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ABSTRACT

The Ganado (Arizona) Primary School, located on the Navajo Reservation, instituted a successful English writing project for kindergarten children that illustrated that young children should be allowed and expected to develop as writers because they are capable of real writing. Teachers encouraged children to complete drawings and writings in journals, providing them with correct spellings initially but encouraging their own inventive spellings later. To supplement the journal project, teachers regularly read to the children; discussed the children's paintings, drawings, and clay sculptures; taught the children phonetics and some sight words; and developed stories cooperatively with the children. The quality of the writing that resulted varied from child to child. Taken as a whole, the work illustrated five developmental steps towards writing, as the children's writing moved from mimicry through shape and linearity to meaning, word inventories, and short expressions. The project showed that to promote language proficiency at the kindergarten level, teachers must believe that the child is capable of developing language, expect the child's participation, be prepared to risk, and constantly give children opportunities to test their developing theories of language. A collection of 73 of the children's pictures and writings with transcriptions to adult spellings is included.  
 (SB)

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THE SUN IS SHINING IN MY EYES:  
THE NAVAJO CHILD ENTERS KINDERGARTEN EXPECTING TO WRITE AND HE  
CAN

by

Sigmund A. Boloz  
and  
Diana Jenness

January 1984

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THE SUN IS SHINING IN MY EYES:  
THE NAVAJO CHILD ENTERS KINDERGARTEN EXPECTING TO WRITE AND HE  
CAN

by

Sigmund A. Beloz  
and  
Diana Jenness

"Teacher! Teacher! It's my turn," said Micheal for the fifth time in two minutes. "I have a word to write down!"

"How do you spell dinosaur?" asked Mark. "Oh, I know, say the word slower, dor... nos...xs...osr."

"Mrs. Jenness, where can Mr. S fly," questioned Tim. "I know," he exclaimed as he looked at Angela's name card, "With Angels!"

The room atmosphere is electric. The children are busy interacting with one another, writing sentences and stories, or conferencing with the teacher. Some of the writers are reading their compositions to the aide. Certainly, this scene is typical of many classrooms where writing is a necessary component in the development of language literacy. However, these students are in kindergarten and most are Navajo.

Tara writes:

Tes is a valentinem haos Tes is a vere nice  
Valentinem haos Sudbe is Kumeing to my haos  
the dod is fling. I Lik tat Prson tut-is  
Kming to my house tes poson i now tes poson  
i now. tes poson tus goeing to my house har  
naem is rosie

Although this school houses a writing project, before last year, the kindergarten children attending Ganado Primary School

were not expected to be able to write freely and expressively. The students were expected to sound out and read some regularly phonetic words and copy sentences. However, they were not actually expected to write whole sentences and stories using their own spelling. To paraphrase Holbrook, 1981, it was quite possible that our teachers weren't so much not teaching writing, as they were simply overlooking the fact that some of the children already could.

This article is based upon observations within one kindergarten classroom located on the Navajo Reservation in the northeast corner of Arizona. The children within this public school classroom are a part of the school's 480 mostly Navajo, student population.

This kindergarten through third grade school, also houses the GLAD (Ganado Language Arts Development) Project, a school-wide writing and publishing project. Although the observations are limited to one classroom over a four-month period, the students' progress in that short time has the authors convinced that most kindergarten children are capable of real writing. Therefore young children should be allowed and expected to develop as writers even at the kindergarten level.

#### Getting Stated

With the assistance of one third grade class, we had the twenty-seven journals which we needed. It had been the third grader's class project to prepare the 30-page journals and although the kindergarten students didn't really know what to

make of the booklets on that first day, they were delighted with the presents.

During that first week of daily journal time, our purpose was to establish a low-risk classroom environment in which children could have numerous, successful experiences and thereby could view writing positively and purposefully. In beginning this process, we therefore asked the students what words they would like to write, we wrote the words on the blackboard, and the students copied them. When they had completed their entries, the students came up and read the journal entries to an adult. During this writing time, the students also had the option to copy any words from around the room or anyone else's words.

On the third day, Kathy asked, "Is it okay if I write my sisters' names?" We were prepared to write the names, and we asked which one she wanted written first. "That's okay," she answered. "I already know how to write their names."

Through a natural, meaningful interaction with her environment, this young girl had learned to spell the names of significant others. In addition, we found that she could already spell "dad," "mom," "I love you," and several other words and phrases for which she had little use thus far in school.

We began with the premise that kindergarten children could learn to write expressively if we would only provide the right environment. How could we blame Kathy for stealing our thunder. She had no way of knowing that kindergarten students were not supposed to know how to write words yet.

We were delighted to realize that other students also had untapped resources. Many of these young children could write the names of family members. In addition, we found that some could also write the names of colors, of fast food stores, of high frequency foods and beverages and even of some television characters. However, it seems tragic that many similar children might never fully participate as these children were in their own education, that their hidden resources would remain untapped and that they would remain chained to learning the alphabet in the name of education.

It is no wonder that Holbrook, 1981, stated that many children enter school filled with poetic images and unique word usage, which they tend to lose once they have undergone "proper" language teaching. We found that many of our Navajo students entered school with the capacity to move directly into writing on a daily basis. In fact, many had already formed strong concepts about written language.

Most students knew that it carried meaning and that its form had certain properties. It is quite possible that many young authors had had years of home experiences at imitating writing, at scribbling and at inventing their own stories. Unfortunately, this rich enthusiasm and readiness for real writing is traditionally lost, not because we expect too much, rather, that in education we often settle for too little.

#### Writing and Inventive Spelling

Carol Chomsky, 1975, noted that although young children's

early writing efforts may not resemble adult writing and therefore sometimes passes un-noticed, preschoolers do have the ability to categorize sounds. She added that even prior to formal instruction, many children have learned to construct inventive spellings, and are very scientific as they hypothesize and revise rules. Further, McPherson, 1977, noted that all writing, no matter how incoherent or how incomplete it may seem, does represent an attempt at communication, an attempt that must be treated with respect.

Progressing into the second week of journals, some of the students began wanting to express phrases and simple sentences. Building on the special interest of those few, we introduced the concept of a sentence. For some students, this strange concept was explained in Navajo. While it is important to stress that not all students were ready to write sentences, some did excel.

Students grow from their successes and take greater risks and so do teachers. As a result of student progress, an inservice on inventive spelling and the reliance of the students on the teacher as a walking dictionary, the kindergarten writing program took a significant turn. The kindergarten students were now expected to experiment with their own inventive spelling. Given large sheets of "story paper," the students were asked to draw pictures and to write stories about them. If they came to a word they didn't know how to spell, they were encouraged to listen for the sounds in the word and write them down. Some could do this and others required extra help.

When they were finished, they would "read" the story to an adult within the classroom, and the work would be posted. On

other occasions, the teacher would translate the child's writing into adult writing and display both. As a final class project, selected stories of each child were combined and published as a 74 page volume by the school's writing project.

In expecting that the students would accept responsibility for their spelling and writing, the children gained confidence in their own ability to express themselves. Children such as Kathy, who had already obtained a good phonetic background and was working ahead of the class, actually wrote full pages. When told that it was okay to write smaller, she wrote even more.

The sun is sining in my Eyes it is verie nis  
i tic that it is verie verie Nis its his  
tining are all ovr the sun bekrusons it is  
nis i ming vere nis wyiy dot you dot tik  
that the sun is verie nis wel look at it  
and you wel see wel it tek that it is nis  
wel it is vere nis i do to we are fres  
naw naw you see haw i wele tik that it is  
veris nis wel me to we love ethuthr yes wi  
sol tik tut that it is nis the end

The quality of these children's work varied because of several factors: language sophistication, ability to speak English, maturity, and knowledge of letter sounds. For instance, David who was developmentally about two years behind the rest of the class, was able to put "letters" in rows under his drawing and to tell what the "words" said.

ob6v'oooo6De6oo6cluaorn@snuE  
(Pac Man)



## Early Stages of Writing Growth

For young writers Dyson, 1981, felt the essential writing problem is not how to encode talk, but rather how to make meaningful graphics about which to talk. She added that children's early writing reflect the diversity of strategies in the early writing processes. These products suggest that early writing is only partly a paper-and-pencil activity and that talking strategies are also used to make meaning on paper. According to Dyson:

Writing does not necessarily begin with the understanding of the alphabetic principle. Writing may begin with the selection of an idea, a thought, a thing to put in print- and the discovery of some strategy for making that thought visible. Conversely, writing may begin with the forming of print- and the search for some strategy to make the print meaningful.

Although the routes which young children take towards effective manipulation of the conventions of writing vary widely, many educators have observed that early writings demonstrate attempts to establish order. The following developmental sequence appears to be representative.

1. The child tries to develop a theory about written language as he mimics writing activities in his environment by making marks on paper, without the sensitivity that print carries meaning.
2. The child develops the concept that writing has shape, is linear, and is directional. Although the student marks his papers with a group of letters or scribbling and there is

evidence that marks move from left to right, there is no evidence that the student understands the relationship of the marks to language. Ferreiro, 1978, described the early hypotheses of Swiss children, from both literate and illiterate families as: it has shape, shapes are separated, and shapes go in lines.

3. The child labels, that is, he attaches meaning to print. The print may be scribbling a single letter, or a combination of both but it is obvious that the child understands that words are built out of letters. The child may have trouble distinguishing between print and drawing.

4. The child develops inventories. Clay, 1975, has found that young students' early writing attempts often contain inventories, word or symbol lists. These inventories are words that are known to the child and relate to a particular topic, (eg. names of family members, color words, etc.).

5. The child expresses content in single words and phrases. The child may use one or more words to carry the meaning of a sentence or a story.

#### The Teacher's Role

Whether the student is a native English or Navajo speaker or a Kathy or a David, to promote language proficiency among kindergarten students, the teacher must first believe that the child is capable of developing language. Secondly, the teacher must believe in the power of the child and allow and expect his or her participation. Thirdly, the teacher must be prepared to

risk. Lastly, the teacher must constantly expose her students to print and must give them numerous opportunities to test their own theories about language. In addition, the students in this program participated in the following language activities:

1. The kindergarten students were read to regularly. We would discuss parts of the story, the characters, events and alternative outcomes. We read several books by one particular author and discussed the author's style of writing and the illustrations. For example, emphasizing Dr. Seuss, we discussed rhyming words and strange characters.
2. Children were encouraged to draw pictures, to paint, and to work with clay and we discussed the objects with the young artists. The object was to get the students to tell a short story. Mrs. Jenness and her aide would write down the stories and have the students copy the words. However; since some students were limited English speakers, some might only name objects of the pictures.
3. The students learned phoentic sounds through our reading readiness program, Alphatime by the Arista Corporation. Many of the children's stories were about the "Letter People."
4. Journals of the children's favorite words were kept by them. Each day there would be a new category of words that the children would suggest and copy.
5. A few basic sight words, such as names of colors, their own names, and those of their classmates, and words to label things around the room were taught.
6. Students memorized short poems and nursery rhymes.

7. We developed language experience stories cooperatively. The children supplied the words and helped with the spelling as the teacher wrote them down.

### Conclusion

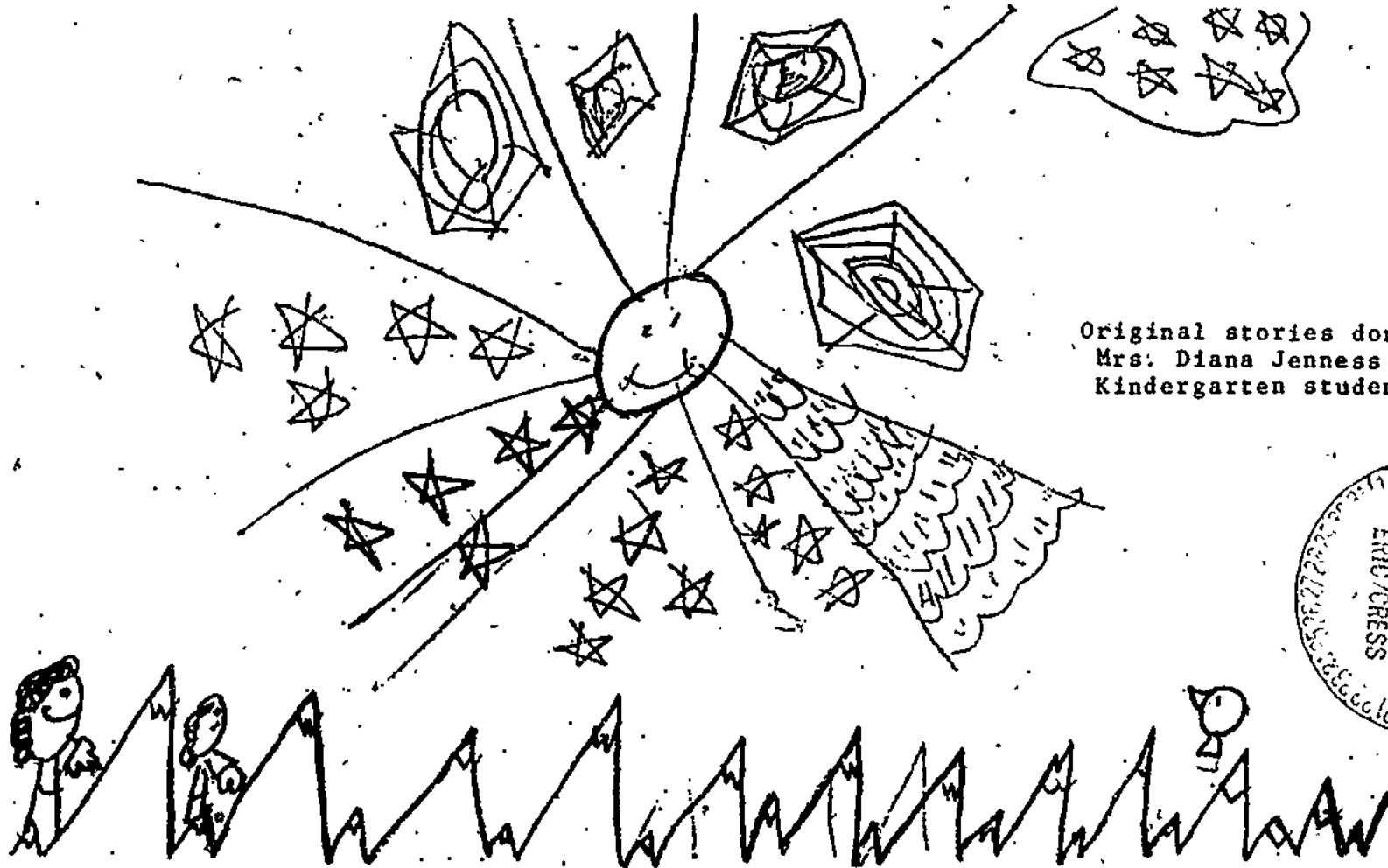
Even Navajo children enter kindergarten that first day with the anticipation that they will learn to read and write. All have been exposed to or surrounded by the structure and function of language. Many have had years of play with pencil, pen or crayons and have formed strong theories about what language does and how it is formed. Most have also learned to spell words that carry significance in their life. The time has come to raise our expectations for all students and to let the sun shine in their eyes. In the immortal words of Kathy, "Why don't you think the sun is very nice? Well look at it and you will see."

