**GAMES**  
Duck-Duck, Goose  
Farmer in the Dell  
Drop the Handkerchief  
Colored Egg  
Mulberry Bush  
Squirrel in the Tree  
Cat and the Mouse  
Ring around the Rosie  
Hokey-Pokey  
Motor Boat  
Follow the Leader  
Blue Bird  
Balloon  
Parachute Game  
Not-it (Tag)  
Go Hide and Seek  
Red Rover, Red Rover  
London Bridge, etc.

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**VERBS**

Bikéé’ nídiilyeeed  
Run after him/her!

Nídít'įįh  
Go hide!

Hanítá  
Look for him/he
basketball
intent: to teach children team play
reaction: children will experience team play

introductory statement:
T: Jooł nikídíñiih bee nináádadii’neel.

C: Shí jooł ch’ídiish’áát.
ALT:
Shí ayóó ii’iishníít.
Shí ayóó bééhonsin.

C: Shich’í’ bee adzííne’.  
T: Nikídíñiih.

GLOSS
introductory statement:
T: We will now play basketball (ball which is bounced on the ground).

C: I will take the ball out.
ALT:
I can really make baskets.
I am very good (at playing basketball).

C: Throw it (basketball) to me.
T: Bounce it!
parachute game
intent: to encourage children to share responsibility, have fun and build coordination
reaction: children will share in responsibility, have fun and build coordination

introductory statement:
T: Níbaalt’áhá bee nidadii’neel.

T: T’áá ánóltsó bináht’ihgo alts’áá’ daołtsóód. Áádóó yáádaáhiíídiilghááli dóó biyaa adiijah.

C: CHILDREN FOLLOW INSTRUCTIONS

GLOSS
introductory statement:
T: We will play the parachute game.

T: All of you circle the parachute and take hold of it. Then we will throw it up into the air and then we’ll run under it.

C: CHILDREN FOLLOW INSTRUCTIONS

obstacle course
intent: children will build large muscle coordination
reaction: children build large muscle coordination

introductory statement:
T: Jáák’ehjí nidadii’neel.
T:  Tį'óó' di jáá'k'ehgi ahanídiikah doo.
ALT: Jáák'ehjí ahadidiikah.
C:  CHILDREN GO OUTSIDE TO THE COURSE

C:  Shí ayóó' dinishwo'!!
ALT:  Shí ayóó' áñzáádgóó náádiishwo'.
     Shí ayóó' áñzáadi dahnnáníshjííh.

GLOSS
introductory statement:
T:  Let's play out on the field.

T:  Let us run foot races on the field.
ALT:  Let's run (leg) races on the field.
C:  CHILDREN GO OUTSIDE TO THE FIELD

C:  I can run real fast !!
ALT:  I can run for long distances.
     I can jump a long ways.

**circling the building**

intend:  children will get exercise running around the building
reaction:  children get exercise running around the building

**introductory statement:**
T:  Kin binaa ahéédiijah.
SITUATIONAL NAVAJO

ALT:
T:  Kin binídiijah. Náházbásgo kin binídiijah.
C:  CHILDREN TAKE OFF RUNNING

GLOSS
introductory statement:
T:  Let us run around the building.

T:  Let’s run around the building. Run in a circle around the building
C:  CHILDREN TAKE OFF RUNNING

coming in from outside play
intent:  to bring the children from outside play
routine:  the children will return to the classroom

introductory statement:
T:  K’ad ólta’góne’ yah’anáhjeeh; nizhónígo shį́ nidasoone’.

T:  Daane’ė nínádahohdlááh áádóó ałkéé’ doht’ééh. Hazho’ó yah’anídoohkah.
ALT:Daané’ė nínádahohdlááh áádóó ‘train’ ádaalééh. Hazho’ó yah’anídoohkah.

GLOSS
introductory statement:
T:  It is time to go back into the classroom now. You must have enjoyed yourself at
play.
T: Pick up your toys then line up and come back into the classroom in an orderly fashion.
ALT: Pick up your toys, make a train and then come back into the classroom in an orderly fashion

collected by June '96 Workshop at Window Rock date: T 06/19/96
setting: Free Play on Playground
routines: [routines shown in boldface below]
   Outdoor activities encompass using varied toys, from small
to large and stationary to mobile. Here we have only tried
to include some of the recurring interactions that might be
initiated in the course of playing in the school yard.

initiating outdoor free play
intent: children will learn to socialize through free play
reaction: children will socialize freely on the playground

introductory statement:
T: Tįį́ę́́́́́  h azhó́́́ o a hił  n i da ah ne e doo. Daa n é́́é t’áadoo alk h’í’
    baadan ohchí’í.

GLOSS
introductory statement:
T: You will play together outside. Do not be selfish with the toys / Share with each
other.

staying within (center) boundaries
intent: children will learn to stay within (center) boundaries
reaction: children will stay within (center) boundaries
**SITUATIONAL NAVAJO**

**introductory statement:**
T: T’áadoo ólta’ biná’ázt’í’ bilááhgóó anáhjahá.

T: Olta’ biná’ázt’í’góne’é t’éiyá nidaahné.
   T’áadoo ch’ínáhjahá.

C: Ha’át’íí biniinaa, teacher?

T: Jó áko t’áá nihéházínígo kóó nidaahkai.

ALT: Áko doo nihóhodoohyah da.

**GLOSS**

**introductory statement:**
T: Do not go beyond the fenced area of the school.

T: Play only in the fenced area of the school. Don’t go beyond that.

C: Why, teacher?

T: So we know where you are.

ALT: So we won’t miss you.

**using caution around low equipment**

**intent:** children will learn to check surroundings while playing on low equipment

**reaction:** children will check surroundings while playing on low equipment

**introductory statement:**
T: Bikáá’ na’a’néhe binaagóó ha’dzisíidgo ál’í.
C: Ha'á'tíí biniinaa?
T: Jó ch'osh da'dishishígíí báa dóó tózis da'digishígíí dóó tsin da'dishahígíí baa ádahóchííh doo biniyé.
C: Hágoshíí.

