Díí ádabi'niilyaaígíí baa yádadiiltih.

ALT: Áda'bi'noolaaígíí bee nihił hodoonih.

C: CHILDREN ARE SHOWN ACTIVITIES

GLOSS

introductory statement:

T: We will now talk about what our activities/ projects will be.

ALT: You will be told about what activities/ projects you will work on.

C: CHILDREN OBSERVE ACTIVITIES/PROJECTS TO BE WORKED ON

teacher directs students to proceed to Small Group activity

introductory statement:

T: K'ad ákóó dohjeeh.

C: CHILDREN GO TO GROUPS

GLOSS

introductory statement:

T: Now go to your groups.

C: CHILDREN GO TO GROUPS

groups: There are four groups labeled "1", "2", "3", and "4". They are organized according to age and special needs. They are permanently assigned to a specific teacher for all group work.

staff: There are the four staff members at the Center who also serve as teachers: the Head Teacher, teacher-aide, the bus driver and cook. Sometimes a volunteer or parents will assist. They usually take care of the circle area during Small Group activity.

layout: The groups meet in the interest areas as well as the 'circle'

area. The 'circle' area is reserved for whole group activities. When children finish their activities, they go to the 'circle' area to participate in chosen activities such as listening to music, play-doh, etc.

organization: Each group goes to a single Small Group activity each day. A given teacher teaches the same lesson four days in a row. A given group goes to a different teacher/activity each day, thereby taking part in all four activities by the end of the week.

transition: When children are done with their activity / project, they go quietly to the 'circle' area for listening or play-doh activity or if teacher sees that they are done they are sent to the 'circle' area.

introductory statement:

C: Shí k'ad ałtso. Níléígóó déshwod.

OR

T: K'ad níléígóó dílyeed. Niyéél ni-cubbygóne' aniníít.

GLOSS

introductory statement:

C: I am finished. I'm going (to the circle).

OR

T: Now go (to the circle). Put your things in your cubby.

discuss: After Small Group, at least two children from each group tell of what they made. Children will already be in 'circle' area by now and if they aren't, the teacher will direct them to join the circle.

introductory statement:

T: Názbąsgo dinohbiih.

C: CHILDREN SIT IN A CIRCLE

T: Ha'át'íshíí ádaa'aaígíí bee ahił dahodiilnih .

C: CHILDREN TALK ABOUT THEIR PROJECTS

GLOSS

T: Come sit in a circle.

C: CHILDREN SIT IN A CIRCLE

T: We will discuss the projects we worked on.

C: CHILDREN TALK ABOUT THEIR PROJECTS

closing: A kitchen timer is used to mark the end of the whole group session following Small Group.

introductory statement:

T: K'ad éi ałtso. Tá'ádadohgis.

ALT: T'áá akódí. Tá'ádadohgis.

C: CHILDREN GET READY FOR LUNCH

GLOSS

introductory statement:

T: We are finished. Go get washed up (for lunch).

ALT: That is all. Go get washed up (for lunch).

C: CHILDREN GET READY FOR LUNCH

time: 40 minutes. 11:00-11:40 am (from Small Group to end of Whole Group activity)

topics: Topics from both current Head Start Curriculum and the Self-Concept Curriculum presently being developed and piloted are used. One topic per week is chosen and implemented unless an extension is needed.

planning: Total staff plan every Thursday afternoon using the 'Webbing Method". Each staff does an individual plan complete with activities and materials under the guidance of the Head Teacher. The Master Plan for the week is then posted. Staff check off their activity as they complete it.

collected by June '96 Workshop at Window Rock date: T 6/18/96

EXAMPLE FOUR: *Edith Benally*

announcing Small Group work: Students are already in a whole group from the Morning Circle. At this time, the teacher announces break-out for Small Group work:

introductory statement:

T: Bá'ólta'á bił na'anishji' anááhoolzhiizh.

C: CHILDREN SIT IN A CIRCLE BEFORE GOING TO SMALL GROUP ACTIVITY

GLOSS

introductory statement:

T: It is time again to work with (a Small Group) teacher.

C: CHILDREN SIT IN A CIRCLE BEFORE GOING TO SMALL GROUP ACTIVITY

preliminaries: The teacher uses one of three methods to group the students: color coding, grouping by shapes, or choice may be used. In this instance, they use color coding: six colors/ six groups, then they go to their teacher for that day.

introductory statement:

T: Díí ádabi'niilyaaígíí baa yádadiiltih.

ALT: Áda'bi'noolaaígíí bee nihił hodoonih.

C: CHILDREN OBSERVE ACTIVITIES/PROJECTS TO BE WORKED ON THEN THEY BEGIN WORKING ON THEIR PROJECTS.

GLOSS

introductory statement:

T: We will now talk about what our activities/ projects will be.

ALT: You will be told about what activities/ projects you will work on.

C: CHILDREN OBSERVE ACTIVITIES/PROJECTS TO BE WORKED ON THEN
THEY BEGIN WORKING ON THEIR PROJECTS.

groups There are six groups labeled by color, shapes or choice. They are organized randomly and may change from week to week.

staff: There are the six staff members at the Center who also serve as teachers: the Head Teacher, teacher-aide, the bus driver and cook, foster grandparent and the JTPA (Job Training Partnership Act) worker.

layout: The groups meet in the interest areas. When children finish their projects, they go to the 'choice' areas to participate in chosen activities.

organization: Each group goes to a single Small-Group activity each day. A given teacher teaches on the same topic four days in a row. A given group goes to a different teacher/ activity each day, thereby taking part in four activities by the end of the week.

transition: When children are done with their activity/ project, they go quietly to the 'choice' areas for additional play or work or if

the teacher sees that they are done, they are sent to the 'choice' area they wish.

initiating statement:

C: Shí k'ad altso. Níléígóó déshwod.

OR

T: K'ad níléígóó dílyeed. Niyéél ni-boxgóne' aniníft.

GLOSS

initiating statement:

C: I am finished. I'm going to a 'choice' area.

OR

T: Now go to a choice area. Put your things in your box.

ending Small Group activity: The children are instructed to regroup in a circle.

introductory statement:

T: Bee na'anishí nihibox biih nídahoh'níft.

C CHILDREN PUT THEIR WORK AWAY INTO THEIR OWN BOXES

T K'ad éí nábąsąo náádinohbijh.

C: CHILDREN SIT IN A SEMI-CIRCLE AS A WHOLE GROUP

GLOSS

introductory statement:

T: Put your materials back into your boxes.

C: CHILDREN PUT THEIR WORK AWAY INTO THEIR OWN BOXES

T: Now sit in a circle again.

C: CHILDREN SIT IN A SEMI-CIRCLE AS A WHOLE GROUP

discuss: After children are settled in a large semi-circle, they tell of what they did/made.

introductory statement:

T: Ha'át'íí lá ádaahłaa. Éí bee ahíł dahodiilnih .

C: CHILDREN TALK ABOUT THEIR PROJECTS

C: Shí éí dǫ́igi át'éego íishłaa.

If a group report is done:

C: Nihí éí dǫ́igi át'éego ádeiilyaa.

C: CHILDREN SHOW PROJECTS

GLOSS

introductory statement:

T: What did you make? Let's tell each other about it.

C: CHILDREN TALK ABOUT THEIR PROJECTS

C: I made mine this way.

If a group report is done:

C: We did our project like this.

C: CHILDREN SHOW PROJECTS

closing: A bell is used to mark the end of the Small Group session or verbally tell the children.

introductory statement:

T: K'ad altso. Tá'ádadohgis áádóó da'diidíít.

ALT: T'áá ákódí. Tá'ádadohgis.

C: CHILDREN GET READY FOR LUNCH

GLOSS

introductory statement:

T: We are finished. Go get washed up then we will eat.

ALT: That is all. Go get washed up (for lunch).

C: CHILDREN GET READY FOR LUNCH

time: One hour: 10:30 am-11:30 am

topics: Topics come from both current Head Start Curriculum and MAPS II. One topic per week is chosen and implemented unless an extension is needed.

planning: Total staff plan every Monday or Thursday afternoon. Each staff does an individual plan complete with activities and materials under the guidance of the Head Teacher. The Master Plan for the week is then posted.

collected by June '96 Workshop at Window Rock date: W 6/26/96

SITUATIONAL NAVAJO

setting: STORY TIME

routine: [routines shown in boldface below]

[The language of the books is specific to those books. Here we have only tried to include some of the recurring interactions that might be initiated in the course of reading to/with students.]

initiating story-reading

intent: to get children ready for the story-reading activity

reaction: children will get ready for the story-reading activity

introductory statement:

T: Hane' baahoolzhiizh. Ahił nídahwiilnihéjji' anááhoolzhiizh.