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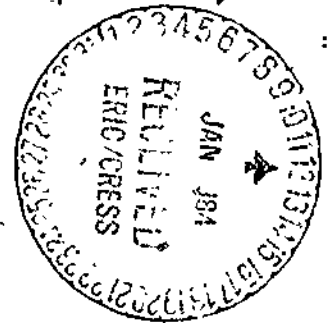
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# THE SUN IS SHINING IN MY EYES



Original stories done by:  
Mrs. Diana Jenness  
Kindergarten students



**The GLAD Project (Ganado Language Arts Development)**

# GANADO PUBLIC SCHOOLS

District Nos. 19 & 20

GANADO, ARIZONA 86505



## P R E F A C E

One of our goals in kindergarten is learning communication skills through speaking, writing, and reading readiness. Because the children are very interested in seeing their spoken words in print, they gain experience in dictating stories and labeling pictures. Expanding the use of dictation is the idea of invented spelling. The children make up their own spelling to tell about their pictures. Most of the children recognize the letters of the alphabet and can identify consistent consonant sounds. They are told to try to hear the beginning sound of the word and write it down. Then they are told to try to hear anymore sounds in the word. Studies of invented indicate that this gives children the chance to develop independence in expressing their own ideas.

This book is a collection of stories and pictures done by children in our class. Most of the spelling is their own. Others received help if were having problems. You will see the children's printing on the front of the page. On the bottom of the page is what the children read to me.

Our special thanks go to our Principal, Sigmund Boloz, for his encouragement and enthusiasm; to Lucinda Wauneka for doing all of the printing, assembling, and typing; and especially to the children for their wonderful stories and creative invented spelling.

*Diana Jenness*

Mrs. Diana Jenness  
Kindergarten Teacher

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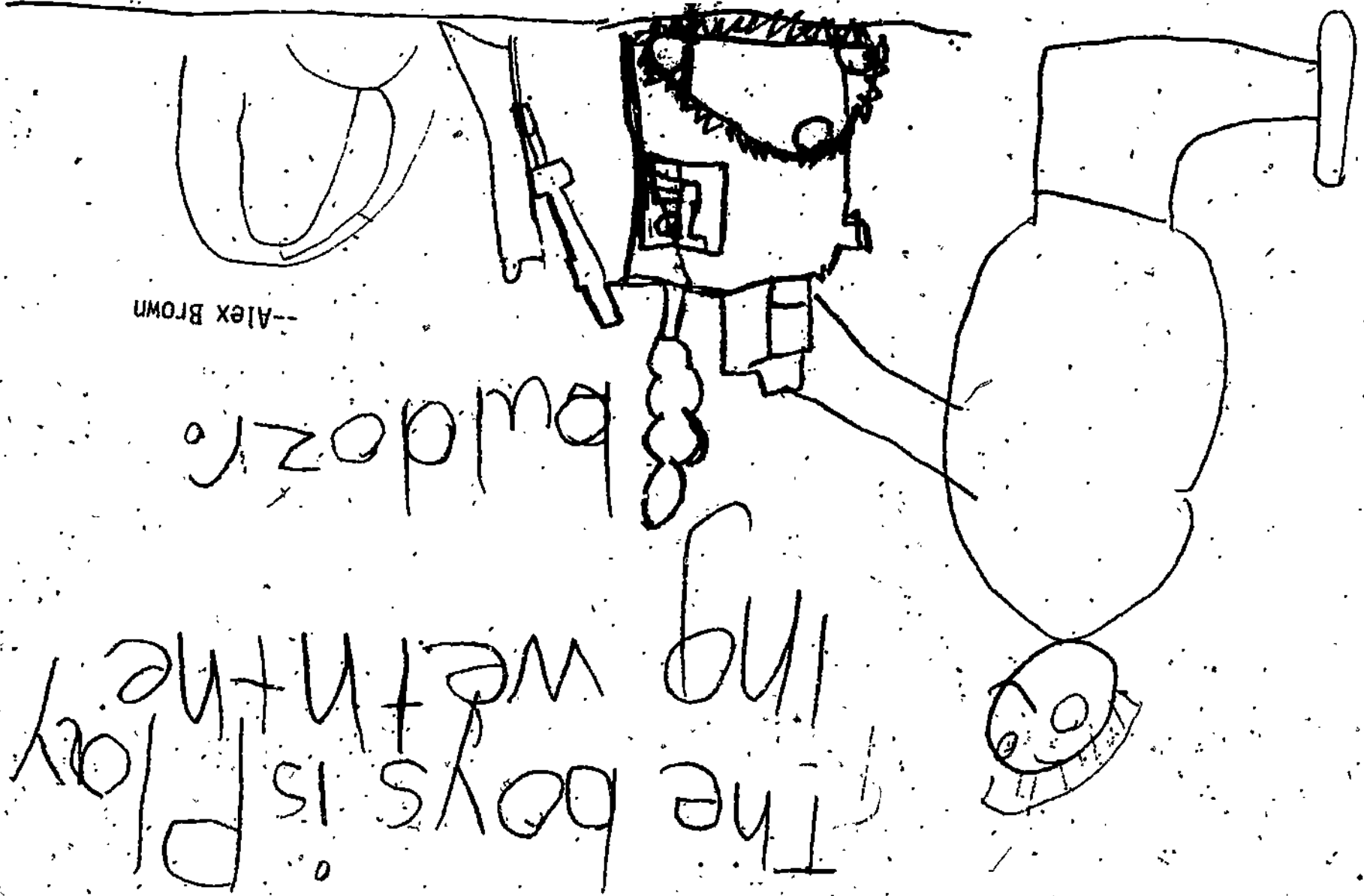
**THERE IS A NEED FOR EACH  
CHILD TO BE HEARD**

**A CHILD WILL ONLY LEARN TO USE A LANGUAGE IF HE HAS THE OPPORTUNITY TO USE THAT LANGUAGE. A CHILD WILL LEARN TO READ A LANGUAGE IF HE FINDS MEANING IN THAT LANGUAGE. A CHILD WILL LEARN TO WRITE A LANGUAGE IF HE FINDS THAT OTHERS FIND MEANING IN HIS WORK.**

**--Sigmund A. Boloz**



The boys is playing with the bulldozer.



--Alex Brown

bulldoze

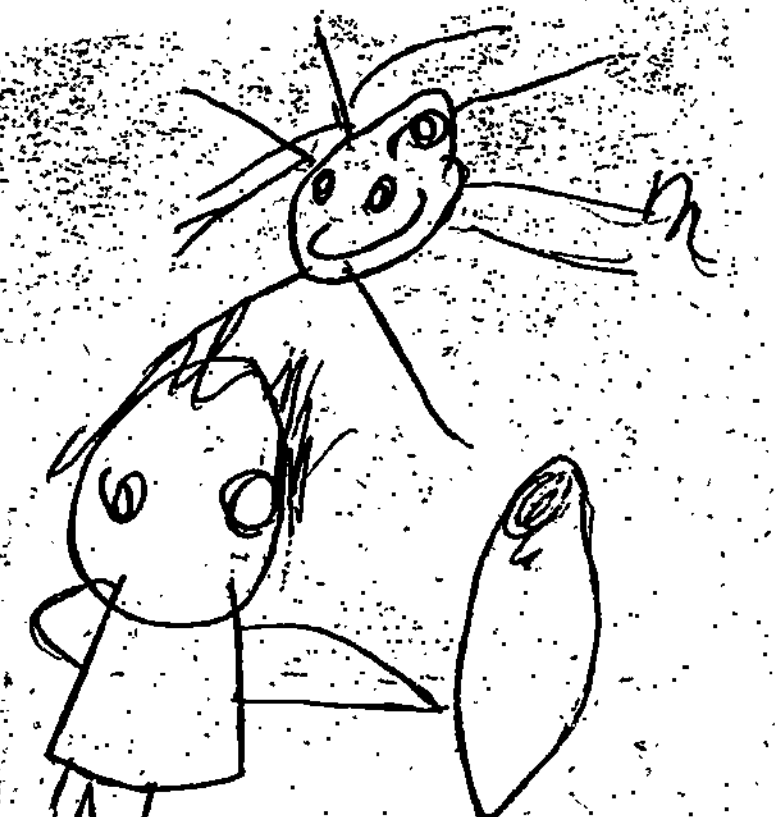
The boys is play  
ing with the

Mrs S is in The  
sky and he is  
flying with  
Angels.

--Alex Brown



Mr. S. is in the sky and he is flying with angels.



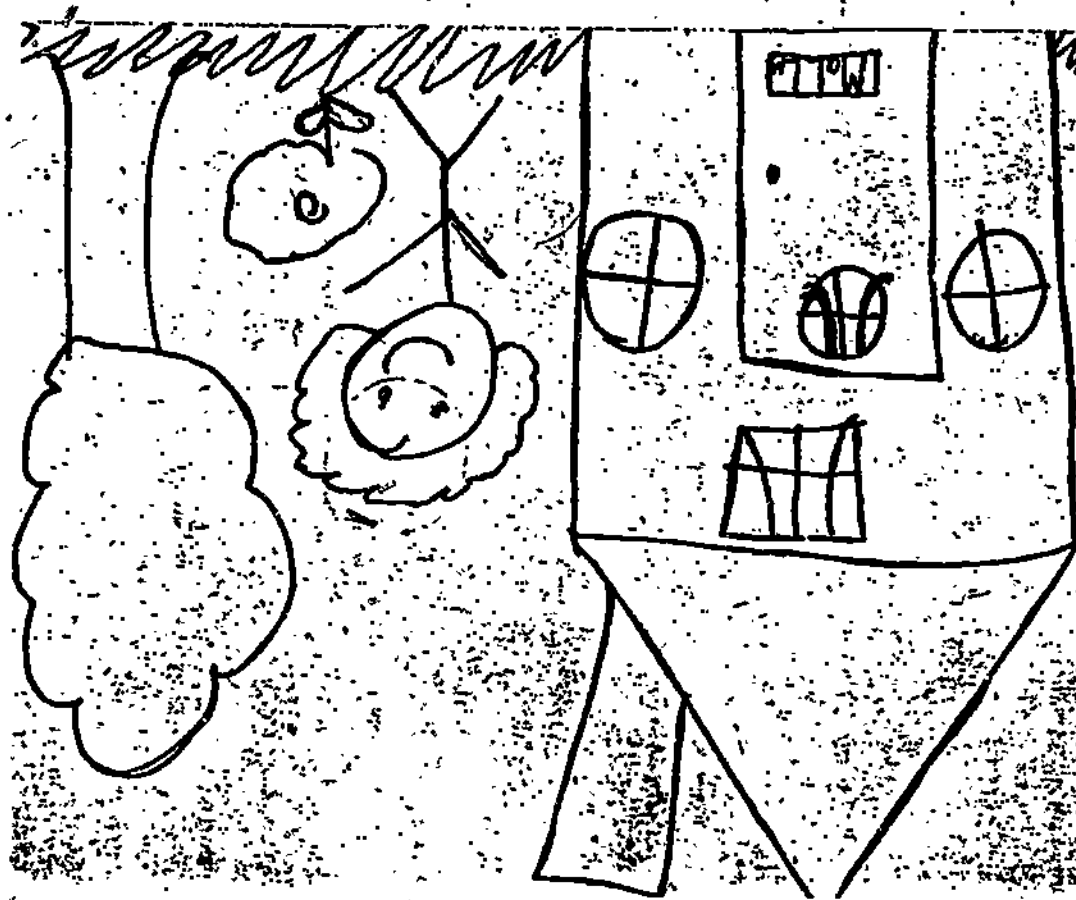
--Ronald David

6  
D a d d  
a u n t  
l e r w

My sister. She's trying to get the flower.