GLOSS
introductory statement:
T: You must always be observant around playground equipment.

C: Why?
T: Because of bugs that sting, sharp broken glass that might cut you or sticks that may poke you.
C: All right.

taking turns on playground equipment
intent: children will learn to take turns on equipment
reaction: children will take turns on equipment

introductory statement:
T: Bikáá' na'a'néhé hazhó'ó bích'i' átnááhoohjahgo bee nidaahné.
C: Doo baa jíchí'da ya', teacher?

GLOSS
introductory statement:
T: Take turns on the playground equipment.
C: Shouldn't be stingy, huh, teacher?
daane'é yázhí - small toys

intent: to allow children to select small toys to play with
reaction: some children will ask for certain small toys to play with

introductory statement:
T: Daané'é yázhí yee nidadooneelíghí lá háí baa nááhoolzhiižh?
C: Ší, teacher, shí! Daané'é yázhí bee nídiine'!
C: Ší éí díidííghí bëe naashnëe doo.
C: CHILDREN MAKE CHOICE OF TOYS

T: Altso bee nidasoone'go t'áá át'é yah'anídahidoohjih.

GLOSS
small toys
introductory statement:
T: Whose turn is it to play with the small toys today?

C: Me, teacher, me!!
C: I will play with this.
C: CHILDREN MAKE CHOICE OF TOYS

T: Bring all the toys in when you finished playing with them.

bee nízhdsbał' - swing

intent: children will learn the proper way to ride a swing
reaction: children will ride a swing safely
SITUATIONAL NAVAJO

introductory statement:
T:  Bee nídadzhdibáhí hazhó’ó bikáá’ dahdzizdáa íleh.

ALT: Bee nídadzhdibáhí doo bikáá’ dahdzizíí da.
C:  Da’ diígi át’éego, teacher?

C:  Shídíyítl.
   Push áshífééh.

C:  Haash yit’éego nízaadgóó hot dibáł.
T:  Adziyítaaa’go.

GLOSS

swing
introductory statement:
T:  Sit nicely while you are on the swing.

ALT: Do not stand on the swing (while swinging).
C:  Like this, teacher?

C:  Push me.
   Push me.

C:  How do you swing up high?
T:  By kicking.

báah adahnízhdílzhó’í - slide
C:  Shí áltsé dishzhood.
ALT: Shí áltsé adah dishzhood.
GLOSS
slide
C: I will slide first.
ALT: I will slide down first.

dzi'izí - tricycle
C: Dzi'izí shił nídzíí'.
ALT:
Shí dzi'izí ch'ínáánísbaas.
Shí áltse ya'? Áádoó ní nááná doo.

GLOSS
tricycle
C: I am riding around on the tricycle.
ALT:
I will take out the tricycle again.
Let me go first, OK? Then it will be your turn.

tsinaabbaas - wagon
C: Shí tsinaabbaas ch'ínísbaas, ya'? 
ALT:
Tsinaabbaas shił bidííyít. 
Tsinaabbaas shił nábíníyi. 
Tsinaabbaas shił yííbaas. 
Shí lí'í nishííí doo.
GLOSS
wagon
C: Let me drive the wagon out, OK?
   Push the wagon with me.
   Push the wagon around with me.
   Pull the wagon with me.
   I will be the horse.

ił níjoolbał - merry-go-round
T: Il níjoolbał t’áadoo bikáá’ dahnisoozíní. Yéego deiyínóhta’.
(pl)
C: Nihíł náníłbal.
(sg)
C: Shíł náníłbal.

GLOSS
merry-go-round
T: Do not stand on the merry-go-round. Hold on tight
(pl)
C: Turn it with us.
(sg)
C: Turn it with me.

béésh báąh na’a’na’á - monkey bars
T: Ádaa’ádaholyáągo báąh nidaahné.
ALT: Ádaa’ádaholyáągo báąh nidaah’na’.
(pl)
C: __________báąh nidadii’neel.
(sg)
C: _______bąáh nídíshch’át doo.

GLOSS
monkey bars
T: Take care of yourselves as you play (on the monkey bars).
ALT: Take care of yourselves as you climb (on the monkey bars).
(pl)
C: Let’s play on the monkey bars.
(sg)
C: I will swing on the monkey bars.

daané’é dahnaats’oódí - springing animals
T: Daané’é dahnaats’oódí bikáá’ ádaa ádaholyáago nidaahné.

ALT: Yéego deiyínóhta’go nihít dahnidaats’oód.
C: Da’dígi át’éego, teacher?
ALT:
Shí yéego shíl át’í.
Shí yéego áshlééh.
Shíl áñléléeh.

C: Adaahshááh.
ALT: Adahshítteeh.

GLOSS
springing animals
T: Take care as you play (on the springing animals).
ALT: Hold on tight as you play on the springing animals.
C: Like this, teacher?

ALT:
It is springing hard with me.
I am doing it hard.
Spring me on it.

C: I want to get off.
ALT: Carry me off.

béésh bąh niji’na’á - jungle jim
C: Shikétł’a’i’iyílił.
ALT: Shííłní’ta’go haash’néeh.

GLOSS
C: Give me a boost (to get on the jungle gym)
ALT: Hold me as I climb up.

séí bii’ na’a’néhé - sandbox
T: Hazhó’ó séí bii’ na’a’néhé bii’ nídaahné.
(pl)
T: T’áadoo séí dádóhxásí.
(sg)
T: T’áadoo séí dígxásí.

C: Teacher, daané’é yázhí ch’íníshjááh. Bee séí bii’ naashnéé doo.
SITUATIONAL NAVAJO

T: Ha'át'ísh ábi'ninlaa?
C: Hooghan nímazí.

GLOSS
sandbox

T: Play nicely in the sandbox.
(pl)
ALT: Don't throw dirt.
(sg)
ALT: Don't throw dirt.

