SITUATIONAL NAVAJO

T: Hazhó'ó ch'iyáán yíníkeed. <<T'áá shóódi>> dóó <<Ahehe'>>> dinígo ch'iyáán yíníkeed.
C: CHILD ASKS FOR FOOD APPROPRIATELY. S/HE SAYS "PLEASE" and "THANK YOU"

T: Hazhó'ó fya.
C: Da' hazhó'ó ashá?
T: Aoo', hazhó'ó fya.

T: T'áá hazhóó'ígo fya.
C: Da' t'áá hazhóó'ígo ashá?
T: Aoo', t'áá hazhóó'ígo fya.

GLOSS

introducory 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.

(şg)
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 shqođt >> 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 ahéhéh daniidzin doo.

(pl)
T:   Ch’iyáán íí’íní <<Ahéhee’>> dabidohní.
C:   Ahéhee’, likango da’iidáá’.
Ck:   Aoo’, ákót’éego láa! Jó nizhónígo nihił likango da’oooyáá’.

(sg)
T:   Chi’yáán íí’íní <<Ahéhee’>> bidini.
C:   Ahéhee’, likango ííyáá’.
CK:   Aoo’, jó nizhóní, nił likango íínyáá’.

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

introductory statement:
T: Zábąáh bee yit'oodí chodeiidiil'įįł.

(pl)
T: Zábąáh bee yit'oodí nihyaayáahii abídaholchíid.
C: CHILDREN WILL PLACE THEIR NAPKINS UNDER THEIR CHINS
ALT: Zábąáh bee yit'oodí nihitéél nidanohtsóós.
C: CHILDREN WILL PLACE THEIR NAPKINS IN FRONT OF THEM

T Nihizábaáh dóó nihíla' nídaah't'o'.
C: CHILDREN WILL WIPE THEIR MOUTH AND HANDS
C: Da' díígi át'éego?
T: Aoo', akót'éego.

T Nihizábaáh dóó nihíla' daah't'ood.
C: CHILDREN WILL WIPE THEIR MOUTH AND HANDS
C: Da' díígi át'éego?
SITUATIONAL NAVAJO

T: Aoo', akót'éego.

T: Zábaqáh bee yit'oodí niyaayáah abíhítchííd.

T: Zábaqáh bee yit'oodí nitéél niníiti'ós.

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

C: Da' díigi át'éego?

T: Aoo', akót'éego.

T: Bee nizábaqáh dóó níla' náít'o'.

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: Da' díigi át'éego?

T: Aoo', akót'éego.

T: Zábaqáh bee yit'oodí bee nizábaqáh dóó níla' nit'ood.

C: CHILD WILL WIPE HIS/HER MOUTH AND HANDS

C: T'áá fídáá' ádésht'óod.

Ch: Shí zábaqáh bee yit'oodí shee ádin.

T: Ła' nídiiltsóós.

C: Naaltsoos bee ádit'oodí ła' shaa nááníiítsóós.

T: Na' kóó ła' nááná.

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.
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
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'édahodiilníít.

(pl)
T: Nihileets'a' nahdi ninádahoh'níít.
ALT Nihibe'adání hasht'éé daahdle'.
ALT Bii' da'ooyá'íghí nii'oh nídahoh'níít.
C: CHILDREN WILL CLEAR THE DISHES (FROM THE TABLE)

(sg)
C: Díísh kwe'é ninish'aah / ninishníít / ninishjááh?
ALT:
Kwe'ísh ninish'aah / ninishníít / ninishjááh?
Da' kwe'é ninish'aah / ninishníít / ninishjááh?
Háadí ninish'aah / ninishníít / ninishjááh?
Haa'í shá ninish'aah / ninishníít / ninishjááh?
T: Aoo', akwe'é niní'aaah / niníníít / 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’iidá’ígíi bída’diiljoł / dadiit’oł.

(pl)
T: Bikáá’ da’ooyá’ígíí bída’oljoł / daaht’ood.
C: CHILDREN WIPE TABLES

T: Da’ bikáá’ adání bída’shooljool / daoh’t’óód?
C: Aoo’, (bikáá’ adání) bída’shiiljool / deiit’óód.