C: CHILDREN SETTLE DOWN FOR THE READING SESSION

GLOSS

introductory statement:

T: It is story time. It is now time for us to tell each other stories again.

C: CHILDREN SETTLE DOWN FOR THE READING SESSION

selecting the book

intent: to allow children to select the book to be read

reaction: some children will ask for certain books to be read

introductory statement:

T: Ha'át'íish bee ahił dahodiilnih danohsin?

C: Shí éí BOOK TITLE nisin.

T: Díí BOOK TITLE bee nihił hodiishnih.
Nihich'í' yínishta' dooleet.

C: Kojígígo deiyídíiltah.

GLOSS

introductory statement:

T: What story do you think we should tell each other about?

C: I want BOOK TITLE.

T: I will tell you about BOOK TITLE.
I will read it to you.

C: Let's read this one (instead).

asking to see pictures

intent: to get the teacher to show the pictures in the book being read

reaction: teacher will show the pictures to the children

introductory statement:

C Picture nésh'í.

ALT: Na'ashch'ąą'ígíí nésh'í.

T: SHOWS PICTURES

GLOSS

introductory statement:

C: Let me see the picture.

ALT: Let me see the picture.

T: SHOWS PICTURES

asking questions

intent: to encourage children to ask questions

reaction: some children may ask questions about the story

introductory statement:

T: Na'ídółkidgo t'áá áko.

ALT:

Ła'ísh na'ídółkid?

Nida'ídółkidísh?

C: SOME CHILDREN MAY ASK QUESTIONS

EXAMPLES:

C: Kwe'é yéę lá haidzaa?

Kwe'é yéęshá' haidzaa áko?

C: Kwe'é náánéíni'ta'.

T: TEACHER READS THAT PART AGAIN

GLOSS

introductory statement:

T: It is all right to ask questions.

ALT:

Does anyone want to ask a question?

Any questions?

C: SOME CHILDREN MAY ASK QUESTIONS

EXAMPLES:

C: What happened (at this particular part)?

So what happened then?

C: Read this part again.

T: TEACHER READS THAT PART AGAIN

asking 'what if' questions

intent: to encourage children to ask questions

reaction: some children may ask questions about the story

introductory statement:

T: Ákohshą' ? Haadash hóót'ííd ní'ée'?

ALT:

Ákohshą' haidzaa?

Ákohshą' ákódzaago?

C: SOME CHILDREN MAY RESPOND USING THEIR IMAGINATION

GLOSS

introductory statement:

T: What if... ? (I wonder) what would have happened if...?

ALT:

---and then? What happened then?

What if (this particular occurrence) happened ?

C: SOME CHILDREN MAY RESPOND USING THEIR OWN IMAGINATION

asking children to 'pretend'

intent: to encourage children to 'pretend' (that they are in a comparable setting or are one of the characters in the story)

reaction: some children will 'pretend'

introductory statement:

T: ****lá jini.

ALT: Ałk'idáá' jini...

T'áá bí ánáánát'í jini.

T'áá éí nááná jini.

C: SOME CHILDREN MAY PRETEND

GLOSS

introductory statement:

T: Let's pretend...

ALT:

A long time ago...

This (story) is about the same character.

This (story) is about the same one.

C: SOME CHILDREN MAY SHARE A STORY THEY'VE HEARD

asking children 'have you ever'?

intent: to encourage children to remember comparable experiences

reaction: some children will relate comparable experiences

introductory statement:

T: Łahdaásh ákódaahdzaa?

(pl)

ALT:

Da' t'áásh nihit béédahózin?

Da' t'áásh ákódaahdzaa?

Da' t'áásh ákót'é?

T'áásh daah'í?

T'áásh daottsá?

C: SOME CHILDREN MAY RELATE COMPARABLE EXPERIENCES

(sg)

T: Łahísh ákwíindzaa?

ALT:

Hádáá'daásh ákwíindzaa?

Da' t'áásh ákwíindzaa?

GLOSS

introductory statement:

T: Have you ever done that? / Has it ever happened to you?

(pl)

ALT:

Do you know anything about it?

Has it ever happened to you?

Isn't that right?

Do you ever see it?

Have you ever seen it?

C: SOME CHILDREN MAY RELATE COMPARABLE EXPERIENCES

(sg)

T: Did you ever do that, feel that way, etc.?

ALT:

Did you, at one time, ever do that?

Has it ever happened to you?

expressing (emotional) reactions

intent: to encourage children to express (emotional) reactions

reaction: some children will express emotional reactions to the story

T/C: EXPRESS REACTIONS TO STORY

Teacher may model verbal expressions of emotional reactions.

Examples :

Da' t'áá aaní?	Really?
Yáa!	My!
T'óó ayóo!	Good grief!!
Yíiyá!	Yikes!
Éiigí!	Yes, that! (assent)
Índa láa	Yes, that's it!
Áa'!!	Yéees!
Aoo'!!	Yes!
T'óó ádíni !!	You're joshing!! You're pulling my leg!!
	You're not serious!!

expressing reactions

intent: to encourage children to express reactions to the story

reaction: some children will express reactions to the story

T/C EXPRESS REACTIONS TO STORY

Teacher may model verbal reactions to a story:

EXAMPLES:

Da' t'áá aaníí?	Is that true?
Da' ákódzaa jiní?	Is that what (they said) happened?
Áádóó shą'?	And then, (what happens) happened?
Da' t'áá ákódí?	Is that all?

C: Ła' bee nihit nááhólne'?

ALT: Ła' nááná!

GLOSS**T/C WILL EXPRESS REACTIONS TO STORY**

Teacher may model verbal reactions to a story:

EXAMPLES:

(see above)

C: Tell us another one (story)!!

ALT: Another one (story)!!

asking children to retell the story

intent: to encourage children to retell the story

reaction: some children will retell the story (in their own words)

introductory statement:

T: Háílá yénálniih adáá'dáá' naaltsoos biyi'dóó hane' yéelta'áa?

ALT: Háílá yénálniih adáá'dáá' baa hóone'áa?

T: Háísh yaahodoolnih?

C: Shí baahodiishnih.

C2: Shígo láa!

C: ONE CHILD OR MORE MAY RETELL THE STORY

T/C: ...Áádóósh haidzaa?

GLOSS

introductory statement:

T: Who remembers the story that was read to you yesterday?
Who remembers the story that was told to you yesterday?

T: Who will retell it?

C: I want to tell it !!

C2: No, me, (I want to tell it)!

C: ONE CHILD OR MORE MAY RETELL THE STORY

T/C: ...And then what happened?

asking children to discuss 'problems'

intent: to encourage children to discuss 'problems' in the story

reaction: some children will discuss 'problems' in the story

introductory statement:

T: Ha'át'íish bąą áhóót'iid

ALT:

Ha'át'íish biniinaa ákódzaa danohsin?

Ha'át'éegosh ádzaa ?

C: SOME CHILDREN MAY DISCUSS 'PROBLEMS' IN THE STORY

GLOSS

introductory statement

T: Why did it happen?

ALT:

(For what reason) do you think it happened? / What was the reason that it happened?

How did it happen?

C: SOME CHILDREN MAY DISCUSS 'PROBLEMS' IN THE STORY

asking children to make predictions

intent: to encourage children to make predictions based on the story

reaction: some children will make predictions based on the story

introductory statement:

T: Haash yit'éego éí doo ádzaa da nt'ée'?

ALT: Haash yit'éego ákódzaa?

T Nihíísh ałdo' ákódadoohníí?

C: CHILDREN MAY RESPOND USING THEIR IMAGINATION

Some children may make predictions based on the story. Others may react to the story such as:

C: Łahda ákót'íih.

T: Doo ánáánádzaagóó shą'?

GLOSS

introductory statement:

T: (Under what circumstance) would it not have happened?

ALT: (Under what circumstance) would it have happened?

T: Would you do the same?

C: CHILDREN MAY RESPOND USING THEIR IMAGINATION

Some children may make predictions based on the story. Others may react to the story such as:

C: Sometimes that happens.

T: What if it doesn't happen again?

closing the reading activity

intent: to tell children story time is over

reaction: children will understand that story time is over

introductory statement:

T: T'ááshíí ákódí doo. Yiskáągo nááná dooleeł.

T: T'áá ákódí BOOK TITLE baa hane'ígíí.

C: Da' t'áá ákódí?

T: Díí éí yiskáągo náádeiyídíltah. SHOWS BOOK

C: CHILDREN UNDERSTAND STORY TIME IS OVER AND
GET READY TO GO ON TO NEXT ACTIVITY

GLOSS

introductory statement:

T: That will be all. Tomorrow we will read again.