C: Teacher, I want to take the little toys out. I will play in the sandbox with them.
T: What will you make?
C: A hogan.

collected by June '96 Workshop at Window Rock  date: T 06/19/96
SELECTED VERB STEMS - Outdoor Activity

-bąas
C: Dzi’izí ch’ínísbaas
   Tsinaabąąs ch’ínísbaas
   Chidi yázhí ch’ínísbaas
   Chidi bikee’ ch’ínísbaas
   Tsibąąs ch’ínísbaas

-aah
C: Jooł ch’ínish’aah
   Tsibąąs ch’ínish’aah

-jááh
C: Daané’é yázhí chíníshjááh. (e.g., little cars, soldiers, animals)

-tsőós
C: Níbaal ch’ínístsőós

-máás
C: Chidi bikee’ ch’ínísmáás.
   Tsibąąs ch’ínísmáás.

GLOSS
-bąas
C: I want to wheel the tricycle out.
I want to wheel the wagon out.
I want to wheel the toy car(s) out.
I want to wheel the tire out.
I want to wheel the hoop out.

-aah
C: I will take the ball out.
   I will take the hoop out.

-jááh
C: I will take the little toys out. (e.g., little cars, soldiers, animals)

-tsóós
C: I will take the parachute out.

-máás
C: I will roll the (car) tire out.
   I will roll the hoop out

collected by June '96 Workshop at Window Rock date: W 06/19/96
SITUATIONAL NAVAJO

setting: NAP TIME
routine: [routines shown in boldface below]

initiating nap time
intent: to rest before going home
reaction: children will lay down to rest

introductory statement:
T: K'ad éí háádadiilyíh. T'óó hónígháníįį da'iidíilwosh.
(pl)
T: Bikáá' danohjahígíí nídahohlááh. Ni'góó nidanołkaad.
ALT: Nihiži' dabiká'ígíí nídadooltsoós.
(sg)
T: Nízhí' biká'ígíí nídiiłtsóós.
C: Díí éí shí lá. Ni'góó ninishkaad.

C: Shí k'adéę̃ iishxáásh.
ALT:
Shibeeldléí shą’?
Shikee' hadiishdlé.
Shí doo bił nisin da.
Shí doo ná’iishhosh da.
GLOSS

introductory statement:
T:  Now we shall lay down to take a nap. We will close our eyes for a short while.

(pl)
T:  Go get your mats. Place them on the floor.
ALT: Get the mat with your name on it.

(sg)
T:  Get the one with your name on it.
C:  This is mine. I’m going to put it on the floor.

C:  I am about to fall asleep.
ALT:
   Where is my blanket / coverlet?
   I’m going to take off my shoes.
   I am not sleepy.
   I usually don’t take a nap.

if child is not sleepy

intent:  to occupy the child who can’t nap
reaction: child will be occupied with another activity

introductory statement:
T:  Doo bił nínízingóó, t’áadoo fits’a’í siíntí.

T:  Naaltsoos ta’ níní’íigo siíntí.
C2:  Shí dó’ doo iishxáash da.
Gloss

Introductory statement:
T: If you are not sleepy, just lay quietly.
T: Look at a book while you’re laying down.
C2: Me too, I can’t sleep.

Music, radio, tape

Intent: to soothe the children
Reaction: children will settle down

Introductory statement:
T: Dilní ū‘nábíi bií biíh yish‘aah.

C: CHILD(REN) SELECT MUSIC.
C: Ddídílí bii bií bíí ni‘aah.

Gloss

Introductory statement:
T: I will put on some music for you.

T: Listen quietly to the music now.
C: CHILD(REN) SELECT MUSIC
C: Put this one on.
**closing the blinds/curtains**

**intent:** to shield the children's eyes from the sunlight

**reaction:** children's eyes are shielded

**introductory statement:**


T: Tsésó' bidándíñbałí kónlééh.

ALT: Tsésó' bidándíñbañísh dádinishbaał?

[If it is too high for children; teacher does this.]

C: Aoo', dádiníñbaał.

**GLOSS**

**introductory statement:**

T: It is too bright in here. I will draw the curtains/ blinds.

T: Draw the curtains / blinds.

ALT: Should I close the curtains/blinds?

[If it is too high for children, teacher does this.]

C: Yes, draw the curtains/ blinds.

**turning off the lights**

**intent:** to make sure that the room is darkened

**reaction:** children relax in a darkened room

**introductory statement:**

T: K'ad anistséés, danoolch'íít.
C: Teacher, shígo light nistséés.
T: Hágoshíí, áádóó dínítéét.
C: CHILD TURNS OUT LIGHT(s)

GLOSS
introductory statement:
T: I will turn off the lights now. Close your eyes.

C: Teacher, I want to turn off the lights.
T: All right, then lay down.
C: CHILD TURNS OUT LIGHT(s)

ending nap
intent: to wake children from nap
reaction: children will open eyes

introductory statement:
T: Nídoohjeeh. Ch’éédanohdzíd.

(pl)
T: Kééhnídaaht’éés.

T: Bikáá’ danoojé’ígíí nídahohláahgo ahááhdanoohlé’ dóó hasht’e’ ninádahoh’nít.
ALT: Bikáá’ danoojé’ígíí nídahohláahgo ahááhdanoohlé’ dóó dahnídahidoohtsóós.
C: CHILD PICKS UP MAT, FOLDS IT AND PUTS IT AWAY
(sg)
T: Bikáa' núntínée nídiiltsoós dóó aháahniilé dóó hash'ee' ninániftsoós.
ALT: Bikáa' núntínée nídiiltsoós dóó aháahniilé dóó dahnahidiiltsoós.
C: CHILD PICKS UP MAT, FOLDS IT AND PUTS IT AWAY

C: NAME t'ahdii alhosh.
ALT:
NAME t'ahdii sití.
NAME doo níidi'néeh da. Nídiisht'ee', ya'?
T: Aoo', nídiilt'ee'.
ALT: Aoo', ch'éénísístí.<br>
C: OTHER CHILD(REN) WAKE SLEEPER (GENTLY)

GLOSS

introductory statement:
T: Get up. Wake up.