The lady came home and nobody was home and she did not have the keys. She could not get in. She is going to see if it is going to rain. It is not going to rain. I am happy.

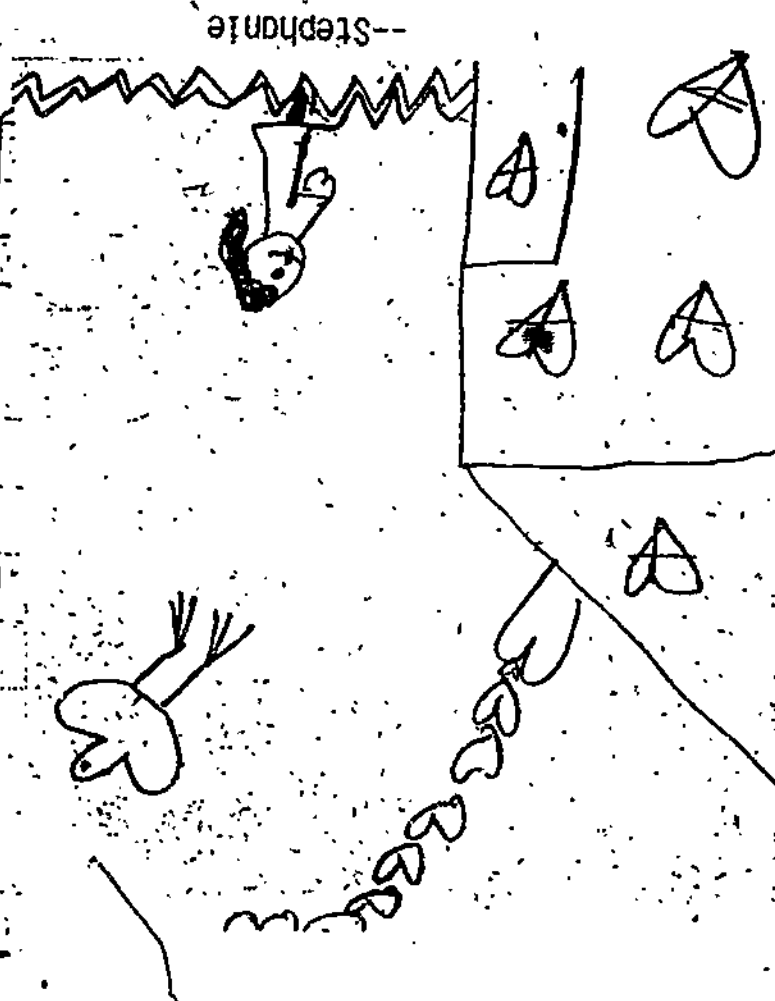
--Valerie Jones



the lady came home and no body was home and she did not have the keys. She could not get in. She is going to see if it is going to rain. It is not going to rain. I am happy.

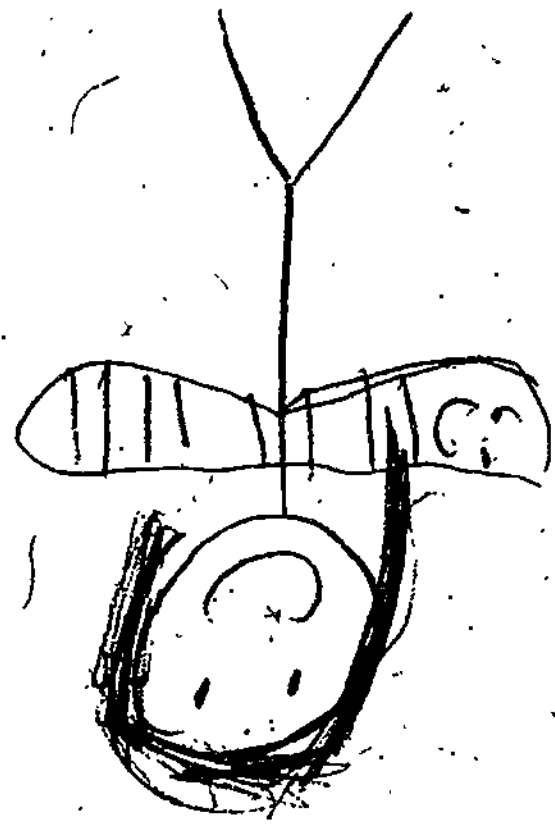
This is a valentine house.  
 This is a very nice valentine house.  
 Somebody is coming to my house.  
 The bird is flying.  
 I like that person that is coming to  
 my house. This person I know.  
 This person is going to my house.  
 Her name is Rosie.

This is a valentine house.  
 This is a very nice valentine house.  
 Somebody is coming to my house.  
 The bird is flying.  
 I like that person that is coming to  
 my house. This person I know.  
 This person is going to my house.  
 Her name is Rosie.

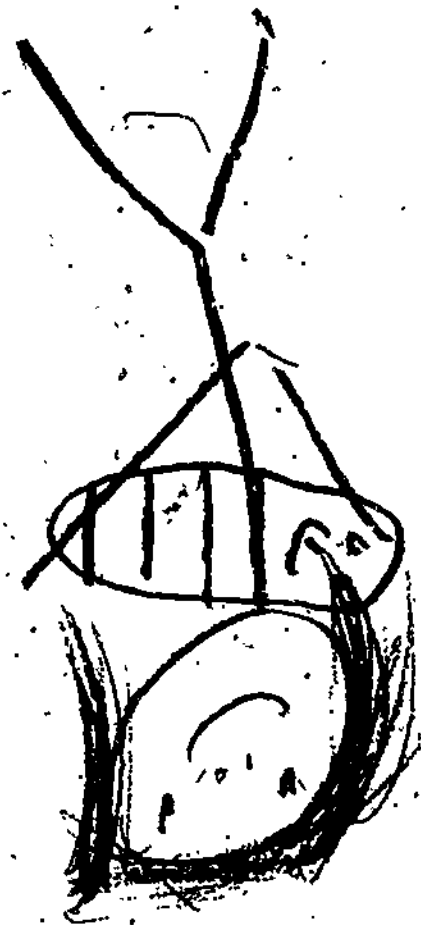


The girls share with the dollies. And the girls are very nice.  
The boys are just greedy;

28



21



--Valerie Jones

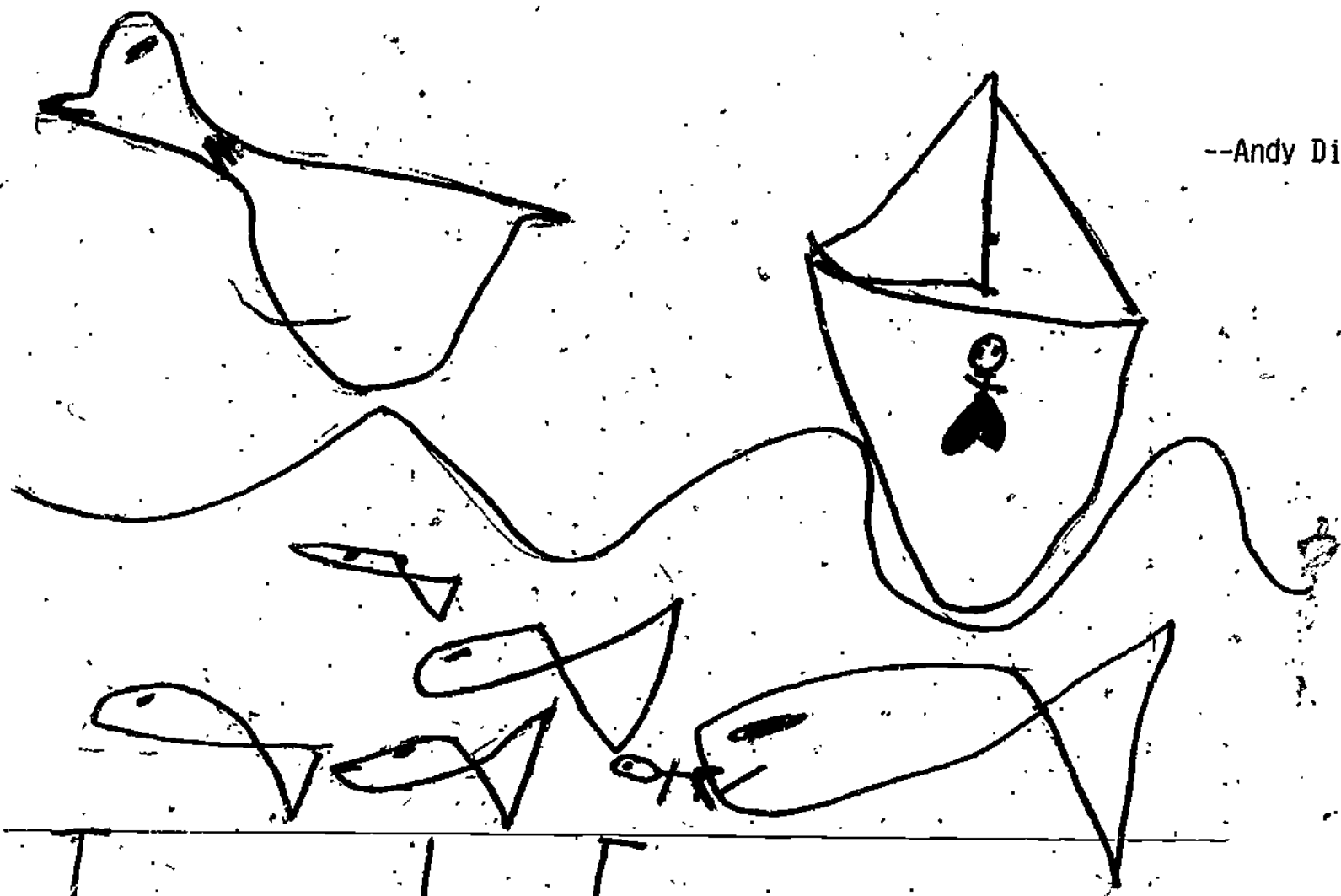
The girls share with the dollers  
an the girls are vane ree niss  
the boys are trees geadee



A bus girl's

--Daryl Stewart

The girl is getting on the bus.



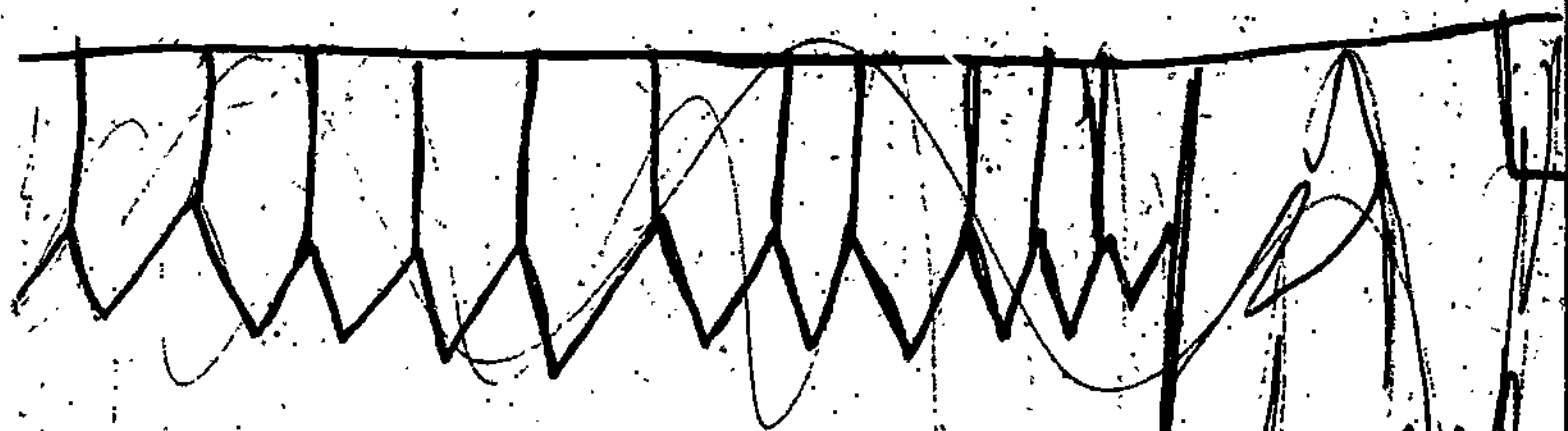
--Andy Dick

H O S H D H E L B  
 L E S I S T E

The shark is getting the little boy.  
 The little boy is getting the  
 fish to eat it.