T: That is all about BOOK TITLE.

C: Is that all?

T: Tomorrow we will read this. SHOWS BOOK

C: CHILDREN UNDERSTAND STORY TIME IS OVER AND
GET READY TO GO ON TO NEXT ACTIVITY

collected by June '96 Workshop at Window Rock date: W 06/12/96

SITUATIONAL NAVAJO

setting: OUTDOOR ACTIVITY - Organized Play

routine: [routines shown in boldface below]

[Outdoor activities encompass using varied toys, from small to large and stationary to mobile . Here we have only tried to include some of the recurring interactions that might be initiated during the course of playing in the school yard.]

initiating outdoor activity

intent: to get children ready to go outside to play

reaction: children will get ready to go outside to play

introductory statement:

T: K'ad éí t'ó'góó ch'ídiijah dóó nináádadii'neel.

ALT: K'ad t'ó' di nidadii'neel.

T: Hazhó'ó ałkéé' ch'ínóhkááh.

C: CHILDREN GO OUTSIDE IN AN ORDERLY FASHION

T: Hazhó'ó nidaahnée dooleet.

C: CHILDREN WILL PLAY CAREFULLY

GLOSS

introductory statement:

T: Now we shall go outside and play.

ALT: Now we shall play outside.

T: Go outside in an orderly fashion.

C: CHILDREN GO OUTSIDE IN AN ORDERLY FASHION

T: Take care how you play.

C: CHILDREN TAKE CARE IN THEIR PLAY

nature walk

intent: to introduce children to recognize things in nature/outside

reaction: children will recognize things in nature/outside

introductory statement:

T: Hada'diilził biniyé t'óó'góó tádidiihah.

ALT: Hada'diilził biniyé t'óó'góó tádidiihah.

T: Háajigosh diikah / tádidiihah? Ha'át'ísh hádadíneetáá'?

ALT: Háajigosh diikah / tádidiihah? Ha'át'ísh hádadídít'ííł?

C: OBJECT* hádadíneetáá' / hádadídít'ííł.

T: Aoo', OBJECT* hádadíneetáá'.

ALT: Aoo', OBJECT* hádadídít'ííł.

*NOTE: Possible things to look for: ch'osh, ch'il, tsé, gad, ch'il látah hózhóón, na'ashó'íiǫ'ááhí, wóláchíí', wólázhiní, etc.

GLOSS

introductory statement:

T: We will observe (nature) on our walk / brisk walk.

ALT: We will observe (nature) on our brisk walk.

T: Which way shall we walk? / Which way shall we go? What are we going to search for?

ALT: Which way shall we walk?/Which way shall we go? What are we going to look for?

C: We are going to search for OBJECT/ to look for OBJECT.

T: Yes, we are going to search for OBJECT*.

ALT: Yes, we are going to look for OBJECT*.

*Note: Possible things to look for: bugs, plants, rocks, juniper, flowers, horned toad, red ant, black ant.

follow-up on nature walk

intent: to encourage children to share information on what they saw

reaction: some children will share information on what they saw

introductory statement:

T: T'óó'di deiiltsánígíí baa yádadiiltih.

T: Ha'át'íílá daołtsá t'óó'góó tádiikaiyéedáá'?

C: CHILDREN WILL NAME WHAT THEY SAW ON THEIR WALK

C: Shí éí díí yiiltsá.

C: CHILDREN WILL TELL THEIR OWN STORIES

GLOSS

introductory statement:

T: We will discuss what we saw on our walk outside.

T: What did you see on our walk outside?

C: CHILDREN WILL NAME WHAT THEY SAW ON THEIR WALK

C: I saw OBJECT.

C: CHILDREN WILL TELL THEIR OWN STORIES

organized games

intent: to encourage children to learn their rhymes through play

reaction children will learn their rhymes through play

introductory statement:

T: K'ad t'áá áníltso nidadii'neel. GAME** bee nidadii'neel.

T: Ha'át'íish bee nidadii'neel?

C: CHILDREN NAME THE GAME TO PLAY

GLOSS

introductory statement:

T: We shall now all play (organized) games. We shall play GAME.**

T: What (game) shall we play?

C: CHILDREN NAME THE GAME TO PLAY

****GAMES**

- Duck-Duck, Goose
- Farmer in the Dell
- Drop the Handkerchief
- Colored Egg
- Mulberry Bush
- Squirrel in the Tree
- Cat and the Mouse
- Ring around the Rosie
- Hokey-Pokey
- Motor Boat
- Follow the Leader
- Blue Bird
- Balloon
- Parachute Game
- Not-it (Tag)
- Go Hide and Seek
- Red Rover, Red Rover
- London Bridge, etc.

VERBS

- | | |
|-------------------|--------------------|
| Bikéé' nídiilyeed | Run after him/her! |
| Nídít'ijh | Go hide! |
| Hanítá | Look for him/he |

basketball

intent: to teach children team play

reaction: children will experience team play

introductory statement:

T: Jooł níkídíłníih bee níináádadii'neet.

C: Shí jooł ch'ídiish'áát.

ALT:

Shí ayóo ii'iishníít.

Shí ayóo bééhonsin.

C: Shich'í' bee adzítne'.

T: Níkídíłníih.

GLOSS

introductory statement:

T: We will now play basketball (ball which is bounced on the ground).

C: I will take the ball out.

ALT:

I can really make baskets.

I am very good (at playing basketball).

C: Throw it (basketball) to me.

T: Bounce it!

parachute game

intent: to encourage children to share responsibility, have fun and build coordination

reaction: children will share in responsibility, have fun and build coordination

introductory statement:

T: Níbaalt'áhá bee nidadii'neef.

T: T'áá ánóltso bináht'ihgo alts'áá' daołtsóód. Áádóó yáádahiidiilghááł dóó biyaa adiijah.

C: CHILDREN FOLLOW INSTRUCTIONS

GLOSS**introductory statement:**

T: We will play the parachute game.

T: All of you circle the parachute and take hold of it. Then we will throw it up into the air and then we'll run under it.

C: CHILDREN FOLLOW INSTRUCTIONS

obstacle course

intent: children will build large muscle coordination

reaction: children build large muscle coordination

introductory statement:

T: Jáák'ehjí nidadii'neef.

T: T'ó'ó'di jáák'ehgi ahanídiikah doo.

ALT: Jáák'ehjí ahadidiikah.

C: CHILDREN GO OUTSIDE TO THE COURSE

C: Shí ayóó dinishwo'!!

ALT:

Shí ayóó'ánzáadgóó náádiishwo'.

Shí ayóó'ánzáadi dahnánishjíh.

GLOSS

introductory statement:

T: Let's play out on the field.

T: Let us run foot races on the field.

ALT: Let's run (leg) races on the field.

C: CHILDREN GO OUTSIDE TO THE FIELD

C: I can run real fast !!

ALT:

I can run for long distances.

I can jump a long ways.

circling the building

intent: children will get exercise running around the building

reaction: children get exercise running around the building

introductory statement:

T: Kin binaa ahéediijah.

ALT:

T: Kin binídiijah. Náházbąsgo kin binídiijah.

C: CHILDREN TAKE OFF RUNNING

GLOSS

introductory statement:

T: Let us run around the building.

T: Let's run around the building. Run in a circle around the building

C: CHILDREN TAKE OFF RUNNING

coming in from outside play

intent: to bring the children from outside play

routine: the children will return to the classroom

introductory statement:

T: K'ad ólta'góne' yah'anáhjeeh; nizhónígo shíí nidasoone'.

T: Daané'é nínadahohdlááh áádóó ałkéé' doht'ééh. Hazhó'ó yah'anídoohkah.

ALT: Daané'é nínadahohdlááh áádóó 'train' ádaa'lééh. Hazhó'ó yah'anídoohkah.

GLOSS

introductory statement:

T: It is time to go back into the classroom now. You must have enjoyed yourself at play.

T: Pick up your toys then line up and come back into the classroom in an orderly fashion.

ALT: Pick up your toys, make a train and then come back into the classroom in an orderly fashion

collected by June '96 Workshop at Window Rock date: T 06/19/96

SITUATIONAL NAVAJO

setting: Free Play on Playground

routines: [routines shown in boldface below]

Outdoor activities encompass using varied toys, from small to large and stationary to mobile. Here we have only tried to include some of the recurring interactions that might be initiated in the course of playing in the school yard.

initiating outdoor free play

intent: children will learn to socialize through free play

reaction: children will socialize freely on the playground

introductory statement:

T: Tł'óo'di hazhó'ó ahíł nidaahnée doo. Daané'é t'áadoo ałch'í' baadanohchí'í.