(pl)
T: Put your shoes on.
ALT:
Pick up your mats, fold them and put them away.
Pick up your mats, fold them and hang them up.

(sg)
T: Pick up your mat, fold it and put it away.
ALT: Pick up your mat, fold it and hang it up.
C: NAME is still asleep.
ALT: NAME is still laying down.
NAME won't get up. Let me wake him/her, ok?
T: Yes, get NAME up. Wake him/her up.
C: OTHER CHILD(REN) WAKE SLEEPER (GENTLY)

collected by June '96 Workshop at Window Rock  date: Th 06/20/96
setting:  SNACKS
routine:  [routines shown in boldface below]
        [Apparently snacks are not served at all centers. In those
         that do serve, children wash up after nap time and then return
         to tables.]

preparing for snacks
intent:  so the children won’t go home and eat junk food
reaction: children will eat their snacks

introductory statement:
T:  Dahnídínohbiíh. K’ad éí snack ádadiiníí tł.

C:  Ha’át’íflá dabi’niidág? [as snacks are brought out ]
T:  TELLS WHAT SNACKS ARE THAT DAY

GLOSS
introductory statement:
T:  Sit down. We will now prepare our snacks.

C:  What are we going to eat? [as snacks are brought out ]
T:  TELLS WHAT SNACKS ARE THAT DAY
**bringing out snacks** [snacks are already prepared]

**intent:** to serve the children their snacks

**reaction:** children will be served

**introductory statement:**

T: K'ad éí snack nihiataadoo'nih.

T: Háí lá **snack** néidiinii’?

ALT: Háílá dújjí **snack** néidiinii’?

C: Shí! Shí nááná lá.

ALT:

Shí shízhi’ bikáá’.

Shígo láá!!

**GLOSS**

**introductory statement:**

T: Snacks will now be passed out to you.

T: Who is serving snacks today?

ALT: Whose turn is it to pass out snacks today?

C: Me!! It’s my turn!!

ALT:

My name is up there to serve.

No, me!!
creating own snacks

intent: children will experience making their own snacks
reaction: children make their snacks

introductory statement:

T: K'ad éí t'áá nihí snacks ádadiilnéí.

T: SNACK díígi át'éego ádadiilnéí. [as TEACHER SHOWS SAMPLE]

SAMPLE::

"Ants on a Log" / "Wólázhiní nídístáán yikáá' yít'eezh".

C: Eii ayóó shíł ńikan.

C: CHILDREN MAKE SNACKS

C: Teacher, t'áá shí áshłaa shoo!! Díí ayóó shíł ńikan.

C: Teacher, ła' ánáánáshdlééh, ya'? 

T: Aoo', ła' ánáánídlééh.

C: Shimá [OR OTHER RELATION] ła' bá áshlééh, ya'? 

T: Aoo', ła' bá árlééh.

GLOSS

introductory statement:

T: Now we will make our own snacks.

T: We will make NAME. 

This is how we will make them. [TEACHER SHOWS SAMPLE]
SAMPLE:

"Ants on a Log" / "Wólázhini nídístáán yikáá' yít'eezh".

C: I really like that.
C: CHILDREN MAKE SNACKS

C: Teacher, look, I made my own snack!!
    I really like this.
C: Teacher, let me make another one, ok?
T: Yes, go ahead and make another one.

C: May I make one for my mother (or other relative)?
T: Yes, you may make another one.

**eating all one's snacks**

**intent:** to get children to eat all their snacks
**reaction:** most children will eat all their snacks

**introductory statement:**

T: Ííshjáá nihi-snack altso dadoosíí.

T: Ayóó likango áda’oolaa lá, altso daosá.
ALT: Ch’iyáán yá’át’éhígíí át’é. Altso daosá.
C: Ayóó likan lá.
ALT:
    Dígi át’éhígíí ánéish’ííh hooghandi.
    Shimá dígi át’éhígíí yééhósín.
GLOSS

introductory statement:

T: Be sure and eat all your snacks.
T: You've made delicious snacks, eat it all.
ALT: It is good food. Eat it all.
C: It tastes really good.
ALT:
I make this at home.
My mother knows how to make this, too.

sending a recipe home

intent: to share recipes with family
reaction: children take recipes home

introductory statement:

T: Snack bik'ehgo ál'íníghíł tła nídeiínółtsóos doo.

(pl)
T: Díí hooghangóó nídeiínóhjáah doo. Bik'ehgo NAME ádadooltíí.
C: CHILDREN TAKE COPY OF RECIPE

(sg)
C: Díí tła' ádiishlíí hooghandi.
T: Naaltsoos bik'ehgo é'él'íníghíł tła' hooghangóó nááltsoos doo.
C: Hágoshíí. Shimá baa diistsos.
C: Teacher, shí shimá dó' díí íí'í bít bééhózin.
T: Jó nizhóní lá.
ALT:
C: Teacher, díí shimá doo yééhósín da.
T: Yíhwiidool'áát shįį díí yik'ehgo é'é'é'éįgo.

GLOSS
introductory statement:
T: Each of you take a recipe home with you.

(pl)
T: Be sure and take your recipe home with you. Use it to make NAME.
C: CHILDREN TAKE COPY OF THE RECIPE

(sg)
C: I will make one of these at home.
T: Take a recipe home with you.
C: Okay. I will give it to my mother.

C: Teacher, my mother knows how to make this snack.
T: That's nice.

ALT:
T: Teacher, my mother doesn't know how to make this NAME.
T: Perhaps she will learn how to make it using this recipe.

encouraging the use of manners
intent: children will learn to use manners
reaction: children practice their manners

introductory statement:
T: Hazhó'ó da'diidįįt, t'éadoo ák'ínida'ii'níí.
ALT:
Hazhó'ó da'osá, t'áadoo nida'ohnilí.
Hazhó'ó da'osá, t'áadoo ák'i yada'iyohkaahi.