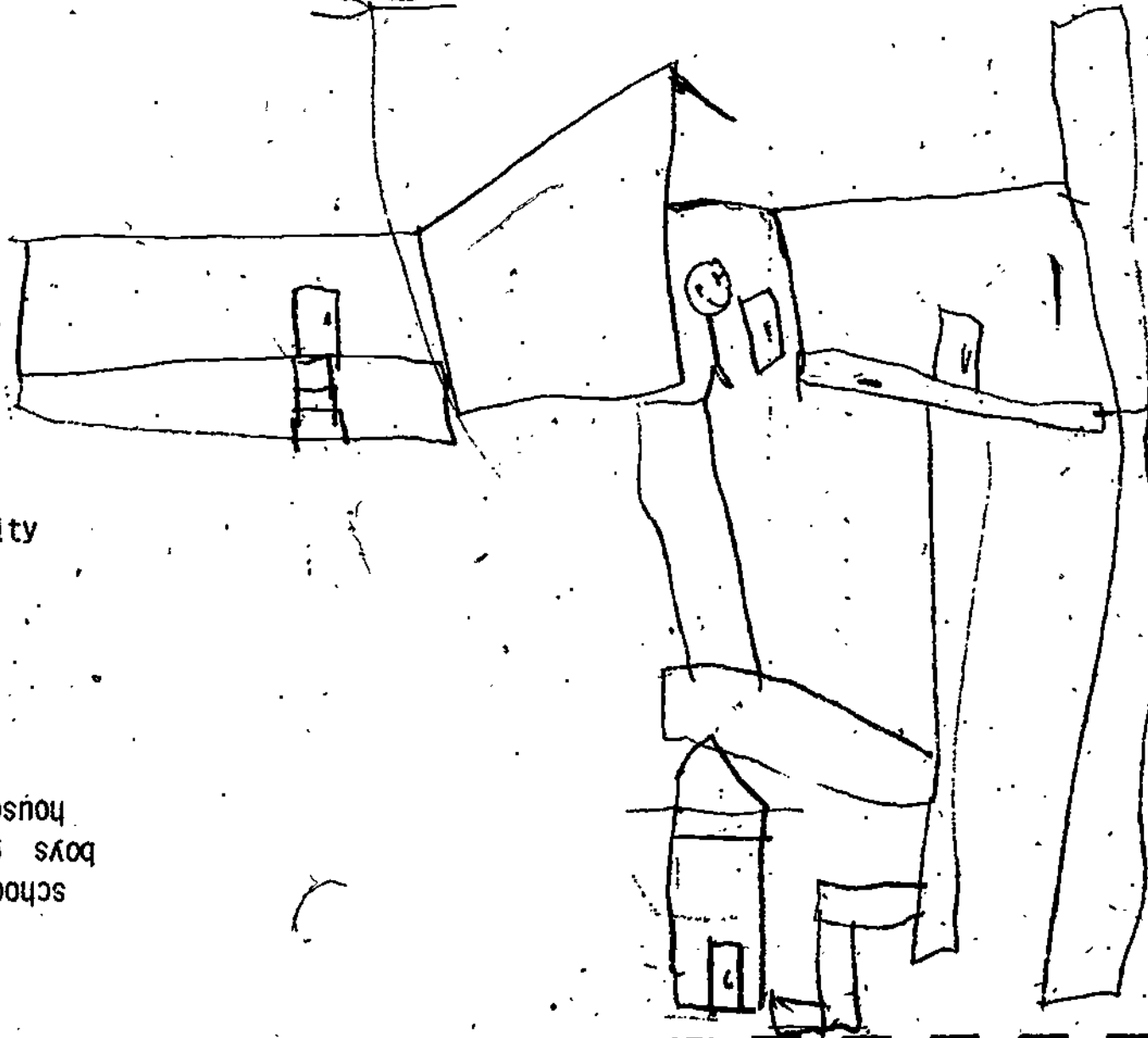
The house is on fire. It broke down and turned black.



--Rodney

THE HOUSE IS ON  
 FIRE. IT BROKE DOWN  
 AND TURNED BLACK

SCB OYSG INLSTHd

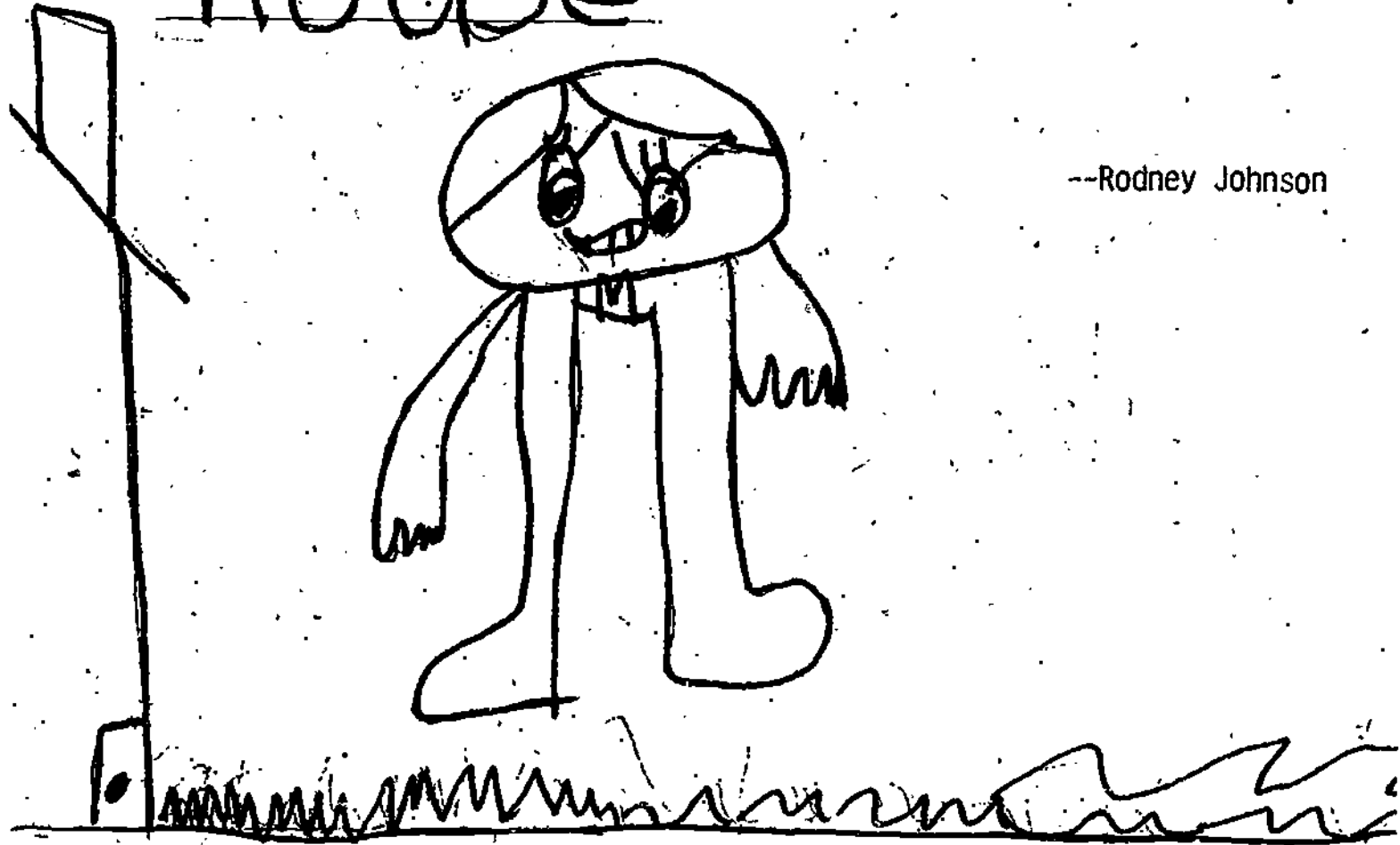


--Milford Calamity

school  
boys girls  
house

# Mr Mis G ON The HOUSE

--Rodney Johnson



Ganado Primary School  
A-Team Alex  
Valerie  
Maurice



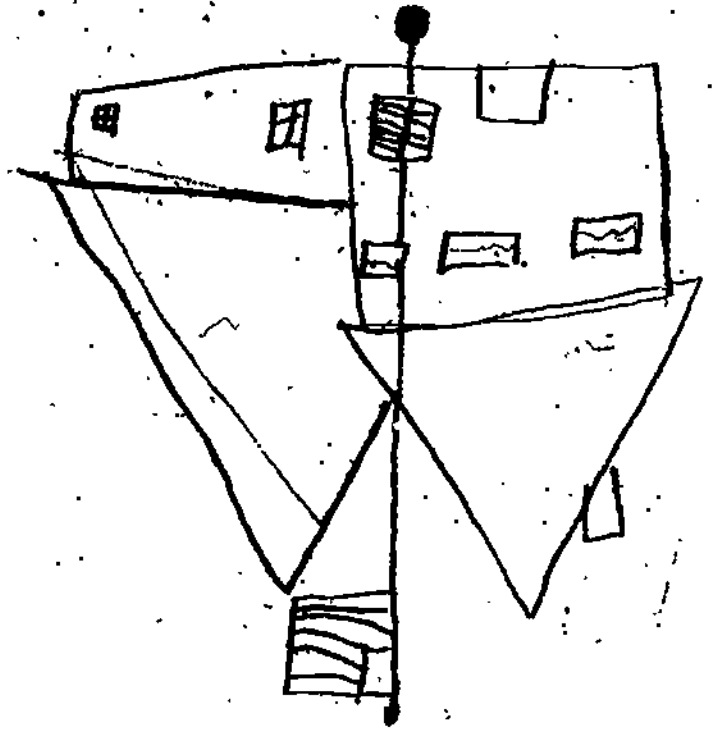
Maurice

Valerie

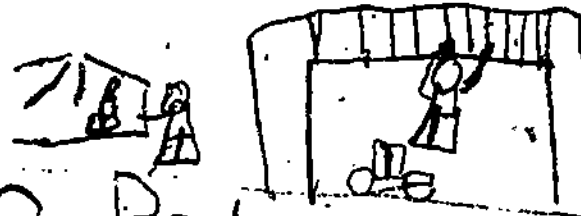
Alex

Mrs. Alex

Ganado



--Maurice Gore



The girl Brok her Bak.

The is Ca d pke / yes

--Brandon James.

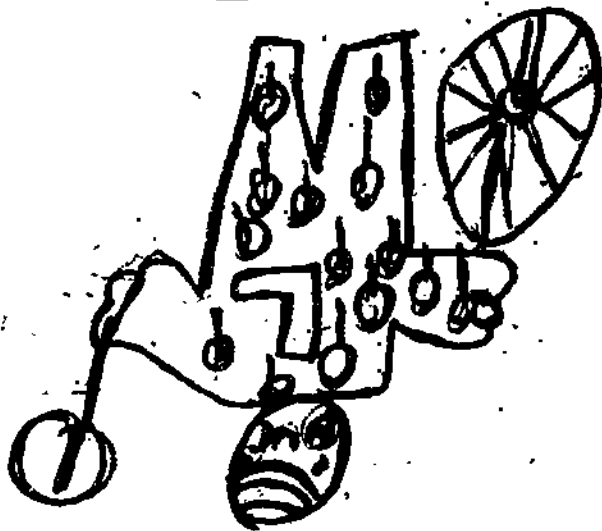
The girl broke her back. The boy is sad because he can't walk.

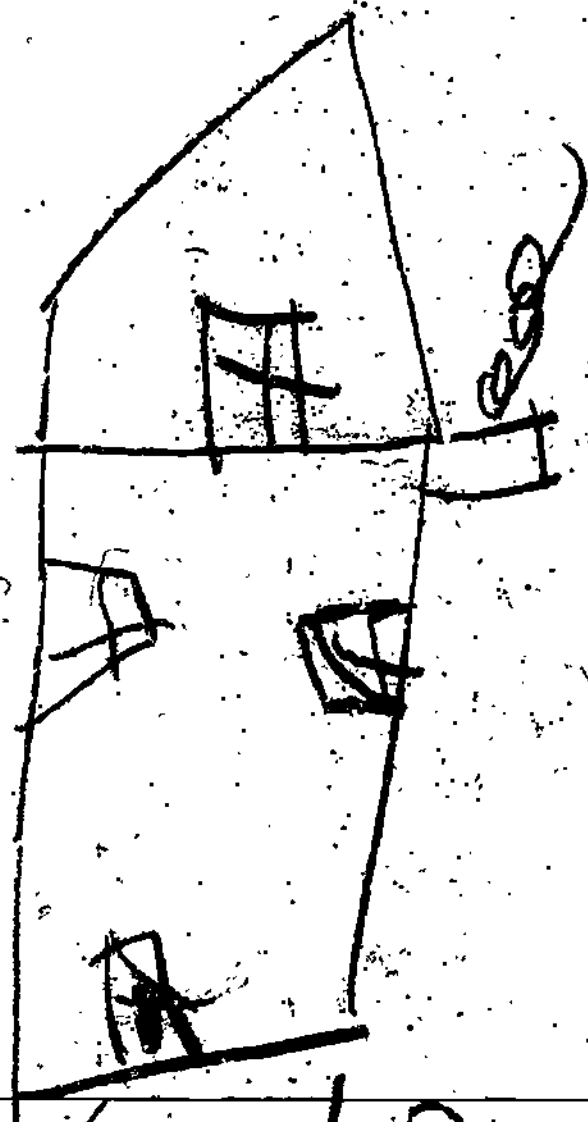
Mr. L is holding the tire.