GLOSS

introductory statement:

T: You will play together outside. Do not be selfish with the toys / Share with each other.

staying within (center) boundaries

intent: children will learn to stay within (center) boundaries

reaction: children will stay within (center) boundaries

introductory statement:

T: T'áadoo ólta' biná'ázt'i' bilááhgóó anáhjahá.

T: Ólta' biná'ázt'i' góne'é t'éiyá nidaahné.

T'áadoo ch'ínáhjahá.

C: Ha'át'íí biniinaa, teacher?

T: Jó áko t'áá nihééházínígo kóó nidaahkai.

ALT: Áko doo nihóhodoohyah da.

GLOSS**introductory statement:**

T: Do not go beyond the fenced area of the school.

T: Play only in the fenced area of the school. Don't go beyond that.

C: Why, teacher?

T: So we know where you are.

ALT: So we won't miss you.

using caution around low equipment

intent: children will learn to check surroundings while playing on
low equipment

reaction: children will check surroundings while playing on low
equipment

introductory statement:

T: Bikáá' na'a'néhé binaagóó ha'dzisíidgo ál'í.

C: Ha'á'tíí biniinaa?

T: Jó ch'osh da'dishishígíí baa dóó tózis da'digishígíí dóó tsin
da'dishahígíí baa ádahotłchijih doo biniyé.

C: Hágoshíí.

GLOSS

introductory statement:

T: You must always be observant around playground equipment.

C: Why?

T: Because of bugs that sting, sharp broken glass that might cut you or sticks that may poke you.

C: All right.

taking turns on playground equipment

intent: children will learn to take turns on equipment

reaction: children will take turns on equipment

introductory statement:

T: Bikáá' na'a'néhe hazhó'ó bich'í' atnááhoohjahgo bee nidaahné.

C: Doo baa jíchí' da ya', teacher?

GLOSS

introductory statement:

T: Take turns on the playground equipment.

C: Shouldn't be stingy, huh, teacher?

daané'é yázhí - small toys

intent: to allow children to select small toys to play with

reaction: some children will ask for certain small toys to play with

introductory statement:

T: Daané'é yázhí yee nidadooneehígíí lá háí baa nááhoolzhiizh?

C: Shí, teacher, shí! Daané'é yázhí bee nídiine'!

C: Shí éí díidígíí bee naashnéé doo.

C: CHILDREN MAKE CHOICE OF TOYS

T: Aítso bee nidasoone'go t'áá át'é yah'anídahidoohjih.

GLOSS

small toys

introductory statement:

T: Whose turn is it to play with the small toys today?

C: Me, teacher, me!!

C: I will play with this.

C: CHILDREN MAKE CHOICE OF TOYS

T: Bring all the toys in when you finished playing with them.

bee nízhdsbańí - swing

intent: children will learn the proper way to ride a swing

reaction: children will ride a swing safely

introductory statement:

T: Bee nídazhdibałí hazhó'ó bikáá' dahdzizdáa łeh.

ALT: Bee nídazhdibałí doo bikáá' dahdzizjí da.

C: Da' díigi át'éego, teacher?

C: Shídíyít.
Push áshílééh.

C: Haash yit'éego nízaadgóó hoł dibał.

T: Adziyítaałgo.

GLOSS

swing

introductory statement:

T: Sit nicely while you are on the swing.

ALT: Do not stand on the swing (while swinging).

C: Like this, teacher?

C: Push me.
Push me.

C: How do you swing up high?

T: By kicking.

bąąh adahnízhdíłzho'í - slide

C: Shí áłtsé dishzhood.

ALT: Shí áłtsé adah dishzhood.

GLOSS

slide

C: I will slide first.

ALT: I will slide down first.

dzi'izi - tricycle

C: Dzi'izi shił nidzit'i.

ALT:

Shí dzi'izi ch'ínáánisbaas.

Shí áłtsé ya' ? Áádóó ni náána doo.

GLOSS

tricycle

C: I am riding around on the tricycle.

ALT:

I will take out the tricycle again.

Let me go first, OK? Then it will be your turn.

tsinaabaas - wagon

C: Shí tsinaabaas ch'ínisbaas, ya'?

ALT:

Tsinaabaas shił bídíyíł.

Tsinaabaas shił nabíníyil.

Tsinaabaas shił yíłbaas.

Shí k'í' nishk'í doo.

GLOSS

wagon

- C: Let me drive the wagon out, OK?
 Push the wagon with me.
 Push the wagon around with me.
 Pull the wagon with me.
 I will be the horse.

ił nįjoołbałı́ - merry-go-round

T: Ił nįjoołbałı́ t'áadoo bikáá' dahnisoozínı́. Yéego deiyínóhta'.

(pl)

C: Nihı́ł nánı́łbałı́.

(sg)

C: Shił nánı́łbałı́.

GLOSS

merry-go-round

T: Do not stand on the merry-go-round. Hold on tight

(pl)

C: Turn it with us.

(sg)

C: Turn it with me.

béesh ɓaɓ na'a'na'á - monkey bars

T: Ádaa'ádahotı́yaago ɓaɓ nidaahné.

ALT: Ádaa'ádahotı́yaago ɓaɓ nidaah'na'.

(pl)

C: _____ ɓaɓ nidadii'neel.

(sg)

C: _____ baah nídishch'at doo.

GLOSS

monkey bars

T: Take care of yourselves as you play (on the monkey bars).

ALT: Take care of yourselves as you climb (on the monkey bars).

(pl)

C: Let's play on the monkey bars.

(sg)

C: I will swing on the monkey bars.

daané'é dahnaats'oodí - springing animals

T: Daané'é dahnaats'oodí bikáá' ádaa ádahotyaágo nidaahné.

ALT: Yéego deiyínóhta'go nihił dahnidaats'ood.

C: Da' dīgi át'éego, teacher?

ALT:

Shí yéego shił át'í.

Shí yéego áshlééh.

Shił ánlééh.

C: Adaahshááh.

ALT: Adahshífteeh.

GLOSS

springing animals

T: Take care as you play (on the springing animals).

ALT: Hold on tight as you play on the springing animals.

C: Like this, teacher?

ALT:

It is springing hard with me.

I am doing it hard.

Spring me on it.

C: I want to get off.

ALT: Carry me off.

béesh baah niji'na'á - jungle jim

C: Shikét'á'iiyíí.

ALT: Shíínítą'go haash'nééh.

GLOSS

C: Give me a boost (to get on the jungle gym)

ALT: Hold me as I climb up.

séí bii' na'a'néhé - sandbox

T: Hazhó'ó séí bii' na'a'néhé bii' nidaahné.

(pl)

T: T'áadoo séí dadohxasí.

(sg)

T: T'áadoo séí díghasí.

C: *Teacher*, daané'é yázhí ch'íníshjááh. Bee séí bii' naashnéé doo.

T: Ha'át'íish ábi'ninlaa?

C: Hooghan nímazí.

GLOSS

sandbox

T: Play nicely in the sandbox.

(pl)

ALT: Don't throw dirt.

(sg)

ALT: Don't throw dirt.

C: Teacher, I want to take the little toys out. I will play in the sandbox with them.

T: What will you make?

C: A hogan.

collected by June '96 Workshop at Window Rock date: T 06/19/96

SELECTED VERB STEMS - Outdoor Activity

-bąąs

- C: Dzi'izí ch'ínísbąąs
 Tsinaabąąs ch'ínísbąąs
 Chidí yázhí ch'ínísbąąs
 Chidí bikee' ch'ínísbąąs
 Tsibąąs ch'ínísbąąs

-aah

- C: Jooł ch'ínísh'aah
 Tsibąąs ch'ínísh'aah

-jááh

- C: Daané'é yázhí ch'íníshjááh. (e.g., little cars, soldiers, animals)

-tsóós

- C: Níbaal ch'ínístsóós

-máás

- C: Chidí bikee' ch'ínísmáás.
 Tsibąąs ch'ínísmáás.

GLOSS

-bąąs

- C: I want to wheel the tricycle out.

I want to wheel the wagon out.
I want to wheel the toy car(s) out.
I want to wheel the tire out.
I want to wheel the hoop out.

-aah

C: I will take the ball out.
I will take the hoop out.

-jááh

C: I will take the little toys out. (e.g., little cars, soldiers, animals)

-tsóós

C: I will take the parachute out.