GLOSS
introductory statement:
T: We will eat right and not dribble on ourselves.
ALT:
Eat right. Don't dribble anything.
Eat right. Don't spill anything on yourselves

cleaning up after snacks
intent: to teach children to clean up after themselves
reaction: children will clean up

introductory statement:
T: Altso da'ooyą'go nihinaagóó hasht'e nídishoohdilíít.

T: Bikáá' da'ooyą'ígií dadoohtół.
   Ní'góó (ts'ilzéí) nídishoohlah
C: Teacher, shí t'áadoo ri'sénil da.

GLOSS
introductory statement:
T: When you finish eating, clean up around you.

T: Wipe the table where you ate.
Pick up the trash on the floor.
C: Teacher, I didn’t spill anything.

**picking up trash**

**intent:** children will learn to pick up after themselves  
**reaction:** children will pick up after themselves

**introductory statement:**
T: Ákée’ nínádahwiyohdah.

T: T'áadoo ts’iilzéí ni’ góó nikidahooníí.  
C: Trash biih dajiiníí, ya’, teacher?

**GLOSS**  
**introductory statement:**
T: Pick up after yourselves.

   Do not throw trash on the ground.
C: You have to throw it in the trash, huh, teacher?

**throwing trash away**

**intent:** to teach children to get rid of trash  
**reaction:** children will throw trash into the receptacle(s)

**introductory statement:**
T: Nídaahodiyoolah dóó ts’iilzéí biih he’níí biih dahidooñíí.  
C: Hágooshíí.
GLOSS

introductory statement:

T:  Pick up the trash (around you) and place them in the trash can.
C:  OK.

collected by June '96 Workshop at Window Rock  date: Th 06/20/96
SITUATIONAL NAVAJO

setting: CLOSING ACTIVITIES
routine: [routines shown in boldface below]

getting ready to leave
intent: children will begin preparations to leave
reaction: children will get ready to leave

introductory statement:
T: K'ad dújí ólta' ałtso.

T: Hooghangoó biniyé hasht'e' ádadidiilníít.

C: CHILDREN REALIZE IT'S TIME TO GET READY TO LEAVE

GLOSS
introductory statement:
T: School is now finished for today.

T: Let us get ready to go home.

C: CHILDREN REALIZE IT'S TIME TO GET READY TO LEAVE

sending notes home
intent: children will learn to deliver notes to their parents
reaction: children will take notes home
introduction statement:

C: Da' díí shimá baa diistsos?

C: T'áadoole'é físhlaayééé hooghangóó nááshjih doo.
T: Aoo', nihimá bich'íí nídeíínóhháah doo.

GLOSS

introduction statement:
T: Take these notes home with you. Give them to your mother.

C: I should give this to my mother? I want to take home what I made today.
T: Yes, take them home to your mother.

gathering belongings

intent: children will claim their own things
reaction: children gather their own things

introduction statement:
T: Nihiyéél hooghangóó nídashidooja'ígíí ahanidahohnííl.

T: Ha'á't'íshíí hooghangóó nídashidooja'a'?
C: Shí díí nídéjaa'
T: Ne'azis biih ninííl.
SITUATIONAL NAVAJO

GLOSS

introductory statement:
T: Gather together the things you are taking home.

T: What are you taking home with you?
C: I'm taking this home.
T: Put it in your bag.

getting jackets

intent: children will retrieve their own jackets
reaction: children will put on their own jackets

introductory statement:
T: Nihi'ée'tsoh nídahidoohnífí.

T: Nihi'ée'tsoh biih daahkai.
C: CHILDREN GET JACKETS AND PUT THEM ON

GLOSS

introductory statement:
T: Go get your jackets.

T: Put on your jackets.
C: CHILDREN GET JACKETS AND PUT THEM ON

collected by June '96 Workshop at Window Rock  date: M06/24/96
setting: GETTING BACK ON THE BUS
routine: [routines shown in boldface below]

announcement of imminent departure
intent: to get the students safely on the bus
reaction: students will get on the bus safely

introductory statement:
T: K'ad éí bus*biih nínáánéijeehji' anáahoolzhiizh.

T: Hooghangóó bus*biih náhjeeh.
C: CHILDREN REALIZE BUS IS READY TO GO

T: Yiskáago ííshjáá náá'ólta'. Áádéé' iih náádoohjah.
ALT: Yiskáago éí ííshjáá doo ólta' da. Damóó biiskání índa áádéé' iih náádoohjah. Díí' yiskáago índa náá'ólta'.
C: CHILDREN ARE REMINDED WHEN TO COME BACK

T: Hahgo áádéé' iih náánáhjeeh?
C: Yiskáago áádéé' iih náánéijeeh.
ALT: Díí' yiskáago áádéé' iih náánéijeeh, ya' Teacher?
T: Háágóó?
C: PLACE-góó deet’áázh.

GLOSS
introductory statement:
T: The time has come to get back on the bus again.

T: It is now time for you to get back on the bus and go home.
C: CHILDREN REALIZE BUS IS READY TO GO

T: Remember we have school again tomorrow. Be sure and get on the bus again.
ALT: Tomorrow there is no school. There will be no school again until Monday.
That’s in four days. Come on the bus again then.
C: CHILDREN ARE REMINDED WHEN TO COME BACK

T: When are you coming to school again?
C: Tomorrow we come on the bus again.
ALT: In four days we come to school again, huh, teacher?.

C: I’m not coming. I’m going someplace with my mother.
T: Where to?
C: We are going to PLACE.

* Although some centers may use chidítsooí, the NRS (Navajo Reading Study) found that already, in the very early 70’s, bus had become a Navajo word. That is, otherwise Navajo-speaking children used only bus in Navajo conversation, even where the adult questioner used a Navajo equivalent.
getting on the bus
intent: children will board the bus in an orderly fashion
reaction: children board the bus

introductory statement:
T: Aǐkéé’ doht’ééh. K’ad bus biih diijah.