(sg)
T: Bikáá’ adání bíf’íjoł / nít’ood.
C: CHILD WIPES THE TABLE

T: Da’ bikáá’ adání bíf’shiníłjool / yínít’óód?
C: Aoo’, (bikáá’ adání) bíf’shéljool / 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, -joot 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
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 ninádaheidíí’nil.

(pl)
T: Bikáá’ dah’asdáhá ałk’i nídaaht’il’in.
C: CHILDREN STACK CHAIRS TOGETHER
ALT: Bikáá’ dah’asdáhá nahdi ninádaheho’nil.
C: CHILDREN PUT CHAIRS AWAY

T: Bikáá’ dah’asdáháásh ałk’i dahnídasoo’nil?
C: Aoo’, (bikáá’ dah’asdáhá) ałk’i dahnídasii’nil.

T: Bikáá’ dah’asdáháásh nahdi ninádasoo’nil?
C: Aoo’, (bikáá’ dah’asdáhá) nahdi ninádasii’nil.

(sg)
T: Bikáá’ dah’asdáhá nahdi ninání’aah.
C: CHILD PUTS CHAIR AWAY
SITUATIONAL NAVAJO

T: Bikáá' dah'asdáháash nahdi ninéínt'ą?
C: Aoo', (bikáá' dah'asdáhá) nahdi nináánsh't'ą.

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.

collected by June '96 Workshop at Window Rock  date: M 06/10/96.
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' ał'aa ndadii'niił.

(pl)
T: Łeets'aa' ał'aa nidaahnil.
C: CHILDREN SORT DISHES

T: Łeets'aa'ísh ał'aa nidadsooñil?
C: Aoo', Łeets'aa' ał'aa nidasii'niił.

(sg)
T: Łeets'aa' ał'aa niníníł.
C: CHILD SORTS DISHES

T: Łeets'aa'ísh ał'aa níñníil?
C: Aoo', Łeets'aa' ał'aa nidaséñil?
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: Leets’aa’ bii’ dahodiïldah.

T: Leets’aa’ bii’ niïldééh.
ALT: Béésh adee’ bee bii’ hóldééh.
C: CHILD SCRAPES DISH (WITH A SPOON)

C: Da’ shileets’a’ bii’ hashdééh?
T: Aoo’, bii’ hóldéeh.
C: K’ad bii’ hóldëeh’.

ALT:
T: Leets’aa’ bii’ hógiz.
Béésh 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
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'diyikáál.

(pl)
T: Ch'iyáán t'óó haakánígo hadahohkaah.
C: CHILDREN TAKE APPROPRIATE-SIZED PORTIONS

(sg)
T: Ch'iyáán t'óó haakánígo hanikaah .
   CHILD TAKES APPROPRIATE-SIZED PORTION

C: Da' kóñéelt'ego haashkaah? La' náánísdzin níí'éé'.
T: Eii altso yíñíga'go índa la' hanáádiškááł.

C: La' náánísdzin.
T: Eii áltsé altso niyá.

C: Díí doo shíł likan da.
ALT:  Shí doo nisin da.

C:    Díí ła’ náánísdzin.
T:    Ɂa’ hanáánśkaah.

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.

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

(pl)
T: Łeets'aa' hazhó'ó deiyínóhtá'.
CHILDERN HOLD PLATES CAREFULLY

(sg)
T: Łeets'aa' (t'áhá) hazhó'ó yínítá'.
C: CHILD HOLDS PLATE CAREFULLY
T: Łeets'aa'ísh hazhó'ó yínítá'? 
C: Aoo', (Łeets'aa') hazhó'ó yíníshtá'.
ALT: Hazhó'ó yíníshtá', 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 níðahidíidláh.

(pl)
T: Bee adání níðahohlááh.
ALT: Bee adání níðadoohjááh.
C: CHILDREN PICK UP SILVERWARE

T: Da’ bee adáníísh níðahisooláá’?
C Aoo’, bee adání níðahisiidláá’.

(sg)
T: Bee adání nídiinííl.
C: CHILD PICKS UP SILVERWARE

T: Da’ bee adáníísh nídiinííl?
C Aoo’, bee adání nídiinííl.
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).