--Brandon James

Brandon

Mr L is holding the tire



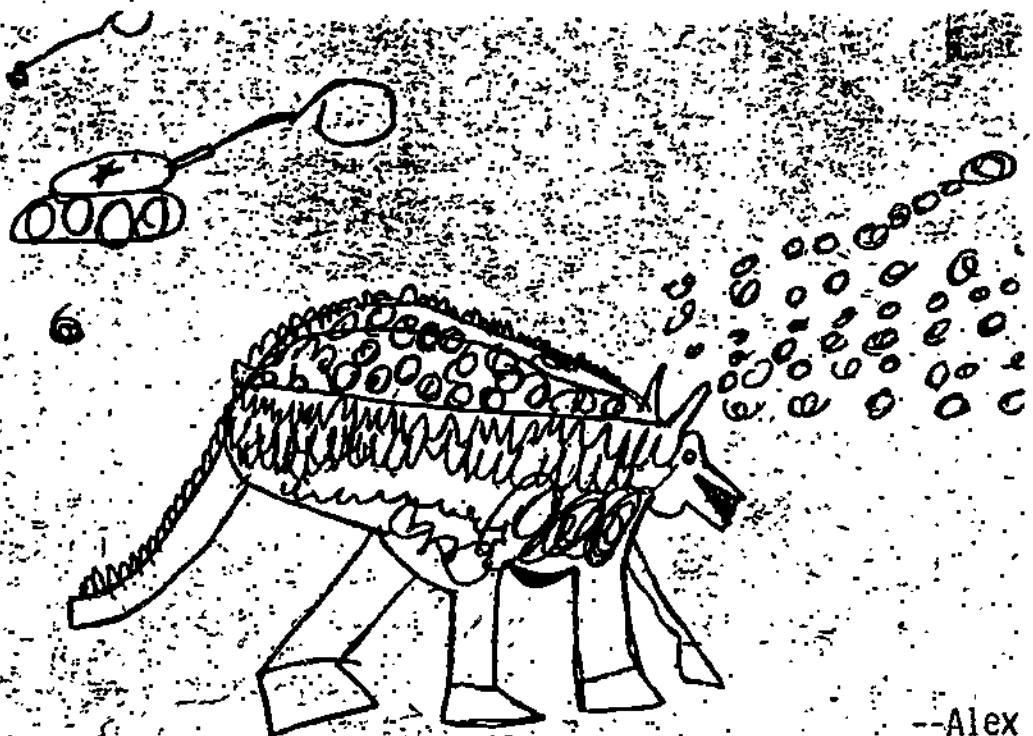


Tara Smith



Nard Ruthtabura

The house has a fire. This is an apple tree.



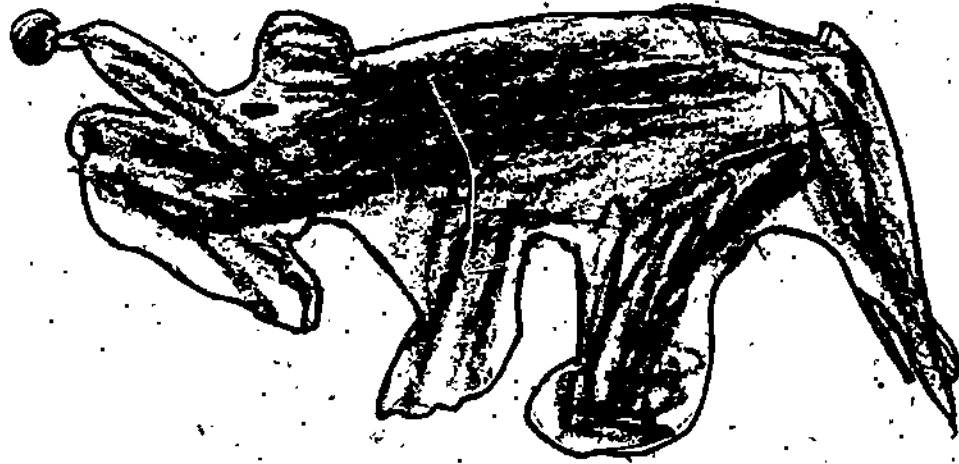
--Alex Brown

Alex

The Dinosaur is  
mad at the tiger.  
The tiger is mad.

The dinosaur is mad at the tiger. - The tiger is mad:





--Brandon James

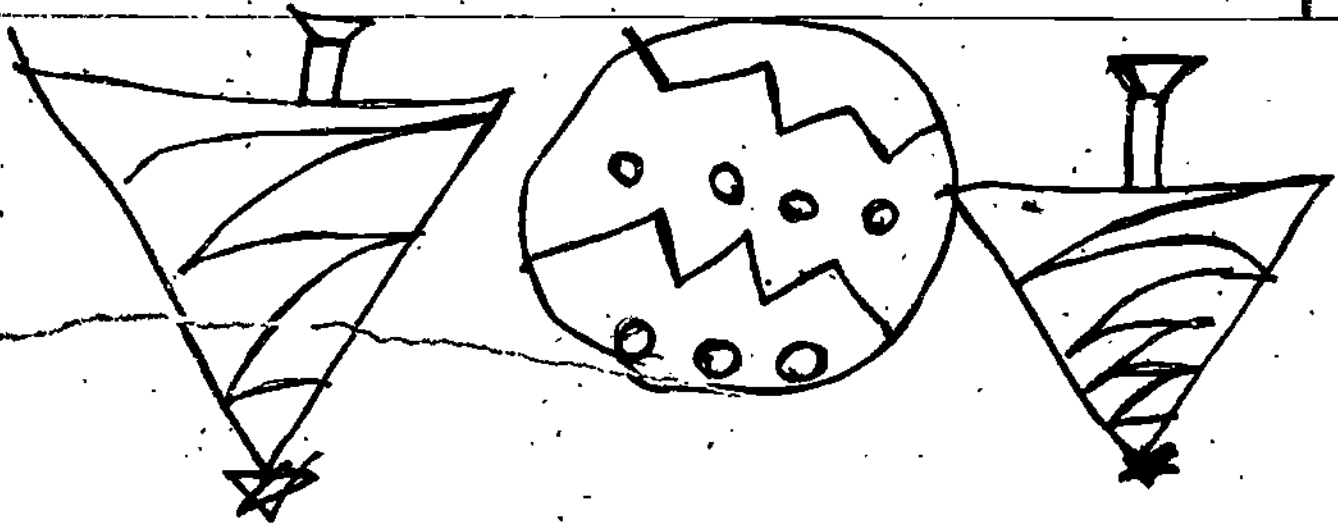
The triceratops is throwing rocks.  
The triceratops is throwing rocks.  
The triceratops is throwing rocks.

The Christmas tree is green. The egg is green.

--Carmela Mego

egg pen

Christmas is green.





--Jason Fader

Mr. L is making  
Lolie pops.

Mr. L is making lolipops.

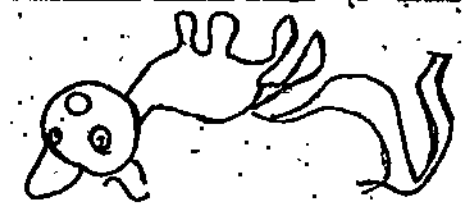
The cat is sad.

The Pac-Man

The house

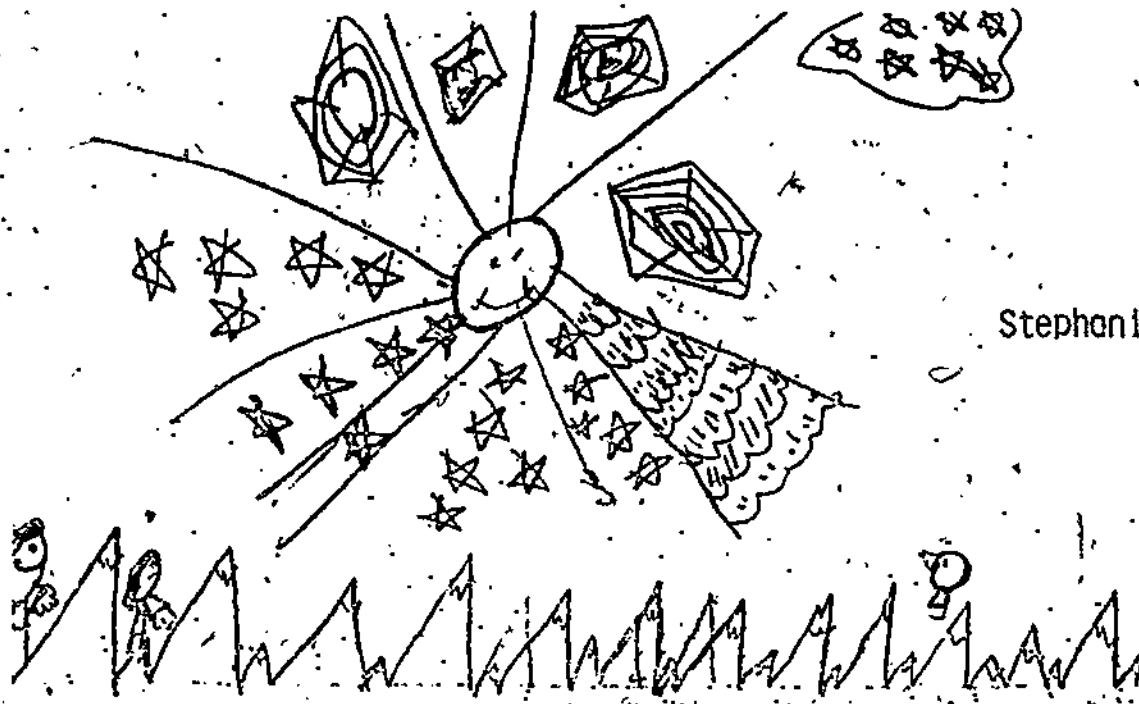
Good

The flags is



The flag is good.  
The house  
The Pac-Man  
The cat is sad.

--Wellmentia Baker



Stephanie

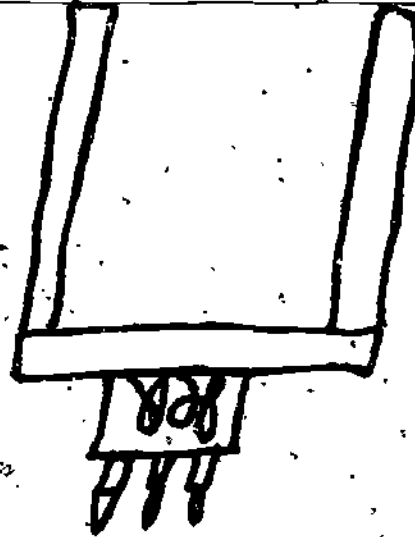
The sun is shining in my eyes it is verie  
 nis itic that it is verie verie. Nis its  
 fining are all over the sun bekrusons it is nis  
 i ming vare nis Wyiy dot you dot tik that  
 the sun is verie s Wel look at it and you  
 Wel see Wel it tek that it is nis  
 Wel it is verie NIS i do te we are  
 fres now naw you see naw i Wele  
 tik that it is veris nis Wel me  
 to we love retur yes wi sd tik tut  
 that it is nis the end

The sun is shining in my eyes. It is very nice. I think that it is  
 very, very nice. It has things all over the sun because it is nice.  
 It moving very nice, why don't you think that the sun is very nice?  
 Well, look at it and you will see. Well, I think that it is nice.  
 Well, it is very nice. I do too. We are friends now. Now you see  
 how I will thir that it is very nice. Well, me too. We love each  
 other. Yes, I should think that it is nice.

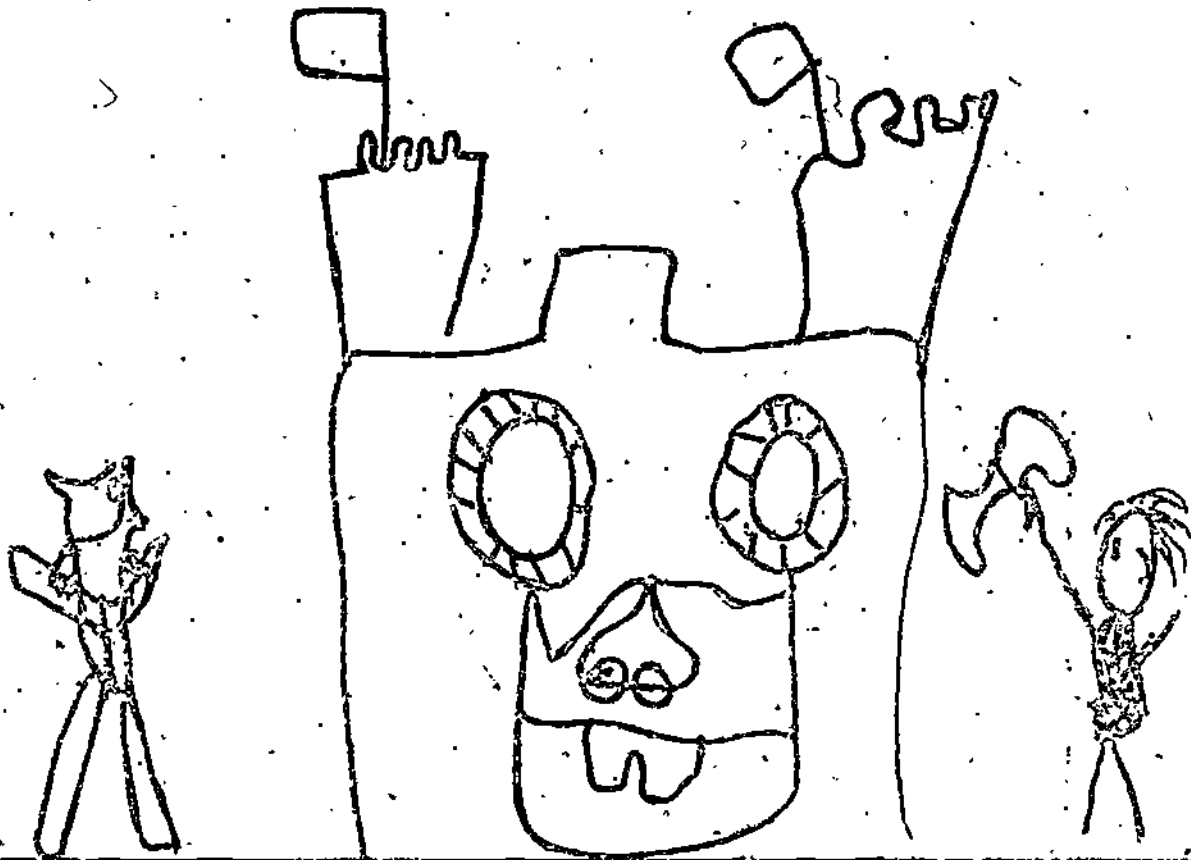
The End

The cake is red.  
The candle is green.