T: Train ádaahlééeh. K’ad bus biih diijah.
C: Da’ hooghangóó nídeekai?
T: Aoo’, hooghangóó nídísookai.

GLOSS
introductory statement:
T: Get in line. We will now get on the bus.

T: Make a train. We will now get on the bus.
C: We are going home now?
T: Yes, you are going home.

taking head count
intent: to be sure that all children are accounted for
reaction: children are counted

introductory statement:
T: T’áásh ánóltsó iih náojéé’?
C: Aoo', t'áá ánítso iih nééjejé'.
ALT: Ndaga', NAME éí doo bus yíih nályeed da.

(to driver)
T: Dókwíí lá áłchíni bus yíih yíjéé' abínídáá'?  
D: NUMBER abínídáá' iih yíjéé'. [CHECKING CLIPBOARD]
T: Haa'íyee' da'ahít'íis tía'ii, naaki, tía'...*
C: MAY COUNT ALONG WITH TEACHER
T: Abínídáá' áłchíni NUMBER iih yíjéé'. K'ad éí NUMBER iih náajéé' lá.  
   T'áá át'é kóó lá.
D: Tí', hoohangóó!

GLOSS

introductory statement:
T: Is everyone on the bus?

C: Yes, we are all on the bus.
ALT: No, NAME is not going home on the bus.

T: (to driver)
T: How many children came on the bus this morning?
D: NUMBER came on the bus this morning. [CHECKING CLIPBOARD]
T: Let's count off now: one, two, three...*
C: MAY COUNT ALONG WITH TEACHER
T: NUMBER of children came on the bus this morning. NUMBER are  
   going home on the bus this evening. They're all here.
D: Let's go!
* Without making a big deal of it and requiring children to 'count out loud', here is a chance to use number-names and counting in a realistic way every day. If possible, the counter should get on the bus and make it clear which child she is counting: touching or indicating the child she is counting. In time some children will learn to count along with the teacher. But they will be doing so in a setting with one-to-one correspondence, not just saying number names by rote.

safety instructions
intent: to ensure that children know safety rules
reaction: children will be cognizant of the rules

introductory statement:
T: K'ad éí ách'ááh sis ádinídaaít'íh.

T: Sís bee ádída'ohtl'ó.

Hazhó'ó nahísóotáago hooghangóó nááhkah doo.

C: Teacher, shí éí ádí'sétl'ó.

ALT: Shí (ách'ááh sis) shee ádin.

T: Haa'íyee', yiizíih. Bik'i dahsíndáa sha'shin. (CHECKS) Jó akonee'.

(HELPS CHILD PUT ON SEAT BELT)

T Da' k'ad ahiih yíníkid?

C: Aoo', biih yílkid.

ALT: Nidaga', t'ah dooda.
GLOSS

introductory statement:
T: Put your safety belts on now.

T: Tie yourself in with your safety belts.
   Sit nicely in your seats for the trip home.
C: Teacher, I tied myself in (with my safety belt).
ALT: I don’t have one.
T: Let me see, stand up. You might be sitting on it. (CHECKS) See, there it is.
   (HELPS CHILD PUT ON SEAT BELT)

T: Have you clicked your safety belt together?
C: Yes, I have.
ALT: No, I have not yet clicked my safety belt together.

final instructions
intend: to make sure children take their notes with them
reaction: children make sure they have their notes

introductory statement:
T: Naaltsoos nihitaas’nii’ yéé baa dayoohnééh. Hooghangóó
   nídeiyínóhjáah doo.

T: Naaltsoos nihimá baa dahidoohníł.
C: Shí naashxé, naaltsoos yéé.

T: Nishá’? Ninaaltsoosísh naniłtsos?
C: Aoo’, kóó naastsoos.
ALT
Aoo', shí éí shé'azís biyí', teacher.
(Shí éí) doo beísénah da.

GLOSS
introductory statement:
T: Don't forget the notes you were given. You are to take them home.

T: Give it to your mother.
C: I have it, the note.

T: What about you? Do you have your note?
C: I have it here.

ALT:
C: Yes, mine is in my bag, teacher.
I did not forget mine.

goodbyes
intent: to put closure to the school day
reaction: the children know that the school day has ended

introductory statement:
T/C: Hágoónee'. Hazhó'ó nídeiyínóhkááh.

C/T: Nidó'. Hágóónee'.
GLOSS

introductory statement:
T/C: Good bye. Be safe as you go home.
T/C: Good bye. You, too.

collected by June '96 Workshop at Window Rock  dated: M 06/24/96
situation: GOING HOME
routine: [routines shown in boldface below]

communication between the children and the bus driver
intent: driver will understand where the child will get off the bus if different from home
reaction: child will tell where s/he will get off

introductory statement:
C: Shí doo hooghandi adaashyeed da.

D: Háadish adaniylleed?
C: CHILD TELLS WHICH RELATIVE'S HOUSE S/HE IS GETTING OFF AT

GLOSS
introductory statement:
C: I am not getting off at my house.

D: Where are you getting off?
C: CHILD TELLS WHICH RELATIVE'S HOUSE S/HE IS GETTING OFF AT
unhooked seat belt
intent: to double check that all children are buckled up
reaction: children will buckle up

introductory statement:
C: Bus driver/teacher, NAME be’ách’ą́h sis k’e’eyįį’ah.
D: NAME, ne’ách’ą́h sis bée íti’ó.
   or
D: STOPS AND CHECKS SEAT BELT.
D: Ne’ach’ą́h sis t’áadoo k’éé’į’a’į.
C: Hágoshįį.

GLOSS
introductory statement:
C: Bus driver/teacher, NAME’s seat belt is undone.
D: NAME, fasten your seat belt.
   or
D: STOPS AND CHECKS SEAT BELT
D: Do not undo your seat belt.
C: All right.

getting off the bus
intent: children will get off the bus safely
reaction: children get off the bus safely
introductory statement:

T:  Ádaholyá'ago bus bidááhóhjeeh.