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

(pl)
T: Bee ha’iikaahí dígi át’éego bee hada’ayohkaah. (demonstrating)
ALT: Dígi át’éego bee hadahohkaah.
C: CHILDREN WATCH AND DO LIKewise
C: Da’ dígi át’éego?
T: Aoo’, eiiyi át’éego láá!

(sg)
T: Bee ha’iikaahí bee hanikaah.
ALT: Dígi át’éego bee hahíkaah. (demonstrating)
C: CHILD WATCHES AND DOES LIKewise
C: Da’ dígi át’éego?
T: Aoo’, eiiyi át’éego láá!

C: Díí ch’ééh ásh’í.
ALT:

Đí ayóó nidaaz.

Đí ayóó 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.

collected by June ‘96 Workshop at Window Rock  date: M 06/10/96
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: Hazhô'ó ałkéé' doht'ééh, t'áadoo ałch'ágh nideii'na'á hadidiikah.

(pl)
T: Hazhô'ó ałkéé' noot'i'go hada'dióoohkáał.
ALT: Hazhô'ó ałkéé' noot'i'go hada'iyohkaah.
C: CHILDREN PROCEED THROUGH LINE IN AN ORDERLY MANNER

C: Nihítsh nááná?
T: Aoo' / Ndaga'.

C: CHILD's NAME be’ádflááh. Doo hazhô'ó sizfi da.

GLOSS
introductory statement:
T: Line up in an orderly manner, then we shall go through the line without pushing or cutting.
(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 ádííghahágo hada'diyiikááł.

(pl)
T:  T'áá ádííghahágo hadahohkaah.
C:  CHILDREN WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

(sg)
T:  T'áá ádííghahágo hanikaah.
C:  CHILD WILL TAKE PORTIONS YET LEAVE ENOUGH FOR ALL

T:  Eiísh altso ddííyįįįgo hámííká?
C:  Aoo', altso diishįįįl.
ALT  Aoo', díí ayóó shíł likan.
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
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: Dahdínibijítígóó hahó’ó da’íínííkaah dooleél.

(pl)
T: Hazhó’ó deiyínóhta’go da’íínóhkaah.
ALT: Hazhóó’ígo deiyínóhkáahgo da’íínóhkaah.

(sg)
T: Hazhóó’ígo yínáalgo ííkááł.
ALT:
  Hazhóó’ígo ííkááł.
  Hazhóó’ígo ní’díkaah.
  Hazhóó’ígo bikáá’ adání bich’í’ ní’díkaah.
  Ya’oókááł.

T: Hazhó’óosh ííkááł?
C: Aoo’, hahó’ó eeshkááł.
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
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: Dahdínníibíi. Dahnahísíítáago da’diidííl.

(pl)
T: T’áá nihí danohsínígíi dahdadinohbiíjíh.
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.
SITUATIONAL NAVAJO

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
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' siłtsoozí bik'i nida'iyońkaah.

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.

collected by June '96 Workshop at Window Rock  date: M 06/10/96
setting: BREAKFAST - Cafeteria Style
routine: sliding tray along
intent: to get children to slide trays along carefully
reaction: children will slide trays along carefully

introduction statement:
T: Náás daífínóhkaahgo nihá hada’aka’doo.

(pl)
T: Leets’aa’ (t’há) náás nídadohsho’go nihá hada’diyookáát.
ALT: Leets’aa’ (t’há) náás nídadohkáahgo nihá hada’diyookáát.
C: CHILDREN SLIDE TRAYS ALONG

(sg)
T: Leets’aa’ (t’há) náás nídisho’go ná hadí’yookáát.
ALT: Leets’aa’ (t’há) náás nídikáahgo ná hadí’yookáát.
C: CHILD SLIDES TRAY ALONG

C: Díí doo náás yidikaah da.
ALT: Díí doo náás adikaah da.
SITUATIONAL NAVAJO

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
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 deiyínííkeed doo.

(pl)
T:  T’óó dadoostágo deiyínóhkeed.
ALT:T’óó bee nídadíínóohchaá́go deiyínóhkeed doo.

(sg)
T:  T’óó díiyiił́go yíníkeed.
ALT:T’óó bee nídííníchaá́go yíníkeed.