The cake is red  
The candle is green



Art Indo

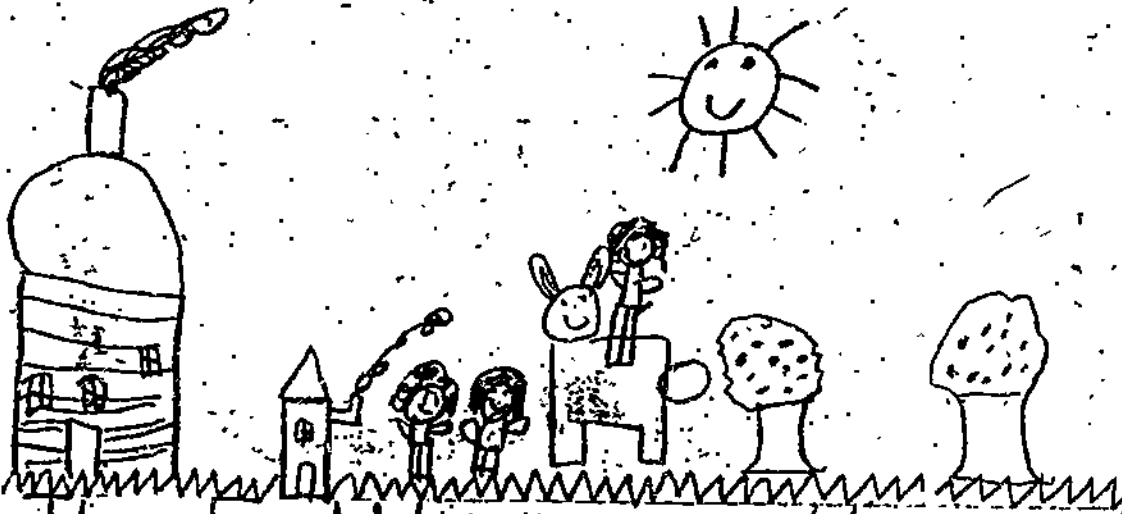


He man is fite we  
So rrrr

--Rodney Johnson

He Man is fighting with skeleton.

--Marcie Evans.



The Boy's and girls  
Sharing With The  
Rabbit

The boys and girls are sharing the rabbit.





--Valerie Jones

This is me an I am  
picking somee flors  
an my hair is Brown  
anmy eyes is Brown too

This is me and I am picking some flowers and my hair is brown and  
my eyes is brown too.



--Learoyd Begay

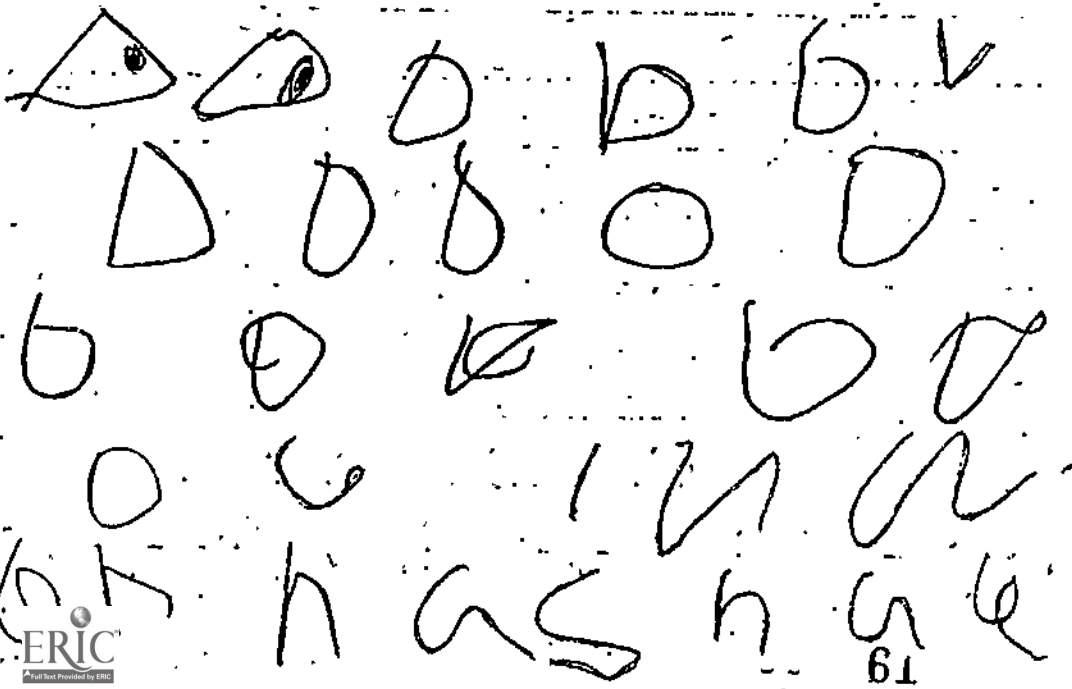
The Cat is on the  
tree.

The cat is on the tree.

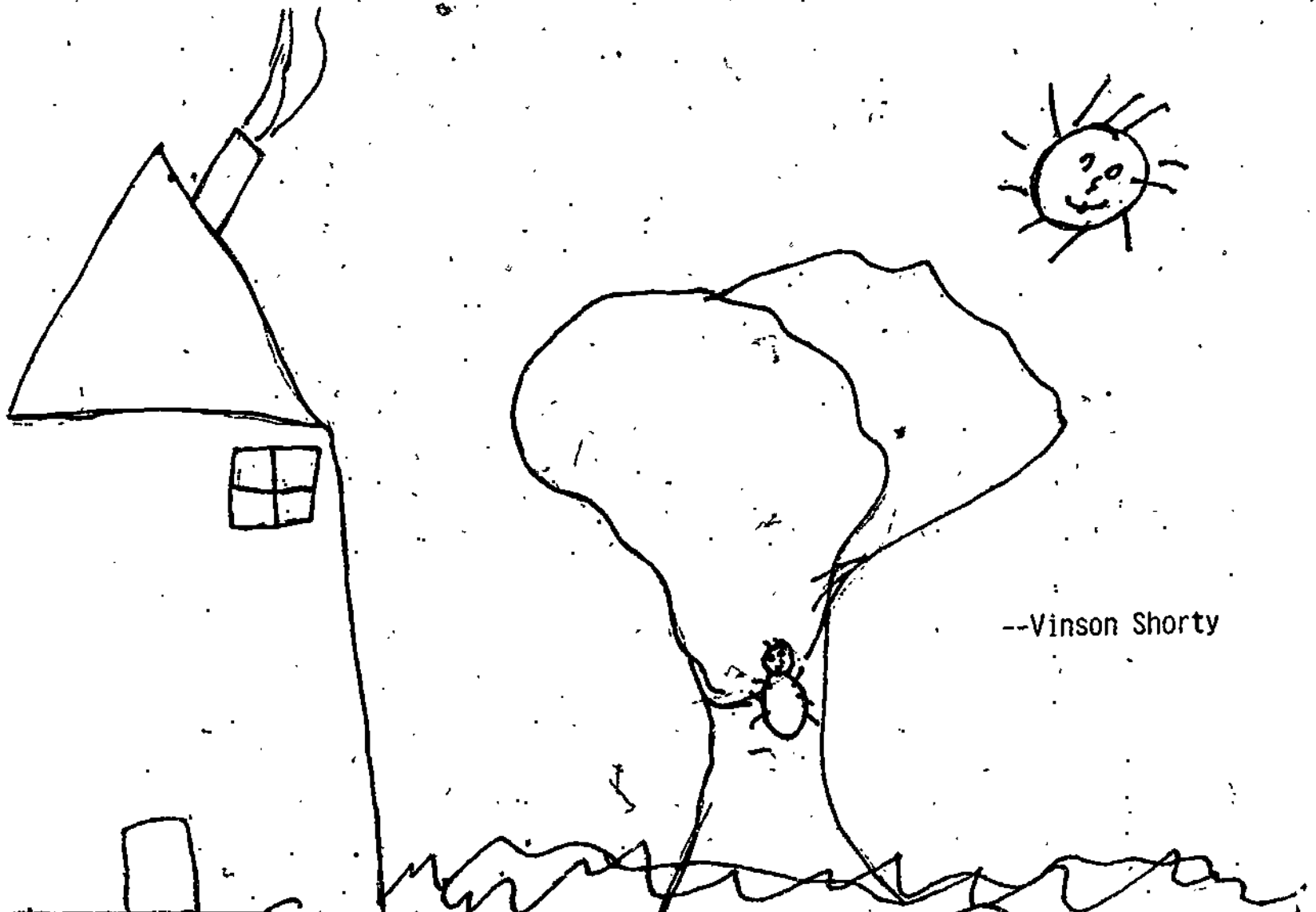
09



--Ronald David



Pac-Mon

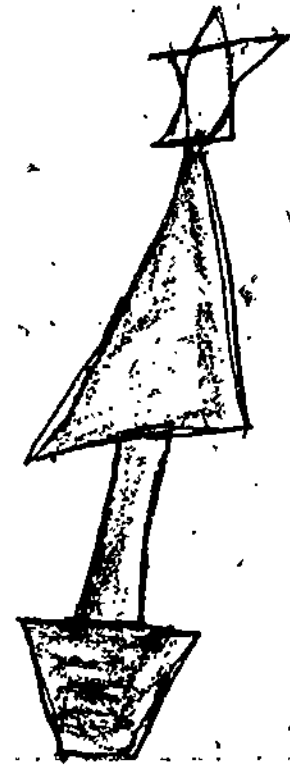
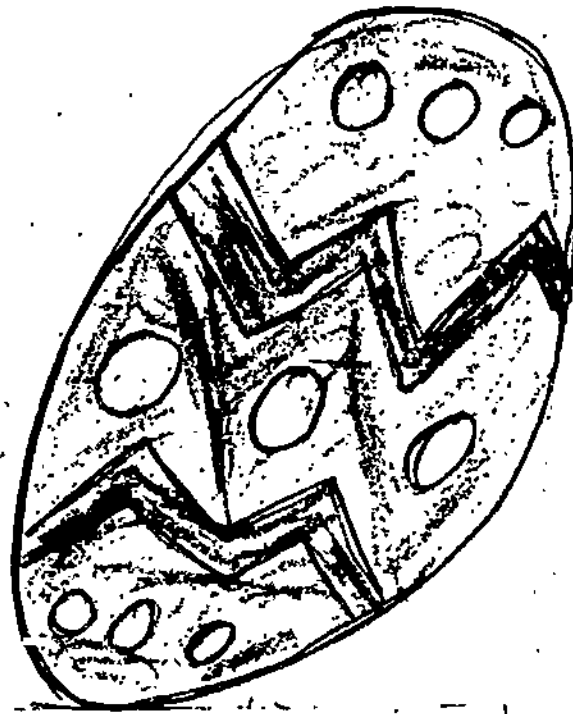
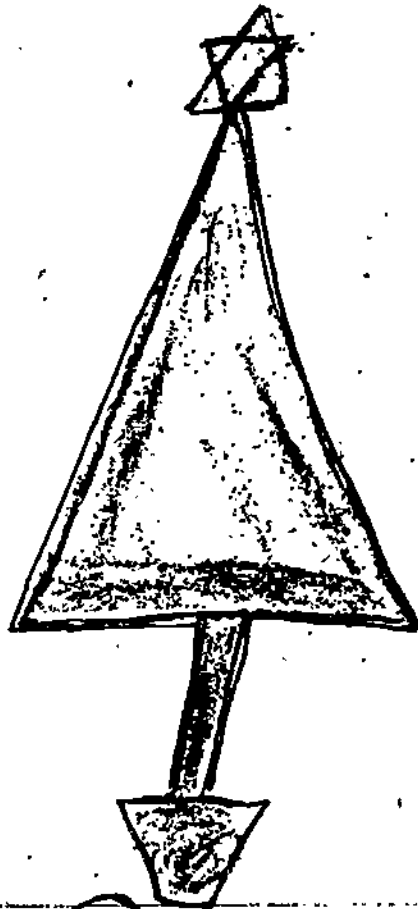