D:  Hazhóó'ígo adanináah. Adah'óógeeh.
ALT: Bikáá' dahni' dílí isí báah nidoóltaał.
C:  Aoo', bééhasin.
ALT:
    Aoo', shít bééhózin.
C:  Da' yíníshta'go adaasháah?

D:  Ni'éeétsoh sha'?
C:  NAME sits'áá' adayíyí.
ALT:
    T'áá óltá'di siyí.
    Shi-box biyi' siltsooz.
    Shi'éeétsoh yik'i dahsidá.
    NAME yik'ííjí' álhosh.

GLOSS

introductory statement:

T:  Take care when you are getting off the bus.

D:  Get down carefully. Don’t fall off.
ALT:  Don’t slip on the step.
C:  Yes, I know (how to do it).
ALT:
    Yes, I know (about it).
C:  I should hold on while I get off?
D: Where is your jacket?
C: NAME took it (off the bus).
ALT:
   It is still at school.
   It is in my box at school.
   S/He is sitting on my jacket.
   NAME is sleeping on it.

**routines involving non-bus riders**
intent: child(ren) will wait for their ride
reaction: child(ren) occupy time until the ride arrives

**introductory statement:**
T: Ni áltsé t’áá kóó sííndá. Hodíína’go nimá níkáyígháah.

T: Áltsé níléji naniné.
C: Díí bee naashné, ya’?
T: Aoo’, táá áko bee naninéego.

**GLOSS**
introductory statement
T: You wait right here. Your mother will be here shortly to take you home.

T: Play over there until then.
C: Let me play with this, o.k.?
T: Yes, you may play with that.
ALT:

C:  Teacher, hahgosha' shimá shiíghááh?
ALT: Shimá doo níyáágóó sha' hait'áo nídésdzá?
T:  K'adée shíí aadéé' yígáál.

GLOSS

introductory statement:

C: Teacher, when is my mother coming?
ALT: What if my mother doesn't come, how will I go home.
T: She's probably on her way right now.

ALT:

C: T'áádoole'é la' yishá, ya'?  
T: Ha'át'ísh nínízin?  
C: REMEMBERS WHAT S/HE ATE EARLIER.

GLOSS

C: May I eat something?
T: What would you like?
C: REMEMBERS WHAT S/HE ATE EARLIER

ALT:

C: Teacher, t'óo'di naashné, ya'?  
T: T'áá áko. Ákondi aná'ázt'í' biyi' t'éiyá naniné.
ALT: T'áá kóne'égo naniné.  
C: OCCUPIES SELF
GLOSS

C: Teacher, may I play outside?
T: It is all right but play only within the fence.
ALT: Play inside the room. Look at a book, draw or write.
C: OCCUPIES SELF

* Explanation of big ALT and small ALT: Big ALTs are mini-scenarios and small ALTs are alternate phrases.

parent(s) come to pick up child

intent: child will go home with parent
reaction: child goes home with parent

C: Teacher, aadéé’ shimá/shizhé’é bił oolwoł.
    Shí k’ad iih náshyeed.
ALT: Áltsé nimá yah iighááh. Bín’dií bízhi’ fidooltí áltsé.

GLOSS

C: Teacher, here comes my mother/father driving up.
    I’m leaving now.
T: Let your mother come in. She must write her name first.
ALT: Let your mother come in. She must sign you out first.
ALT:

introduction statement:

P: Ni'éétsoh dóó ne'azis nídiiníí.  
P: Ni-teacher, hágoónee' bidini?  
C: Hágoónee', Teacher.

GLOSS

introduction statement:

P: Get your jacket and your bag.

C: All right. It is in there.

P: Tell your teacher goodbye.

C: Goodbye, Teacher.

collected by June '96 Workshop at Window Rock  date: W 06/26/96
setting: SAFETY
routine: [routines shown in boldface below]

Apparently Safety is a recognizable 'subject' or activity in many centers. During this period, the teacher talks [and demonstrates] with the children one safety activity. Thus 'Safety' may be more of Instructional than Situational Navajo. But, because many of these talks/demonstrations are repeated during the year, we have treated them here as Situational routines. In the actual instruction, teachers may go more deeply into a given activity.]

fire prevention

intent: children will learn about fire prevention
reaction: children participate in fire drills

introductory statement:

T: Kô' baa ákohwiindziníí'íí bee ahíldahwilné' dooleet dóó ádiilnííí. [STATES REASON FOR DRILL]

T: Kô' doo baaníít'íí da. Tsiít'ééh doo bee nijinée da.
C: NAME éí tsiít'ééh yee naanéé níí t'éé'.
ALT: NAME tsiít'ééh la' neijaah.
     Shí tsiít'ééh shee ádin.
Shí doo *match* bee naashnéé da.

T: Ázhdídli’é báąq doo baansjít’į da.
   Ha’ée’da diiltli’.

GLOSS
introductory statement:
T: We will talk about being careful around fires. Then we shall do a fire drill.
   [STATES REASON FOR DRILL]

T: You must not bother fires.
   You must not play with matches.
C: NAME was playing with matches.
ALT:
   NAME has some matches.
   I have no matches.
   I do not play with matches.
T: You could burn yourself; that is why you must not bother the fire.
   Your clothes might catch on fire.

**fire drill procedures-1**

intent: children will learn fire drill procedures
reaction: children will practice fire drills

introductory statement:
T: Ko’ yaa halne’é diits’įhgo t’áá áko ch’įįįhaj áádóó t’óó’di ałkée’
   jidiit’ih dóó ho’dóltałh.
SITUATIONAL NAVAJO

T:  Dzi haachahgo tsįįłgo joogáałgo chʼįįłwo'.
ALT: Dzi diitsʼįįhgo tsįįłgo joogáałgo chʼįįłwo'.
[TEACHER DEMONSTRATES FIRE ALARM]

T:  Koʼ yaa halneʼé diitsʼįįhgo tsįįłgo joogáałgo chʼįįłwo'.
[DEMONSTRATE FIRE ALARM]
ALT: Lid yíłchiní diitsʼįįhgo tsįįłgo joogáałgo chʼįįłwo'.
[DEMONSTRATE SMOKE ALARM]

GLOSS

introductory statement:

T:  When the fire alarm goes off, quickly leave the building, line up outside so
     that you can all be counted.