-máás

C: I will roll the (car) tire out.
I will roll the hoop out

collected by June '96 Workshop at Window Rock date: W 06/19/96

SITUATIONAL NAVAJO

setting: NAP TIME

routine: [routines shown in boldface below]

initiating nap time

intent: to rest before going home

reaction: children will lay down to rest

introductory statement:

T: K'ad éí háádadiilyih . T'óó hónígháníjí' da'iidiilwosh.

(pl)

T: Bikáá' danohjahígíí nídahohłááh. Ní'góó nidanołkaad.

ALT: Nihízhi' dabiká'ígíí nídadoołtsóós.

(sg)

T: Nízhi' biká'ígíí nídiiltsóós.

C: Díí éí shí lá. Ní'góó ninishkaad.

C: Shí k'adéę iishxáásh.

ALT:

Shibeeldléí shá'?

Shikee' hadiishdlé.

Shí doo bił nisin da.

Shí doo ná'iishhosh da.

GLOSS

introductory statement:

T: Now we shall lay down to take a nap. We will close our eyes for a short while.

(pl)

T: Go get your mats. Place them on the floor.

ALT: Get the mat with your name on it.

(sg)

T: Get the one with your name on it.

C: This is mine. I'm going to put it on the floor.

C: I am about to fall asleep.

ALT:

Where is my blanket / coverlet?

I'm going to take off my shoes.

I am not sleepy.

I usually don't take a nap.

if child is not sleepy

intent: to occupy the child who can't nap

reaction: child will be occupied with another activity

introductory statement:

T: Doo bił nínízingóó, t'áadoo íits'a'í síntí.

T: Naaltsoos ła' níní'íigo síntí.

C2: Shí dó' doo iishxáash da.

GLOSS

introductory statement:

T: If you are not sleepy, just lay quietly.

T: Look at a book while you're laying down.

C2: Me too, I can't sleep.

music, radio, tape

intent: to soothe the children

reaction: children will settle down

introductory statement:

T: Dilní łá' nihá biih yish'aah.

T: Hazhóó'ígo da'íísólts'áą' doo.

C: CHILD(REN) SELECT MUSIC.

C: Díidíígí biih ní'aah.

GLOSS

introductory statement:

T: I will put on some music for you.

T: Listen quietly to the music now.

C: CHILD(REN) SELECT MUSIC

C: Put this one on.

closing the blinds/curtains

intent: to shield the children's eyes from the sunlight

reaction: children's eyes are shielded

introductory statement:

T: Ayóo yah'a'díidín. Bich'ááh dádi'nishbaat.

T: Tsésø' bidáándíłbałí kónlééh.

ALT: Tsésø' bidáándíłbałísh dádinishbaat?

[If it is too high for children; teacher does this.]

C: Aoo', dádiníłbaat.

GLOSS

introductory statement:

T: It is too bright in here. I will draw the curtains/ blinds.

T: Draw the curtains / blinds.

ALT: Should I close the curtains/blinds?

[If it is too high for children, teacher does this.]

C: Yes, draw the curtains/ blinds.

turning off the lights

intent: to make sure that the room is darkened

reaction: children relax in a darkened room

introductory statement:

T: K'ad anistséés, danoolch'íł.

C: Teacher, shígo *light* nistséés.

T: Hágoshíí, áádóó dínítéét.

C: CHILD TURNS OUT LIGHT(s)

GLOSS

introductory statement:

T: I will turn off the lights now. Close your eyes.

C: Teacher, I want to turn off the lights.

T: All right, then lay down.

C: CHILD TURNS OUT LIGHT(s)

ending nap

intent: to wake children from nap

reaction: children will open eyes

introductory statement:

T: Nídoohjeeh. Ch'éédanohdzííd.

(pl)

T: Kééhnídaaht'ées.

T: Bikáá' danoojé'ígíí nídahoh'táahgo ahááhdanooh'te' dóó hasht'e'
nínadahoh'níí.

ALT: Bikáá' danoojé'ígíí nídahoh'táahgo ahááhdanooh'te' dóó
dahnídahidoohtsóós.

C: CHILD PICKS UP MAT, FOLDS IT AND PUTS IT AWAY

(sg)

T: Bikáá' níntínee nídiiltsóós dóó ahááhniilé dóó hasht'e' ninániltsóós.

ALT: Bikáá' níntínee nídiiltsóós dóó ahááhniilé dóó dahnáhidiltsóós.

C: CHILD PICKS UP MAT, FOLDS IT AND PUTS IT AWAY

C: NAME t'ahdii ałhosh.

ALT:

NAME t'ahdii sitį.

NAME doo nídii'neeh da. Nídiisht'e', ya'?

T: Aoo', nídiilt'e'.

ALT: Aoo', ch'éénisííd.

C: OTHER CHILD(REN) WAKE SLEEPER (GENTLY)

GLOSS

introductory statement:

T: Get up. Wake up.

(pl)

T: Put your shoes on.

ALT:

Pick up your mats, fold them and put them away.

Pick up your mats, fold them and hang them up.

(sg)

T: Pick up your mat, fold it and put it away.

ALT: Pick up your mat, fold it and hang it up.

C: NAME is still asleep.

ALT:

NAME is still laying down.

NAME won't get up . Let me wake him/her, ok?

T: Yes, get NAME up. Wake him/her up.

C: OTHER CHILD(REN) WAKE SLEEPER (GENTLY)

collected by June '96 Workshop at Window Rock date: Th 06/20/96

SITUATIONAL NAVAJO

setting: SNACKS

routine: [routines shown in boldface below]

[Apparently snacks are not served at all centers. In those that do serve, children wash up after nap time and then return to tables.]

preparing for snacks

intent: so the children won't go home and eat junk food

reaction: children will eat their snacks

introductory statement:

T: Dahnídinohbìjh. K'ad éi *snack* ádadiilníít.

C: Ha'át'íílá dabi'niidáá? [as snacks are brought out]

T: TELLS WHAT SNACKS ARE THAT DAY

GLOSS

introductory statement:

T: Sit down. We will now prepare our snacks.

C: What are we going to eat ? [as snacks are brought out]

T: TELLS WHAT SNACKS ARE THAT DAY

bringing out snacks [snacks are already prepared]

intent: to serve the children their snacks

reaction: children will be served

introductory statement:

T: K'ad éí snack nihitaadoo'nih.

T: Háí lá *snack* néidiinii'?

ALT: Háí lá dííjí *snack* néidiinii'?

C: Shí! Shí nááná lá.

ALT:

Shí shízhí' bikáá'.

Shígo láá!!

GLOSS

introductory statement:

T: Snacks will now be passed out to you.

T: Who is serving snacks today?

ALT: Whose turn is it to pass out snacks today?

C: Me!! It's my turn!!

ALT:

My name is up there to serve.

No, me!!

creating own snacks

intent: children will experience making their own snacks

reaction: children make their snacks

introductory statement:

T: K'ad éi t'áá nihí snacks ádadiilníí.

T: SNACK dīgi át'éego ádadiilníí. [as TEACHER SHOWS SAMPLE]

SAMPLE::

"Ants on a Log" / "Wólázhini nídístáán yikáá' yít'eezh".

C: Eii ayóo shií líkan.

C: CHILDREN MAKE SNACKS

C: *Teacher, t'áá shí áshłaa shoo!! Dii ayóo shií líkan.*

C: Teacher, łá' ánáánáshdlééh, ya'?

T: Aoo', łá' ánáánídlééh.

C: Shimá [OR OTHER RELATION] łá' bá áshłééh, ya'?

T: Aoo', łá' bá ánlééh.

GLOSS**introductory statement:**

T: Now we will make our own snacks.

T: We will make NAME.

This is how we will make them. [TEACHER SHOWS SAMPLE]

SAMPLE:

"Ants on a Log" / "Wólázhiní nídístáán yikáá' yít'eezh".

C: I really like that.

C: CHILDREN MAKE SNACKS

C: *Teacher*, look, I made my own snack!!

I really like this.

C: *Teacher*, let me make another one, ok?

T: Yes, go ahead and make another one.

C: May I make one for my mother (or other relative)?

T: Yes, you may make another one.

eating all one's snacks

intent: to get children to eat all their snacks

reaction: most children will eat all their snacks

introductory statement:

T: Íishjáá nihi-snack ałtso dadoosíít.

T: Ayóo łikango áda'oolaa lá, ałtso daosá.

ALT: Ch'iyáán yá'át'éhígíí át'é. Ałtso daosá.

C: Ayóo łikan lá.

ALT:

Díigi át'éhígíí ánéish'ijh hooghandi.

Shimá díigi át'éhígíí yééhósin .

GLOSS

introductory statement:

T: Be sure and eat all your snacks.

T: You've made delicious snacks, eat it all.

ALT: It is good food. Eat it all.

C: It tastes really good.