--Vinson Shorty

HOUSE L SPID

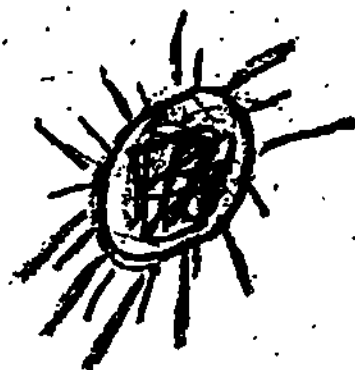
ee

69 The house is little, The spider is on the tree.

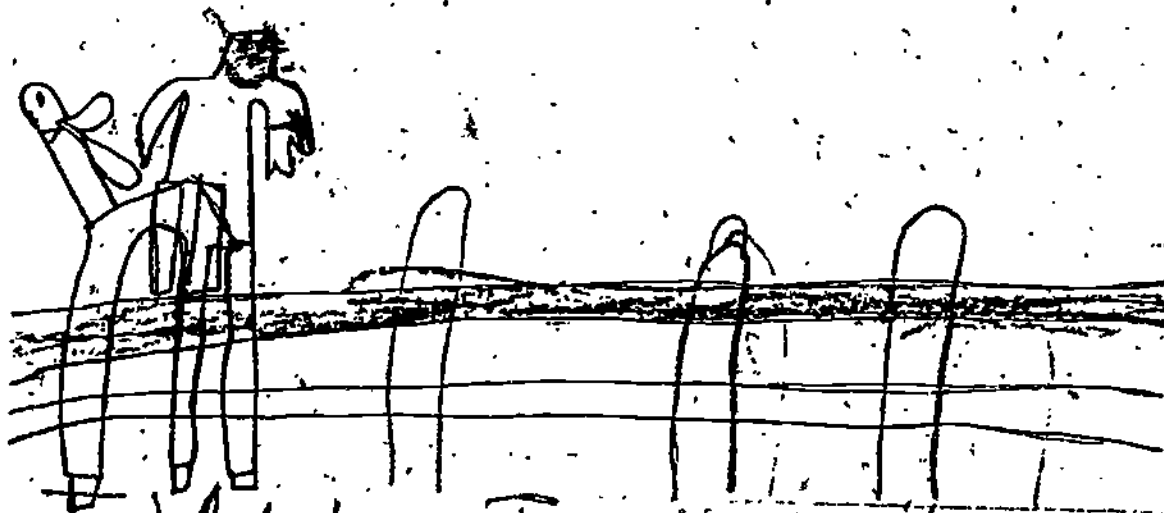


--Arlinda John

Christmas is green  
The Egg is yellow



--Jason Foder



I Wish  
ROPEO

I ws ona

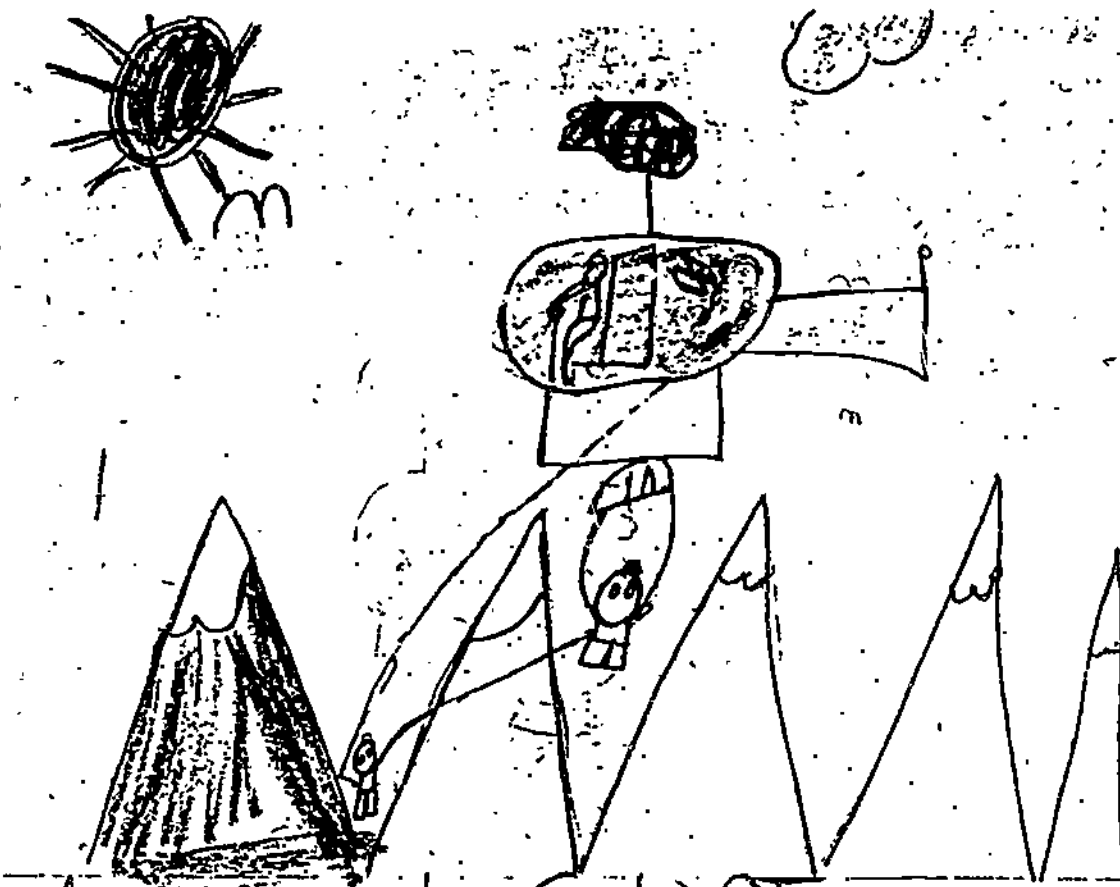
I wish I was on a rodeo.

--Tina Manning



umbrella  
and flower.

Umbrella and flower.



--Brandon James

A mr t shd  
The bus the wido  
mr t





--Alex Brown

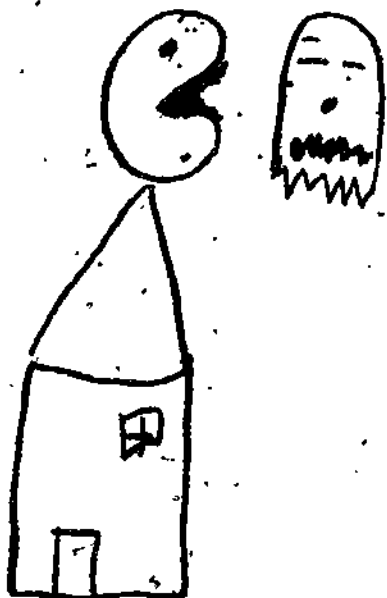
The horse jumped on the man.

The horse

jumped on the

man





--Marcie Evans



The boys AD girls  
RWFDH

The boys and girls are riding the horse.



--Carmela Meo

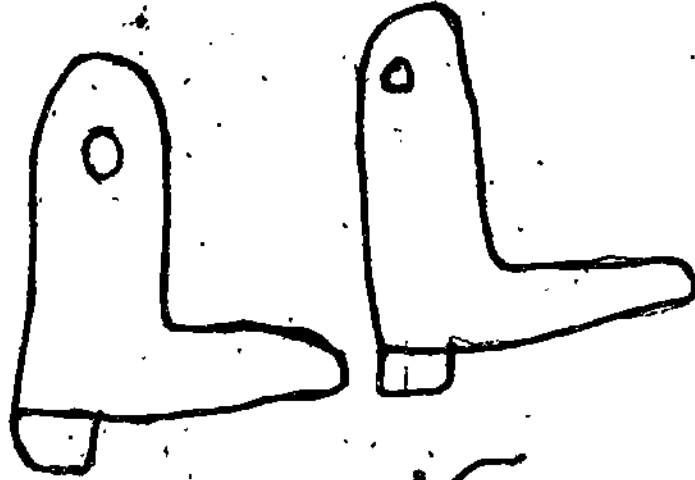
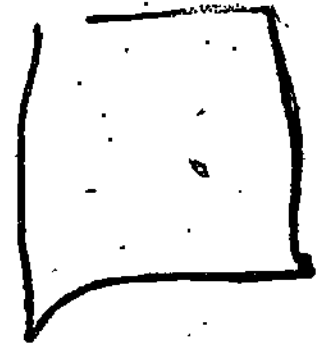
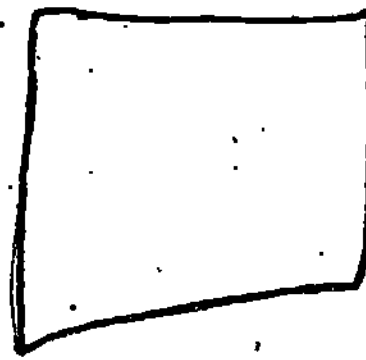


Ran the is Red  
 blue. purple  
 black yellow green

The rainbow is red, blue, purple, black, yellow, green.

Rainbow

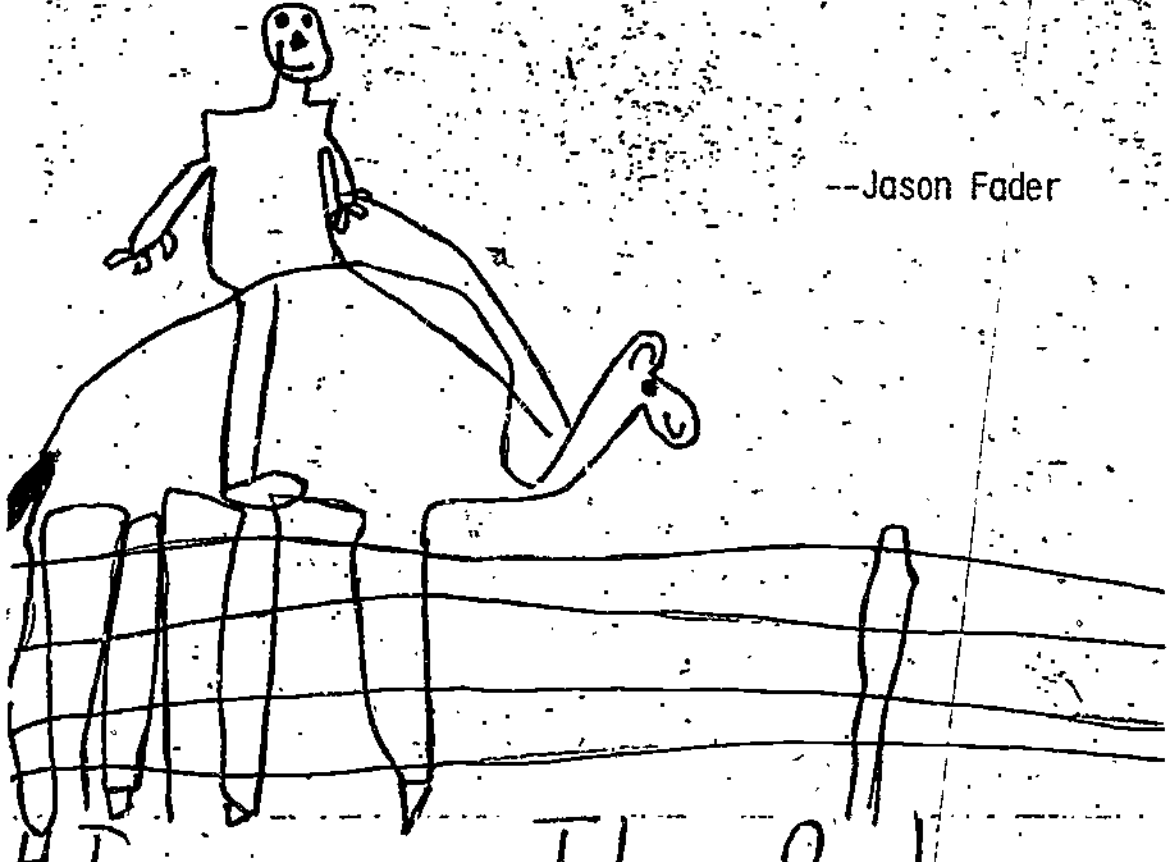
57



XC K

--Jerome Yazzie

Sr Broosh PAKSA d



--Jason Fader

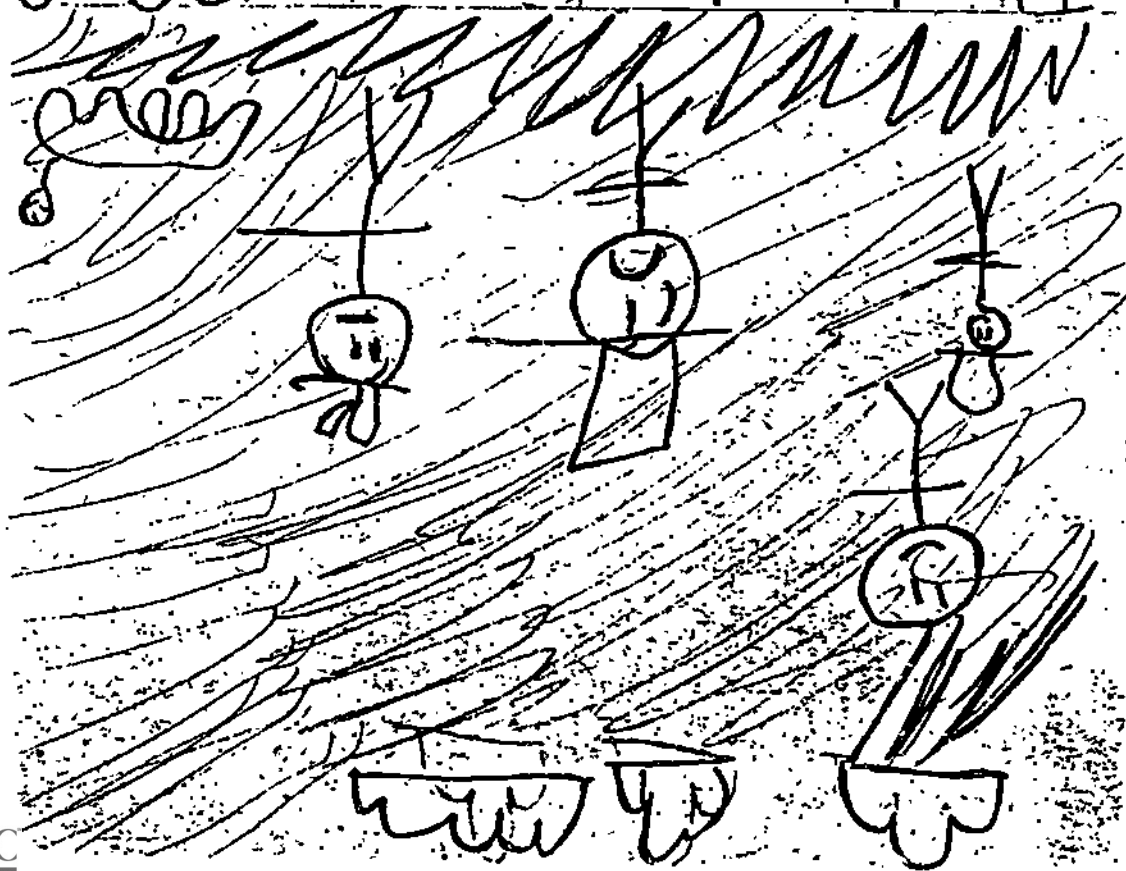
I am on The rodeo  
I am going to take off

I am on the rodeo, I am going to take off.

