

(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 shòodí >> 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.

**SITUATIONAL NAVAJO**

**P. 58**

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'otjool / daaht'ood.

C: CHILDREN WIPE TABLES

T: Da' bikáá' adání bída'shootjool / daoht'óod?

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

(sg)

T: Bikáá' adání bí'íjool / nit'ood.

C: CHILD WIPES THE TABLE

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

C: Aoo', (bikáá' adání) bí'shéljool / yít'óod.

**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 nináń'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 yínyáa'go índa ła' hanáadíkáát.

C: Ła' náánísdzin.

T: Eii áłtsé altso niyá.

C: Díí doo shił fikan 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 deiyíníıta' dooleet.

(pl)

T: Łeets'aa' hazhó'ó deiyínóhta'.

CHILDREN HOLD PLATES CAREFULLY

(sg)

T: Łeets'aa' (t'áha) hazhó'ó yíníıta'.

C: CHILD HOLDS PLATE CAREFULLY

T: Łeets'aa'ısh hazhó'ó yíníıta'?

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

ALT: Hazhó'ó yíníshta', 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 dīigi át'éego bee hada'ayohkaah.(demonstrating)

ALT: Dīigi át'éego bee hadahohkaah.

C: CHILDREN WATCH AND DO LIKEWISE

C: Da' dīigi át'éego?

T: Aoo', eiigi át'éego ląą!

(sg)

T: Bee ha'iikaahí bee hanikaah.

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

C: CHILD WATCHES AND DOES LIKEWISE

C: Da' dīigi át'éego?

T: Aoo', eiigi át'éego ląą!

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

P. 78

(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 háíníká?

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: Dahdíníibjijígóó 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'ooókáát.

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: Dahdíníibijí. Dahnahísítáągo da'diidííí.

(pl)

T: T'áá nihí danohsinígii dahdadinohbijih.

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

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

C: CHILDREN SLIDE TRAYS ALONG

(sg)

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

ALT: Leets'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'ífdgóó baa dahóme' dooleet.

T: Nitahísh doo hats'íid da?

ALT: Nitah honiigááhíshjij?

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 íyisí neezgai?



C: Kwe'é (íiyisi) neezgai. (POINTING)

T: Nitahísh honeezgai?

C: Ndaga', doo áníisht'éhé da.

C: Shí shitah honeezgai.

T: Haa'íshá' neezgai?

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

T: Azee'íí'íníish 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' sháah ályaa.

ALT: Ndaga', doo azee' sháah 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.