T:  When this cries out, leave the building at a fast pace.
ALT: When this rings out, leave the building at a fast pace.
     [DEMONSTRATE FIRE ALARM]

T:  When the teller of the fire goes off, leave the building at a fast pace.
     [DEMONSTRATE FIRE ALARM]
ALT: When the smoke sniffer goes off, leave the building at a fast pace.
     [DEMONSTRATE SMOKE ALARM]

fire drill procedures-2

intent: children will learn to leave quickly by the nearest exit
reaction: children will leave quickly by the nearest exit
SITUATIONAL NAVAJO

introductory statement:
T: Hodiilti'go ch'ée'tiin bich'i' níhádígóne' tsíilgo ch'íítah.

T: Díí haachahgo tsíilgo ch'ée'tiin bich'i' níhádígóne' ch'íítwo'.
ALT: Díí diits'íihgo tsíilgo ch'ée'etiin bich'i' níhádígóne' ch'íítwo'. [DEMONSTRATE FIRE ALARM]

T: Kóó yaa halne'é diits'íihgo tsíilgo ch'ée'etiin bich'i' níhádígóne' ch'íítwo'. [DEMONSTRATE FIRE ALARM]
ALT: Líd yiitchiní diits'íihgo tsíilgo ch'ée'etiin bich'i' níhádígóne' ch'íítwo'. [DEMONSTRATE SMOKE ALARM]

T: Líd jiitchíihgo éí doodago jiítséehgo t'áá áko baa hojilnih.

GLOSS
introductory statement:
T: When there is a fire, always leave the building quickly by the nearest exit.

T: When this cries out, quickly leave the building by the nearest exit.
ALT: When this goes off, quickly leave the building by the nearest exit. [DEMONSTRATE FIRE ALARM]

T: When the teller of the fire goes off, quickly leave the building by the nearest exit. [DEMONSTRATE FIRE ALARM]
ALT: When the smoke sniffer goes off, quickly leave the building by the nearest exit. [DEMONSTRATE FIRE ALARM]
T: If you smell or see smoke, immediately tell someone.
fire extinguisher

intent: children will be introduced to a fire extinguisher
reaction: children will recognize a fire extinguisher

introductory statement:
T: Díí éí kó’ bee niltsésí át’é.
   [SHOWS STUDENTS THE FIRE EXTINGUISHER]
T: T’aá aaníí hodiiltlì’go kó’ bee niltsésí choo’í.

GLOSS
introductory statement:
T: This a fire extinguisher.
   [SHOWS STUDENTS THE FIRE EXTINGUISHER]
T: A fire extinguisher is used when there is a real fire.

escaping a smoking building

intent: children will learn to creep, crawl and roll out of the building as fast as possible
reaction: children creep, crawl and roll out of the building as fast as possible

introductory statement:
T: Hooghan bii’ lidgo táá’ ał’ał át’éego ázhdoonsiłgo ch’íhonít’i’:
   jooldloshgo, joo’nahgo, dóó joomasgo.
T: Hooghan bii’ lidgo ni’góó jooldloshgo tsílgo ch’íjíldlosh.
ALT:
Hooghan bii' łidgo ni'góó joo'nahgo tsįį́łgo ch'įį́nah.
Hooghan bii' łidgo ni'góó joomasgo tsįį́łgo ch'įį́mas.

C: Teacher, da' dfigi átéego.

C CHILD(REN) PRACTICE(S) CREEPING, CRAWLING AND ROLLING

GLOSS
introductory statement:

T: When a house is smoking, there are three ways to get out of the house: by
creeping, crawling or rolling.

T: When a house is smoking, hurriedly get down on all fours and creep
out of the building.

ALT:
When a house is smoking, hurriedly get down and crawl out of the
building.
When a house is smoking, hurriedly get down on the floor and roll out of
the building.

C: Teacher, like this?

C CHILD(REN) PRACTICE(S) CREEPING, CRAWLING AND ROLLING

timing evacuation

intent: children will learn to evacuate building immediately

reaction: children will evacuate building immediately

T: Łid jiłchį́hgo éí doodago ko' jiłtséehgo tsįį́łgo t'áá ájįįtsö ch'įįkah.
Doo na'áhozdiliid da.
Gloss

T: If you smell smoke or detect a fire, all leave the building as fast as possible. Do not take your time.

Stop, Drop, and Roll

Intent: Children will learn when to stop, drop and roll.

Reaction: Children will practice stop, drop and roll.

Introductory statement:

T: Ha'ée' diilti'go nijilti' dóó ni'góó ádee'iijilghał áádóó tázdímas. Ákót'éego ko' jiniłtsis.

T: Haa'fyee' ádadiinííł.

C: CHILDREN PRACTICE STOPPING, DROPPING AND ROLLING

Gloss

Introductory statement:

T: If your clothes catch fire stop, drop (fall down), and roll. That is how you put out the fire.

C: CHILDREN PRACTICE STOPPING, DROPPING AND ROLLING

Bus Evacuation

Intent: Children will learn to evacuate a bus quickly.

Reaction: Children will evacuate a bus quickly.
T: Bus diiłti'go éí tsįłgo bus nidooltlił áádoó tsįłgo adajijah. T'áá nízaadi ałkée' jidit'ih. Áadi daho'dóltah.

GLOSS
T: When a bus catches fire, it will stop fast. All of you children get off quickly then get in line far away from the bus. Then you shall be counted.

Glossary - Fire Prevention

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<tr>
<td>to roll out</td>
<td>ch'įįmás</td>
</tr>
</tbody>
</table>

collected by June '96 Workshop at Window Rock  date: T 06/25/96