ALT:

I make this at home.

My mother knows how to make this, too .

sending a recipe home

intent: to share recipes with family

reaction: children take recipes home

introductory statement:

T: Snack bik'ehgo ál'ínígíí ła' nídeiínółtsóos doo.

(pl)

T: Díí hooghangóó nídeiínóhjáah doo. Bik'ehgo NAME ádadoolíí.

C: CHILDREN TAKE COPY OF RECIPE

(sg)

C: Díí ła' ádiishkíí hooghandi.

T: Naaltsoos bik'ehgo é'él'ínígíí ła' hooghangóó nááłtsos doo.

C: Hágooshíí. Shimá baa diistsos.

C: *Teacher*, shí shimá dó' díí íí'í bíł bééhózin.

T: Jó nizhóní lá.

ALT:

C: Teacher , díí shimá doo yééhósin da.

T: Yíhwiidooł'ááł shíí díí yik'ehgo é'éł'íigo.

GLOSS

introductory statement:

T: Each of you take a recipe home with you.

(pl)

T: Be sure and take your recipe home with you. Use it to make NAME.

C: CHILDREN TAKE COPY OF THE RECIPE

(sg)

C: I will make one of these at home.

T: Take a recipe home with you.

C: Okay. I will give it to my mother.

C: Teacher, my mother knows how to make this snack.

T: That's nice.

ALT:

T: Teacher, my mother doesn't know how to make this NAME.

T: Perhaps she will learn how to make it using this recipe.

encouraging the use of manners

intent: children will learn to use manners

reaction: children practice their manners

introductory statement:

T: Hazhó'ó da'diidííł, t'áadoo ák'inida'ii'níí.

ALT:

Hazhó'ó da'osá, t'áadoo nida'ohnilí.

Hazhó'ó da'osá, t'áadoo ák'i yada'iyohkaahí.

GLOSS

introductory statement:

T: We will eat right and not dribble on ourselves.

ALT:

Eat right. Don't dribble anything.

Eat right. Don't spill anything on yourselves

cleaning up after snacks

intent: to teach children to clean up after themselves

reaction: children will clean up

introductory statement:

T: Ałtso da'ooyá'go nihinaagóo hasht'e nídahodoohdlíí.

T: Bikáá' da'ooyá'ígíí dadooh't'ot.

Ní'góó (ts'iilzéí) nídahidoohłah

C: Teacher, shí t'áadoo ní'sénil da.

GLOSS

introductory statement:

T: When you finish eating, clean up around you.

T: Wipe the table where you ate.

Pick up the trash on the floor.

C: Teacher, I didn't spill anything.

picking up trash

intent: children will learn to pick up after themselves

reaction: children will pick up after themselves

introductory statement:

T: Ákéé' nínadahwiyohdlah.

T: T'áadoo ts'iilzéí ni'góó nikidahooohníí.

C: Trash biih dajiinííł, ya', teacher?

GLOSS

introductory statement:

T: Pick up after yourselves.

Do not throw trash on the ground.

C: You have to throw it in the trash, huh, teacher?

throwing trash away

intent: to teach children to get rid of trash

reaction: children will throw trash into the receptacle(s)

introductory statement:

T: Nídahodiyoołah dóó ts'iilzéí biih he'níí biih dahidoohníł.

C: Hágoshíí.

GLOSS

introductory statement:

T: Pick up the trash (around you) and place them in the trash can.

C: OK.

collected by June '96 Workshop at Window Rock date: Th 06/20/96

SITUATIONAL NAVAJO

setting: CLOSING ACTIVITIES

routine: [routines shown in boldface below]

getting ready to leave

intent: children will begin preparations to leave

reaction: children will get ready to leave

introductory statement:

T: K'ad dííjį ólta' ałtso.

T: Hooghangóó biniyé hasht'e' ádadidiilnį́.

C: CHILDREN REALIZE IT'S TIME TO GET READY TO LEAVE

GLOSS

introductory statement:

T: School is now finished for today.

T: Let us get ready to go home.

C: CHILDREN REALIZE IT'S TIME TO GET READY TO LEAVE

sending notes home

intent: children will learn to deliver notes to their parents

reaction: children will take notes home

introductory statement:

T: Díí naaltsoos hooghangóó nídeiínóhjáah doo. Nihimá
baadahidoohnił.

C: Da' díí shimá baa diistsos?

C: T'áadoole'é íishłaa'yéę hooghangóó náashjih doo.

T: Aoo', nihimá bich'į' nídeiínóhjáah doo.

GLOSS**introductory statement:**

T: Take these notes home with you. Give them to your mother.

C: I should give this to my mother? I want to take home what I made today.

T: Yes, take them home to your mother.

gathering belongings

intent: children will claim their own things

reaction: children gather their own things

introductory statement:

T: Nihiyéél hooghangóó nídashidoojaa'ígíí ahanidahohníł.

T: Ha'át'íishįį hooghangóó nídashidoojaa'?

C: Shí díí nídéjaa'

T: Ne'azis biih niníł.

GLOSS

introductory statement:

T: Gather together the things you are taking home.

T: What are you taking home with you?

C: I'm taking this home.

T: Put it in your bag.

getting jackets

intent: children will retrieve their own jackets

reaction: children will put on their own jackets

introductory statement:

T: Nihi'éeitsoh nídahidoohníí.

T: Nihi'éeitsoh biih daahkai.

C: CHILDREN GET JACKETS AND PUT THEM ON

GLOSS

introductory statement:

T: Go get your jackets.

T: Put on your jackets.

C: CHILDREN GET JACKETS AND PUT THEM ON

SITUATIONAL NAVAJO

setting: GETTING BACK ON THE BUS

routine: [routines shown in boldface below]

announcement of imminent departure

intent: to get the students safely on the bus

reaction: students will get on the bus safely

introductory statement:

T: K'ad éi *bus** biih nínáánéijeehji' anááhoolzhiizh.

T: Hooghangóo *bus** biih náhjeeh.

C: CHILDREN REALIZE BUS IS READY TO GO

T: Yiskáago íishjáá náá'ólta'. Áádéé' iih náádoohjah.

ALT: Yiskáago éi íishjáá doo ólta' da. Damóo biiskání índa áádéé' iih náádoohjah. Díí' yiskáago índa náá'ólta'.

C: CHILDREN ARE REMINDED WHEN TO COME BACK

T: Hahgo áádéé' iih náánáhjeeh?

C: Yiskáago áádéé' iih náánéijeeh.

ALT: Díí' yiskáago áádéé' iih náánéijeeh, ya' *Teacher*?

C: Shí doo nisháah da. Níléígóó shimá bił dé'áázh.

T: Háágóó?

C: PLACE-góó deet'áázh.

GLOSS

introductory statement:

T: The time has come to get back on the bus again.

T: It is now time for you to get back on the bus and go home.

C: CHILDREN REALIZE BUS IS READY TO GO

T: Remember we have school again tomorrow. Be sure and get on the bus again.

ALT: Tomorrow there is no school. There will be no school again until Monday.

That's in four days. Come on the bus again then.

C: CHILDREN ARE REMINDED WHEN TO COME BACK

T: When are you coming to school again?

C: Tomorrow we come on the bus again.

ALT: In four days we come to school again, huh, teacher?.

C: I'm not coming. I'm going someplace with my mother.

T: Where to?

C: We are going to PLACE.

* Although some centers may use *chidíitsooí*, the NRS (Navajo Reading Study) found that already, in the very early 70's, *bus* had become a Navajo word. That is, otherwise Navajo-speaking children used only *bus* in Navajo conversation, even where the adult questioner used a Navajo equivalent.

getting on the bus

intent: children will board the bus in an orderly fashion

reaction: children board the bus

introductory statement:

T: Ałkéé' doht'éeéh. K'ad bus biih diijah.

T: Train ádaahlééh. K'ad bus biih diijah.

C: Da' hooghangóó nídeekai?

T: Aoo', hooghangóó nídisookai.

GLOSS

introductory statement:

T: Get in line. We will now get on the bus.

T: Make a train. We will now get on the bus.

C: We are going home now?

T: Yes, you are going home.

taking head count

intent: to be sure that all children are accounted for

reaction: children are counted

introductory statement:

T: T'áásh ánóltso iih náojéé'?

C: Aoo', t'áá áníltso iih néijéé' .

ALT:Ndaga', NAME éí doo bus yiih nályeed da.

(to driver)

T: Dókwíí lá áłchíní bus yiih yíjéé' abínídáá'?