C:  Dichin nisin.
ALT:
   Dichin shi’niibí.
   Dichin sélíf’.
   Ła’ nááná.
   T’áá shóódí, łá’ shaa nááníkaah.
C: (Shí díí) áłch'íídísígo nisin.
ALT:
Eii doo nisin da.
Shí díí doo shíł ılıkan da.
Ayóó dích’íí’.  
Ayóó dík’óózh.

C: Łikango da’iidáá’.
ALT: Doolá’dó’ ılıkan 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.
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
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'áánisoozíf ñít'éé' danihi'dínóol'iił.

(sg)
T: Nitsiitah dínish'íí'.
C: CHILD ALLOWS ADULT TO CHECK HAIR

T: Nínáshgaan ná nésh'í.
C: CHILD ALLOWS ADULT TO CHECK FINGER NAILS

T: Níní'góóne' désh'íí.
C: CHILD ALLOWS ADULT TO CHECK NOSTRILS

T: Nijaayí'góóne' dínish'íí'.
C: CHILD ALLOWS ADULT TO CHECK INSIDE OF EARS

T: Nigaan ná nésh'í.
C: CHILD ALLOWS ADULT TO CHECK ARMS
T: Nijáád ná nésh’í.
C: CHILD ALLOWS ADULT TO CHECK LEGS

T: Doósh nikáá’góó dahdadootʼizh da?
C: Nidaga’ (doo shikáá’góó dahdadootʼizh da).
ALT: Aoo’.

T: Haash yitʼéego ádzaa?
C: CHILD WILL TELL HOW IT HAPPENED

T: Doósh haaʼída ádííngish da?
C: Aoo’.
ALT: Nidaga’.

T: Haaʼí ádííngish? (if Aoo’)
C: CHILD WILL POINT OR RESPOND
    Kweʼé.

T: Háʼátʼísh nizhghish?
ALT: Haash yitʼéego shííngish?
C: CHILD WILL TELL HOW S/HE WAS CUT

[If teacher notices cut]

T: Díísh haitʼéego shííngish?
C: CHILD WILL TELL HOW S/HE WAS CUT
ALT:
    Béésh shizhghish.
    Béésh bee shégish.
    Tsin sizghas.
(If teacher notices spots)
T: Naah ha'ísííé' lá.
C: Shooya'.
ALT: Ha'át'ísh át'é?
T: TEACHER EXPLAINS WHAT IT IS

(If child notices spots)
C: Teacher, díí ha'át'íshįį át'é.
T: Haaléíít'é?
C: Yíhééés.

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
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 háída bił hojilnih.

C: Shibid neezgai.

ALT:
Shitsiits’ii neezgai.
Shiwoo’ diniih.
Shijáád neezgai.
Shigaan neezgai.
Shijeiyi’ hodiniih.
Shináá’ neezgai.
Shináá’ diniih.
SITUATIONAL NAVAJO

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´ítdgóó baa dahohne´ dooleel.

T: Nitahísh doo hats´íd da?
ALT: Nitah honiiígááhíshíjí?
C: Aoo´.

T: Azeeíshe la´ ínifna´?
C: Aoo´, shimá azee´ sheini´á.
ALT: Ñdaga´, shimá t’áadoo azee´ sheini´áá da.

T: Azeeíshe la´ yiinídláá´?
C: Aoo´, shimá azee´ sheiniiká.
ALT: Ñdaga´, shimá t’áadoo azee´ sheiniikáá da.

T: Nitahísh honeezgai?
C: Aoo´, shitah honeezgai.
T: Haaísh fíyisí neezgai?
C: Kwe'é (ñiyisí) neezgai. (POINTING)

T: Nitahísh honeezgai?
C: Ndaga', doo ánish'éhé da.

C: Shí shitah honeezgai.
T: Haa'ísha' neezgai?
C: Kwe'é neezgai. (CHILD POINTS TO WHERE IT HURTS)

T: Azee'íilíísh bich'í' nísíníyá?
C: Aoo', azee'íilí bich'í' níséyá.
ALT: Ndaga', t'ahdoo azee'íilíí bich'í' disháah da.

T: Azee'ísh naah ályaa?
C: Aoo', azee' shaah ályaa.
ALT: Ndaga', doo azee' shaah 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.

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