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)

introducory statement:
T: K'ad éí názbasgo dínúbijł, áadoó danihíínishíí doo.

(pl)
T: Danihi'dójígo, <<Kóó sédá !>> dadohníí doo.
ALT: Danihíínishíígo, <<Kóó sédá !>> dadohníí doo.
T: CALLS NAME (of child who is there)
C: Kóó sédá.
(sg)

T: Níízhí'go <<Kóó sédá>> didííniíł.

T: CALLS NAME OF CHILD

C: Kóó sédá.

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

C: Doo kóó sidáa da.

ALT:

T'áaddoo níyáa da.

T'áaddoo iih yilwod da.

T: Ha'átíísh biniinaa t'áaddoo níyáa da?

C: Bitah honeezgai.

ALT:

Géela'góó ííyá.

Kingóó ííyá.

T'ahdíí ahlísh.

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.

collected by June '96 Workshop at Window Rock  date: T 06/11/96
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 daniidlíngíí bee ahił dahodiilnih.

(pl)
T: Ádóone'é danohlíngíí baa dahodoolnih.
ALT:
Ádóone'é danohlíngíí baa daholne'.
Ádóone'é niidlíníngíí bee ahił dahodiilnih.

(sg)
T: NAME, haadóone'ésh níłí? Nił bééhóziníshíí?
C: CLAN nishlí.
ALT: Nishlíngíí ééì CLAN. CLAN báshíshchíín.

optional:
CLAN dashicheií.
CLAN dashinálí.
optional:
C: Shimá CLAN-1 nilį; shí aldó' CLAN-1 nishį.
C: Shizhé'é CLAN-2 nilį; shí éiyá CLAN-2 báshíshchíín. 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 dadíníidzííł.
ALT: Dahnaat’a’á bee ádadidii’níít.

(pl)
T: T’áá ánóltso daohsjííh.
ALT: T’áá ánóht’é daohsjííh.
C: CHILDREN STAND

T: Dahnaat’a’á bich’íí daohsjííh.
C: CHILDREN FACE THE FLAG

T: T’áá ánóltso nish’náájíí bee nihijéí bik’í dadoolnííh.
C: CHILDREN PUT RIGHT HANDS OVER HEARTS
ALT: Háájígosh nish’náájíí?
Kojííshíí (nish’náájíí)?
Da’ kojíí?
T: TEACHER SHOWS CHILD WHICH IS RIGHT HAND
ALT: Łahjígo nish’náájí. [if child is still using left hand]

T: Nizhónígo “Dahnaat’a’á” bee ádadooniid.

T: K’ad éí nfdinohbijíh. (on floor)
ALT: K’ad éí dahnídinohbijíh. (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
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 dahodiitał.

T: Ha'át'íísh sinshíí bee dahodiitał?
C: SONG NAME bee dahodiitał.
ALT:
Shí díidígí nisin.
Shí éí doo íinisín da.

C: Shí t'áá sáhá hodiishtal.
T: T'áá áníltso dahwiitaal.

ALT:T'áá ánóltso dahohtaal.
C: ALL CHILDREN SING (TOGETHER)

T: Hazhó’ó dahodiitał, t’áadoo dadiilwoshí.
C: CHILDREN SING NICELY, NOT YELLING
T: Akót'éego łáa.
ALT:
Yáa, dooládó' nizhónígo dahootáal da.
Shił nizhóní yee' akót'éego dahoohtaałgo.

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.

collected by June '96 Workshop at Window Rock date: W 06/12/96
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: Tł'óo'di áhoot'éhígíí baa yádadiiltih.
ALT: Tł'óo'di áhoot'éhígíí bee ahił nidahwiilne' doo.
      Tł'óo'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
SITUATIONAL NAVAJO

GLOSSARY - Weather

**T'óó'di ádahoot'éhí-gíi**:  
Ayéhé néidínóyódí  
“in-law chasers”, spring snow storms  
K’os  
clouds  
Ních’ih  
breezy  
Nahałtin  
rain  
Nífó  
hailstorm  
Nýol  
wind  
Adínídíín  
sunny  
Deesdoi  
warm  
K’os taa’aa’  
intermittent clouds  
K’os t’áhá  
high, thin clouds  
Deesk’aaz  
cold  
Hastin  
frozen  
Níchííl  
snowing

collected by June ‘96 Workshop at Window Rock  
date: W 06/12/96
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'áágóó' nidadilnish.*
ALT: K'ad éí óhoo'aah bił nahaz'áágóó' 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 bűghah.
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'éésh nidiishnish / nidishneel nínízín.

ALT:
Háágóne'éésh yah’anináah, t’áadoo t’óó nannahá.
T’áá háágóne’ naniné, t’áadoo t’óó nannahá.