D: NUMBER abínídáá' iih yíjéé'. [CHECKING CLIPBOARD]

T: Haa'íyee' da'ahíídíiltah: *táá'ii, naaki, táá'...**

C: MAY COUNT ALONG WITH TEACHER

T: Abínídáá' áłchíní NUMBER iih yíjéé'. K'ad éí NUMBER iih náájéé' lá.
T'áá át'é kóó lá.

D: Tì', hooghangóó!

GLOSS

introductory statement:

T: Is everyone on the bus?

C: Yes, we are all on the bus.

ALT: No, NAME is not going home on the bus.

T: (to driver)

T: How many children came on the bus this morning?

D: NUMBER came on the bus this morning. [CHECKING CLIPBOARD]

T: Let's count off now: one, two, three...*

C: MAY COUNT ALONG WITH TEACHER

T: NUMBER of children came on the bus this morning. NUMBER are going home on the bus this evening. They're all here.

D: Let's go!

* Without making a big deal of it and requiring children to 'count out loud', here is a chance to use number-names and counting in a realistic way every day. If possible, the counter should get on the bus and make it clear which child she is counting: touching or indicating the child she is counting. In time some children will learn to count along with the teacher. But they will be doing so in a setting with one-to-one correspondence, not just saying number names by rote.

safety instructions

intent: to ensure that children know safety rules

reaction: children will be cognizant of the rules

introductory statement:

T: K'ad éí ách'ááh sis ádinídaaht'ih.

T: Sis bee ádida'oht'ó.

Hazhó'ó nahísóotáago hooghangóó nááhkah doo.

C: Teacher, shí éí ádi'sét'ó.

ALT: Shí (ách'ááh sis) shee ádin.

T: Haa'íyee', yiizijih. Bik'i dahsindáa sha'shin. (CHECKS) Jó akonee'.
(HELPS CHILD PUT ON SEAT BELT)

T Da' k'ad ahih yííkid?

C: Aoo', biih yííkid.

ALT: Nidaga', t'ah dooda.

GLOSS

introductory statement:

T: Put your safety belts on now.

T: Tie yourself in with your safety belts.
Sit nicely in your seats for the trip home.

C: Teacher, I tied myself in (with my safety belt).

ALT: I don't have one.

T: Let me see, stand up. You might be sitting on it. (CHECKS) See, there it is.
(HELPS CHILD PUT ON SEAT BELT)

T: Have you clicked your safety belt together?

C: Yes, I have.

ALT: No, I have not yet clicked my safety belt together.

final instructions

intent: to make sure children take their notes with them

reaction: children make sure they have their notes

introductory statement:

T: Naaltsoos nihitaas'nii' yéę baa dayoohnééh. Hooghangóó
nídeiyínóhjáah doo.

T: Naaltsoos nihimá baa dahidoohnił.

C: Shí naashxé, naaltsoos yéę.

T: Nisha'? Ninaaltsoosísh naniitsoos?

C: Aoo', kóó naastsoos.

ALT

Aoo', shí éí she'azis biyi', teacher.

(Shí éí) doo beisénah da.

GLOSS

introductory statement:

T: Don't forget the notes you were given. You are to take them home.

T: Give it to your mother.

C: I have it, the note.

T: What about you? Do you have your note?

C: I have it here.

ALT:

C: Yes, mine is in my bag, teacher.

I did not forget mine.

goodbyes

intent: to put closure to the school day

reaction: the children know that the school day has ended

introductory statement:

T/C: Hagoónee'. Hazhó'ó nídeiyínóhkááh.

C/T: Nidó'. Hagoónee'.

GLOSS

introductory statement:

T/C: Good bye. Be safe as you go home.

T/C: Good bye. You, too.

collected by June '96 Workshop at Window Rock dated: M 06/24/96

SITUATIONAL NAVAJO

situation: GOING HOME

routine: [routines shown in boldface below]

communication between the children and the bus driver

intent: driver will understand where the child will get off the bus if
different from home

reaction: child will tell where s/he will get off

introductory statement:

C: Shí doo hooghandi adaashyeed da.

D: Háadish adanilyeed?

C: CHILD TELLS WHICH RELATIVE'S HOUSE S/HE IS GETTING
OFF AT

GLOSS

introductory statement:

C: I am not getting off at my house.

D: Where are you getting off?

C: CHILD TELLS WHICH RELATIVE'S HOUSE S/HE IS GETTING OFF AT

unhooked seat belt

intent: to double check that all children are buckled up

reaction: children will buckle up

introductory statement:

C: Bus driver/teacher, NAME be'ách'ááh sis k'e'eyí'ah.

D: NAME, ne'ách'ááh sis béé ít'ó.

or

D: STOPS AND CHECKS SEAT BELT.

D: Ne'ách'ááh sis t'áadoo k'éé'í'a'í.

C: Hágoshíí.

GLOSS

introductory statement:

C: Bus driver/teacher, NAME's seat belt is undone.

D: NAME, fasten your seat belt.

or

D: STOPS AND CHECKS SEAT BELT

D: Do not undo your seat belt.

C: All right.

getting off the bus

intent: children will get off the bus safely

reaction: children get off the bus safely

introductory statement:

T: Ádahotyaago bus bidááhóhjeeh.

D: Hazhóó'ígo adaninááh. Adah'ooógeeh.

ALT: Bikáá' dahní'díl'isí bąąh nidóóltaat .

C: Aoo', bééhasin .

ALT:

Aoo', shił bééhózin .

C: Da' yínishtą'go adaashááh?

D: Ní'éétsoh shą'?

C: NAME sits'áá' adayíyí.

ALT:

T'áá ólta'di siyí.

Shi-box biyí' siltsooz.

Shi'éétsoh yik'i dahsidá.

NAME yik'iji' ałhosh.

GLOSS

introductory statement:

T: Take care when you are getting off the bus.

D: Get down carefully. Don't fall off.

ALT: Don't slip on the step.

C: Yes, I know (how to do it).

ALT:

Yes, I know (about it).

C: I should hold on while I get off?

D: Where is your jacket?

C: NAME took it (off the bus).

ALT:

It is still at school.

It is in my box at school.

S/He is sitting on my jacket.

NAME is sleeping on it.

routines involving non-bus riders

intent: child(ren) will wait for their ride

reaction: child(ren) occupy time until the ride arrives

introductory statement:

T: Ni áłtsé ʼáá kóó síndá. Hodíinaʼgo nimá níkáyíghááh.

T: Áłtsé níléjí naniné.

C: Díí bee naashné, yaʼ?

T: Aooʼ, táá áko bee naninéego.

GLOSS

introductory statement

T: You wait right here. Your mother will be here shortly to take you home.

T: Play over there until then.

C: Let me play with this, o.k.?

T: Yes, you may play with that.

ALT:*

C: *Teacher*, hahgoshą' shimá sheiíghááh?

ALT: Shimá doo níyáágóó shą' hait'áo nídésdzá?

T: K'adéę shíí aadéé' yigáát .

GLOSS

introductory statement:

C: *Teacher*, when is my mother coming?

ALT: What if my mother doesn't come, how will I go home.

T: She's probably on her way right now.

ALT:*

C: T'áádoole'é ła' yishá, ya'?

T: Ha'át'íish nínízin?

C: REMEMBERS WHAT S/HE ATE EARLIER.

GLOSS

C: May I eat something?

T: What would you like?

C: REMEMBERS WHAT S/HE ATE EARLIER

ALT:*

C: *Teacher*, t'óó'di naashné, ya'?

T: T'áá áko. Ákondi aná'ázt'i' biyi' t'éiyá naniné.

ALT: T'áá kóne'égo naniné.

Naaltsoos níní'í. Na'ích'ąah. Na'ízo da.

C: OCCUPIES SELF

GLOSS

C: Teacher, may I play outside?

T: It is all right but play only within the fence.

ALT: Play inside the room. Look at a book, draw or write.

C: OCCUPIES SELF

* Explanation of big *ALT* and small *ALT*: Big *ALTs* are mini-scenarios and small *ALTs* are alternate phrases.

parent(s) come to pick up child

intent: child will go home with parent

reaction: child goes home with parent

C: Teacher, aadéé' shimá/shizhé'é bił oolwoł.

Shí k'ad iih náshyeed.

T: Áłtsé nimá yah iighááh. Bín'dii bízhi' íl'ééh.

ALT: Áłtsé nimá yah iighááh. Bín'dii bízhi' ídoolíít áłtsé.

GLOSS

C: Teacher, here comes my mother/father driving up.

I'm leaving now.

T: Let your mother come in. She must write her name first.

ALT: Let your mother come in. She must sign you out first.

ALT:

introductory statement:

P: Ní'éétsoh dóó ne'azis nídiiníí.

C: Hágoshíí . Niléígóne' siyí.