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 -neeél. 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
Yílá Yilzééh
Yílá bee Na’ach’id (bee ‘Óhoo’aah)
Hooghan Hasht’ee’ Hólzin
Hooghan Baa’áháyá bił Haz’á
Hooghan Haz’áagí Baa’áháyá
Na’ach’aah bił Haz’á
Séí dóó Tó bee Na’a né / Na’anish
Naaltsoos Nél’i
Naaltsoos Wóltá’ Góne’
(Diné Be’) ‘Oool’jíí’
Dilní Yísts’áá’
Tsin Hahaashch’iiizh Yít’ín
Chidítsoh Yázhí
Ats’ís baa áháyá bił Haz’á
Manipulatives
Housekeeping
Art
Sand and Water Play / Work
Library
Culture
Music
Blocks
Trucks
Health

collected by June ’96 Workshop at Window Rock    date: W 06/12/96
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 tah óhoo’ah bił haz’áágóne’ nináádadoołmishgo* doo é’él’inígíí baa ádaholyá.

ALT: Nááná tah óhoo’ah bił haz’áágóne’ nináádadoone’go* doo é’él’inígíí baa ádaholyá.

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

T: Háájíghosh nináádaamish doo?

ALT: Háájíghosh nináádaah’née doo?

C: Shí k’ad níléfíí doo nisin.
ALT:

Shí k'ad nífééjí naashnish doo, ya'.
Teacher, nífééjí nináádiish'neel, ya?

T: Nízhi'ísísh bikáá’ difji bá.

T: K'ad éí ahánínáánáhjeeh.
ALT: K'ad éí lähjigo 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'éł'í dóó Doo É'éł'í Baa Ákohwiindzin:

1. T'áá ashdla' nolt'éhégo akóne' bá haz’á.
2. T'áá dįį' nolt'éhégo bee haz’á.
   ALT: Ałnááhoohjah físhjáá.
4. Doo daané'é bee azhdilmiih da.
5. Daané'é doo niiitíih da.
6. Doo daané'é baajíchí' da.
7. Doo aajíchí' da.
8. Doo azhdilts'ííh da.
10. Doo jidilwosh da.
11. Doo naaníjoolwoł da.
12. Doo álchíini 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
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 lah óhoo’aah bił haz’áágóne’ yah’anáánáhjeeh dooleeł
ALT:
   K’ad éí ałnánínáánáhjeeh.
   K’ad éí ḥahjígo yah’anáádoohjah.

C: Teacher, shíshá’ éí ḥàájígo yah’anáánáshyeeed?

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

introduction statement:

T: K'ad ałtso áda'iilyaa kwe'é. Ałtso hasht'éé da'ohdle'.
C: CHILDREN WILL CLEAN UP/PUT AWAY THINGS

T: Áłtsé názbásgo nídíníbibiįł.
C: CHILDREN RETURN TO THE CIRCLE (WHOLE GROUP)

GLOSS

introduction 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'óltá'á bił na'anishji' anááhoolzhiižh.

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'édahohdle'. Kwe' é k'ad aítso.

ALT:

Binidashoo'nishíí hasht'éé daohdle'.
Bee na'anishi hasht'é' niyádahoh'nílt.

C: CHILDREN BEGIN PUTTING THINGS AWAY
SITUATIONAL NAVAJO

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: Baanídiikaiíigailí bee ahił nidahodiilnih.
T: Názbásgo nídinohbiįįh.
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 nítadoollnishgóó' yah'oohjeeh.
ALT: K'ad éí nítadoone'góó' yah'oohjeeh.
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 éíya naanish ni' kónáádadii!nii lá Binideii!nishíí!í 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’óltá’á bił na’anishji’ anááhoolzhii. Kodi názbásgo dinohbijíh.
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 ádadiiñíí dííjí.
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: Táadoo altso ádaałaaígíí Nap time-go altso ádadoohíí.
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:*

Nihidaané’é hasht’ée daahdle’
Tsį́į́lo, tsį́į́lo, tsį́į́lo, tsį́į́lo
Kodi dinohbijíh

---

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

**introductory statement:**
T: Ha’át’íshįį ádaalaágíí 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 ląhįį 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'adísh ałtsoó? K'adísh ałtsoó?
   Kodi dinohbijh. Kodi dinohbijh.
   T'áá ánóltsóh. T'áá ánóltsóh:
   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:
SITUATIONAL NAVAJO

introduction statement:

T: Ch'iyáán bee ahít nináá dahodiilnih
C: NUTRITION IS DISCUSSED

T: Awoo' baa'áháyáągi bee ahít nináá dahodiilnih.
DENTAL HYGIENE IS DISCUSSED

GLOSS

introduction 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.

collected by June '96 Workshop at Window Rock  date: T 06/18/96
EXAMPLE THREE: Verna Yazzie

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

introductory statement:
T: Báóltaá’ á bił na’anishji’ anááhoolzhiižh.
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’ niilyaáígíí baa yádadiiltih.
ALT: Áda’bi’noolaaáígíí bee niihit hodooniih.
C: CHILDREN ARE SHOWN ACTIVITIES
SITUATIONAL NAVAJO

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’ aníííít.

**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: Názbásgo dinohbíjíh.
C: CHILDREN SIT IN A CIRCLE
T: Haʼátʼíshįį́ ádaałaaígíí bee ahíł dahodiilníí.
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 éí altso. Tá’ádadohgis.
ALT: T’áá ákóílí. 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’ anááhoolzhiižh.
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’niiylaaíígifí baa yááldiíltih.
ALT: Áda’bi’noołaaíígifí bee niiłt 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 áltso. Níléígóó déshwod.
   OR
T: K'ad níléígóó dílyeed. Niyéél ní-boxgóé' anínííł.

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'níįįł.
C CHILDREN PUT THEIR WORK AWAY INTO THEIR OWN BOXES

T K'ad éí nážbasgo 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’átií lá ádaahłaa. Éí bee ahít dahodiilnih.
C: CHILDREN TALK ABOUT THEIR PROJECTS
C: Shí éí dííígí át’éego físhłaa.

If a group report is done:
C: Níñí éí dííígí át’éego ádeíílyaa.
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’diidíí.
ALT: T’áá ákóódí. 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
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. Ahii nídahwiilniheèji' anááhoolzhiižh.
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'ísh bee ahił dahodiilnih danohsin?

C: Shí éf BOOK TITLE nisin.
T: Díí BOOK TITLE bee nihíł hodiiishnih.
    Nihich'į' yíníshta' dooleeį.

C: Kojíigígo 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'į'.
ALT: Na'ashch'aa'ígíí nésh'į'.
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’idólkidgo t’áá áko.
ALT:
Ła’ísh na’idólkid?
Nida’idólkidísh?
C: SOME CHILDREN MAY ASK QUESTIONS

EXAMPLES:
C: Kwe’é yéé lá haidzaa?
   Kwe’é yééshá’ haidzaa áko?

C: Kwe’é náánéínííta’.
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: Ákohsha'?', Haadash hóót'iid níł'éé'?
ALT:
Ákohsha' haidzaa?
Ákohsha' 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 jiní.
ALT: Ałk’idáá’ jiní...
   T’áá bí ánáánát’í jiní.
   T’áá éí nááná jiní.

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: Lahdaásh ákódaahdzaa?
(pl)
ALT:
Da' t'áásh nihíł béédahózin?
Da' t'áásh ákódaahdzaa?
Da' t'áásh ákót'é?
T'áásh daah'í?
T'áásh daoltsá?
C: SOME CHILDREN MAY RELATE COMPARABLE EXPERIENCES

(sg)
T: Łahísh ákwíndzaa?
ALT:
Hádáá'daásh ákwíndzaa?
Da' t'áásh ákwíndzaa?

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 aanií?  Really?
  Yáa!          My!
  T’óó ayóó!    Good grief!!
  Yíiyá!        Yikes!
  Éiiigí!       Yes, that! (assent)
  Índa láá    Yes, that’s it!
  Áa'!!         Yéees!
  Aoo'!!        Yes!
  T’óó ádííní !! 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 aaní? Is that true?
Da' ákódzaa jini? Is that what (they said) happened?
Áádóó shâ'? And then, (what happens) happened?
Da' t'áá ákódí? Is that all?

C: Ła' bee nihił 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: Háñlá yénálniih adáádáá' naaltsoos biyi'dóó hane' yélta'áa?
ALT: Háñlá yénálniih adáádáá' baa hóóne'áa?

T: Háñsh yahodoolnih?
C: Shí baahodiishnih.
C2: Shígo láa!
C: ONE CHILD OR MORE MAY RETELL THE STORY
T/C: ...Áadóósh 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'áť'ísh báą áhóó́t'iid
ALT: Ha'áť'ísh biniinaa ákódzaa danohsin?
      Ha'áť'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 ŋtíé’?
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. Yiskáago nááná dooleéł.
T:  T'áá ákódí BOOK TITLE baa haneígíí.
C:  Da' t'áá ákódí?
T:  Díí éí yiskáago náádeiyígííltah. 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
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'óó'góó ch'ídiijah dóó nináádadíi'neel.
ALT: K'ad t'óódi nidadii'neel.

T: Hazhó'ó ali'keé' ch'ínóhkááh.
C: CHILDREN GO OUTSIDE IN AN ORDERLY FASHION

T: Hazhó'ó nidaahnée dooleel.
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 tłóo’góó tádidiikah.
ALT: Hada’diilził biniyé tłóo’góó tádidiijah.

T: Háajigosh diikah / tádidiijah? Ha’át’íísh hádadínéetáá’?
ALT: Háajigosh diikah / tádidiijah? Ha’át’íísh hádadídsít’ííí?
C: OBJECT* hádadínéetáá’ / hádadídsít’ííí.

T: Aoo’, OBJECT* hádadínéetáá’.
ALT: Aoo’, OBJECT* hádadídsít’ííí.

*NOTE: Possible things to look for: ch’osh, ch’il, tsé, gad, ch’il látah hózhóón, na’ashó’iiliíbáhí, wóláchíí’, wólázhííhí, 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: Tł’óó’di dziiltsánígíí baa yádadiiltih.

T: Ha’át’ílla daołtsá tłóó’góó tádiikaiyéédá’?
C: CHILDREN WILL NAME WHAT THEY SAW ON THEIR WALK
C: Shí éí dziiltsá.
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 ánšiltso nidadii’neel. GAME** bee nidadii’neel.

T: Ha’át’ísh 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