P: Ni-teacher, hágoónee' bidiní?

C: Hágoónee', *Teacher*.

GLOSS

introductory statement:

P: Get your jacket and your bag.

C: All right. It is in there.

P: Tell your teacher goodbye.

C: Goodbye, Teacher.

collected by June '96 Workshop at Window Rock date: W 6 06/26/96

SITUATIONAL NAVAJO

setting: **SAFETY**

routine: [routines shown in boldface below]

Apparently Safety is a recognizable 'subject' or activity in many centers. During this period, the teacher talks [and demonstrates] with the children one safety activity. Thus 'Safety' may be more of Instructional than Situational Navajo. But, because many of these talks/demonstrations are repeated during the year, we have treated them here as Situational routines. In the actual instruction, teachers may go more deeply into a given activity.]

fire prevention

intent: children will learn about fire prevention

reaction: children participate in fire drills

introductory statement:

T: Kq' baa ákohwiindzinígíí bee ahídahwiilne' dooleet dóó ádiilníít.
[STATES REASON FOR DRILL]

T: Kq' doo baaníjít'íí da.
Tsit'ékí doo bee nijinée da.

C: NAME éí tsit'ékí yee naanéé nt'ée'.

ALT:

NAME tsit'ékí ła' neijaah.

Shí tsit'ékí shee ádin.

- Shí doo *match* bee naashnéé da.
 T: Ázhdídlí' éí bąą doo baaníjít' ńi da.
 Ha'éé' da diilthi'.

GLOSS

introductory statement:

- T: We will talk about being careful around fires. Then we shall do a fire drill.
 [STATES REASON FOR DRILL]

- T: You must not bother fires.
 You must not play with matches.

- C: NAME was playing with matches.

ALT:

NAME has some matches.

I have no matches.

I do not play with matches.

- T: You could burn yourself; that is why you must not bother the fire.
 Your clothes might catch on fire.

fire drill procedures-1

intent: children will learn fire drill procedures

reaction: children will practice fire drills

introductory statement:

- T: Kọ' yaa halne'é diits' ńihgo t'áá áko ch'ńíjáh áádóó t'ńó' di atkéé'
 jidit'ih dóó ho'dóltah.

T: Díí haachahgo tsííłgo joogáałgo ch'ííłwo'.

ALT: Díí diits'íhgo tsííłgo joogáałgo ch'ííłwo'.

[TEACHER DEMONSTRATES FIRE ALARM]

T: Kó' yaa halne'é diits'íhgo tsííłgo joogáałgo ch'ííłwo'.

[DEMONSTRATE FIRE ALARM]

ALT: Lid yíłchiní diits'íhgo tsííłgo joogáałgo ch'ííłwo'.

[DEMONSTRATE SMOKE ALARM]

GLOSS

introductory statement:

T: When the fire alarm goes off, quickly leave the building, line up outside so that you can all be counted.

T: When this cries out, leave the building at a fast pace.

ALT: When this rings out, leave the building at a fast pace.

[DEMONSTRATE FIRE ALARM]

T: When the teller of the fire goes off, leave the building at a fast pace.

[DEMONSTRATE FIRE ALARM]

ALT: When the smoke sniffer goes off, leave the building at a fast pace.

[DEMONSTRATE SMOKE ALARM]

fire drill procedures-2

intent: children will learn to leave quickly by the nearest exit

reaction: children will leave quickly by the nearest exit

introductory statement:

T: Hodiilthi'go ch'é'étiin bich'i' nihádígóne' tsxíłgo ch'íjįjah.

T: Díí haachahgo tsíłgo ch'é'étiin bich'i' nihádígóne' ch'íjįwo'.

ALT: Díí diits'íįhgo tsíłgo ch'é'étiin bich'i' nihádígóne' ch'íjįwo'.

[DEMONSTRATE FIRE ALARM]

T: Kó' yaa halne'é diits'íįhgo tsíłgo ch'é'étiin bich'i' nihádígóne' ch'íjįwo'. [DEMONSTRATE FIRE ALARM]

ALT: Łid yiłchiní diits'íįhgo tsíłgo ch'é'étiin bich'i' nihádígóne' ch'íjįwo'.

[DEMONSTRATE SMOKE ALARM]

T: Łid jįchíįhgo éi doodago jįłtséehgo t'áá áko baa hojilnih .

GLOSS

introductory statement:

T: When there is a fire, always leave the building quickly by the nearest exit.

T: When this cries out, quickly leave the building by the nearest exit.

ALT: When this goes off, quickly leave the building by the nearest exit.

[DEMONSTRATE FIRE ALARM]

T: When the teller of the fire goes off, quickly leave the building by the nearest exit. [DEMONSTRATE FIRE ALARM]

ALT: When the smoke sniffer goes off, quickly leave the building by the nearest exit. [DEMONSTRATE FIRE ALARM]

T: If you smell or see smoke, immediately tell someone.

fire extinguisher

intent: children will be introduced to a fire extinguisher

reaction: children will recognize a fire extinguisher

introductory statement:

T: Díí éí kq' bee niltsésí át' é.

[SHOWS STUDENTS THE FIRE EXTINGUISHER]

T: T'áá aaní hodiiltli' go kq' bee niltsésí choo'í.

GLOSS**introductory statement:**

T: This a fire extinguisher.

[SHOWS STUDENTS THE FIRE EXTINGUISHER]

T: A fire extinguisher is used when there is a real fire.

escaping a smoking building

intent: children will learn to creep, crawl and roll out of the building
as fast as possible

reaction: children creep, crawl and roll out of the building as fast as
possible

introductory statement:

T: Hooghan bii' lidgo táá' a'aa át'éego ázhdooníłgo ch'íhonít'i':
jooldloshgo, joo'nahgo, dóó joomasgo.

T: Hooghan bii' lidgo ní'góó jooldloshgo tsíłgo ch'íjıldlosh.

ALT:

Hooghan bii' lidgo ni'góó joo'nahgo tsíłgo ch'íjí nah.

Hooghan bii' lidgo ni'góó joomasgo tsíłgo ch'íjímas.

C: Teacher, da' díigi átéego.

C CHILD(REN) PRACTICE(S) CREEPING, CRAWLING AND ROLLING

GLOSS

introductory statement:

T: When a house is smoking, there are three ways to get out of the house: by creeping, crawling or rolling.

T: When a house is smoking, hurriedly get down on all fours and creep out of the building.

ALT:

When a house is smoking, hurriedly get down and crawl out of the building.

When a house is smoking, hurriedly get down on the floor and roll out of the building.

C: Teacher, like this?

C: CHILD(REN) PRACTICE(S) CREEPING, CRAWLING AND ROLLING

timing evacuation

intent: children will learn to evacuate building immediately

reaction: children will evacuate building immediately

T: Lid jichíłhgo éí doodago ko' jiiłtséehgo tsíłgo t'áá ájíłtso ch'íjíkah.
Doo na'áhozdilziid da.

GLOSS

T: If you smell smoke or detect a fire, all leave the building as fast as possible.
Do not take your time.

stop, drop, and roll

intent: children will learn when to stop, drop and roll

reaction: children will practice stop, drop and roll

introductory statement:

T: Ha'ée' diiltłi'go nijiltłi' dóó ní'góó ádee'iijilghał áádóó tázdímas.
Ákót'éego ko' jiniłtsis.

T: Haa'íyee' ádadiilníł.

C: CHILDREN PRACTICE STOPPING, DROPPING AND ROLLING

GLOSS

introductory statement:

T: If your clothes catch fire stop, drop (fall down), and roll. That is how you
put out the fire.

C: CHILDREN PRACTICE STOPPING, DROPPING AND ROLLING

bus evacuation

intent: children will learn to evacuate a bus quickly

reaction: children will evacuate a bus quickly

T: Bus diilthi'go éí tsíłgo bus nidooltłił áádóó tsíłgo adajijah. T'áá nízaadi ałkéé' jidit'ih. Áadi daho'dóltah.

GLOSS

T: When a bus catches fire, it will stop fast. All of you children get off quickly then get in line far away from the bus. Then you shall be counted.

Glossary - Fire Prevention

fire drill	kọ' bits'aa ádaa'áháyá baa ákwohwiindzin
fire extinguishers	kọ' bee niltsésí
fire alarm	kọ' yaahalne'é
smoke alarm	łid yiłchini
match	tsitłéki
nearest exit	ch'é'étiin báąhníhádí
to creep	jooldlosh
to creep out	ch'íjıldlosh
to crawl	joo'nahgo
to crawl out	ch'íjí'nah
to roll	joomasgo
to roll out	ch'íjímas