The boys have green grass. They play in the grass.

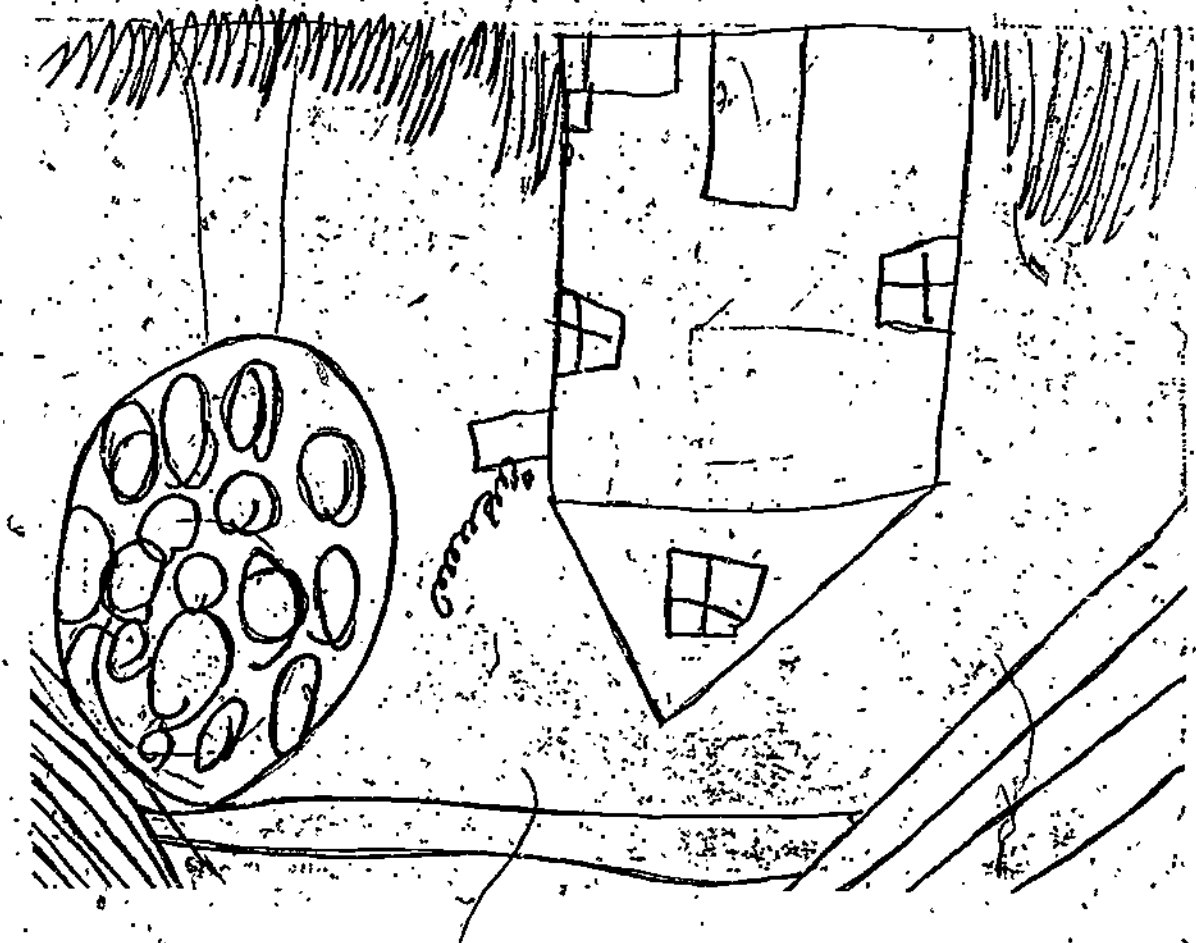
grass

The boys have green grass  
They play in the



House and tree.

House and



--Tara Smith



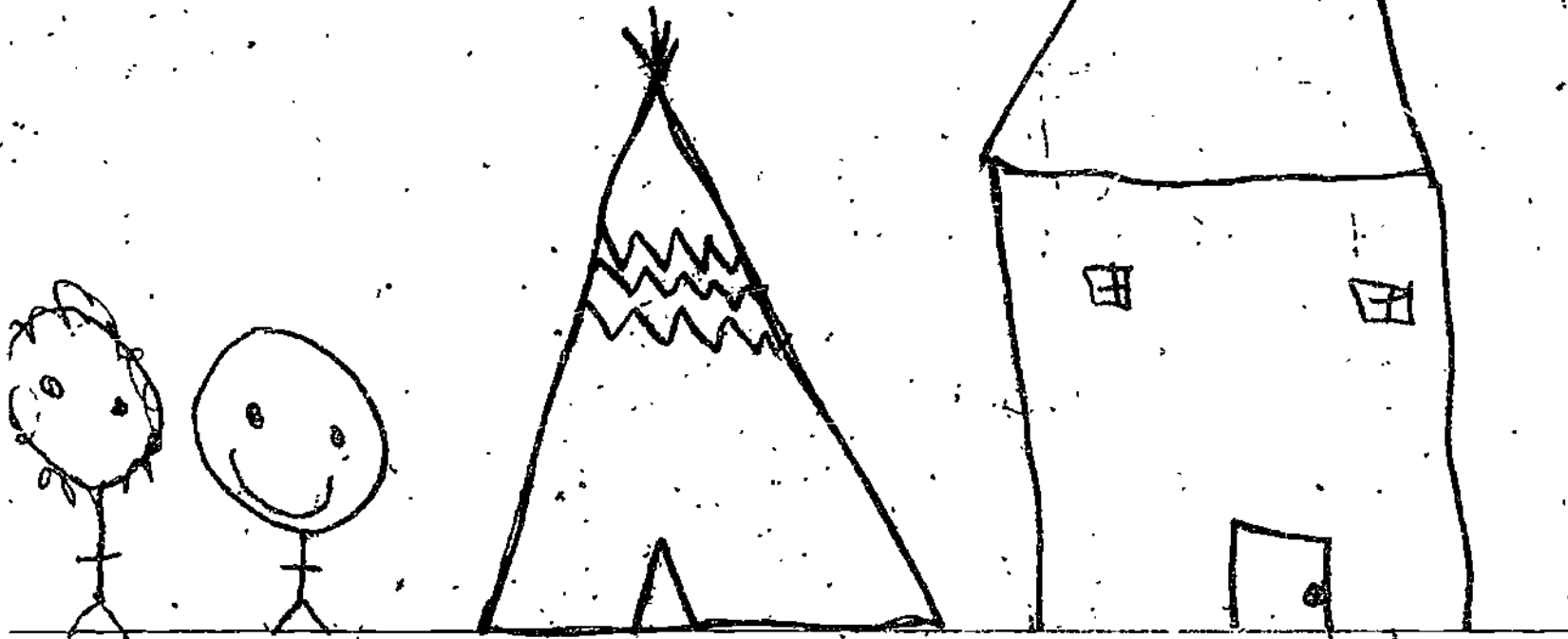


--Vinson Shorty

House and sun.

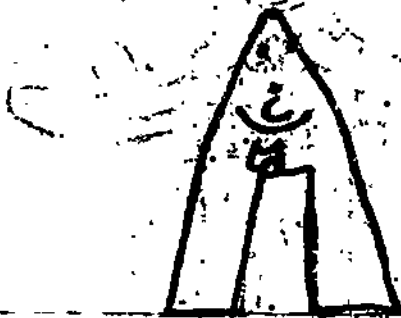
Houss And Sun

--Tina Manning



House and teepees,  
Boys and girls,

House and Teepee  
Boys and girls



Mr. C is walking

--Legroyd Begay

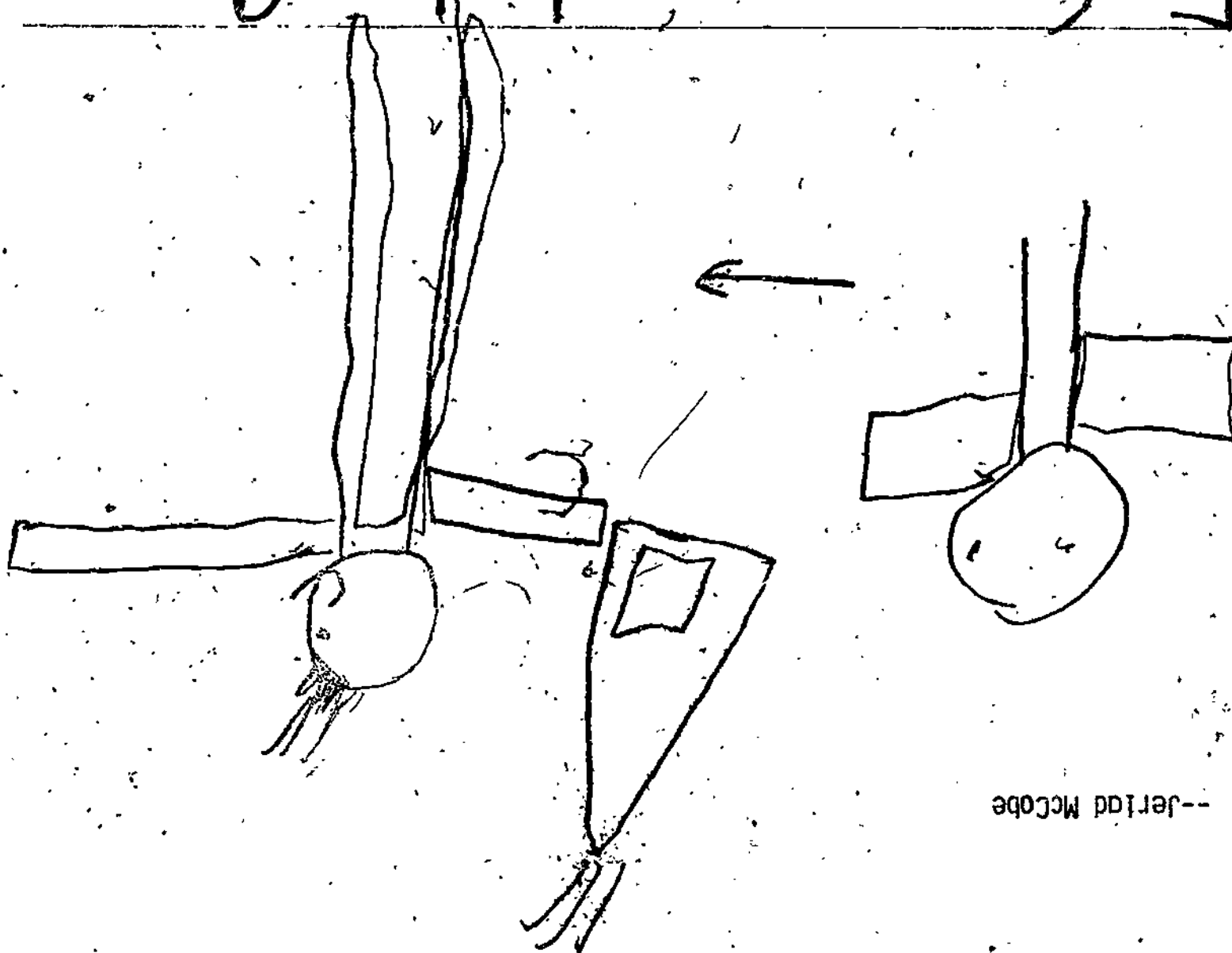
Mr. C is walking

This Indian shoots the other Indian.

18

88

The Indian who shot



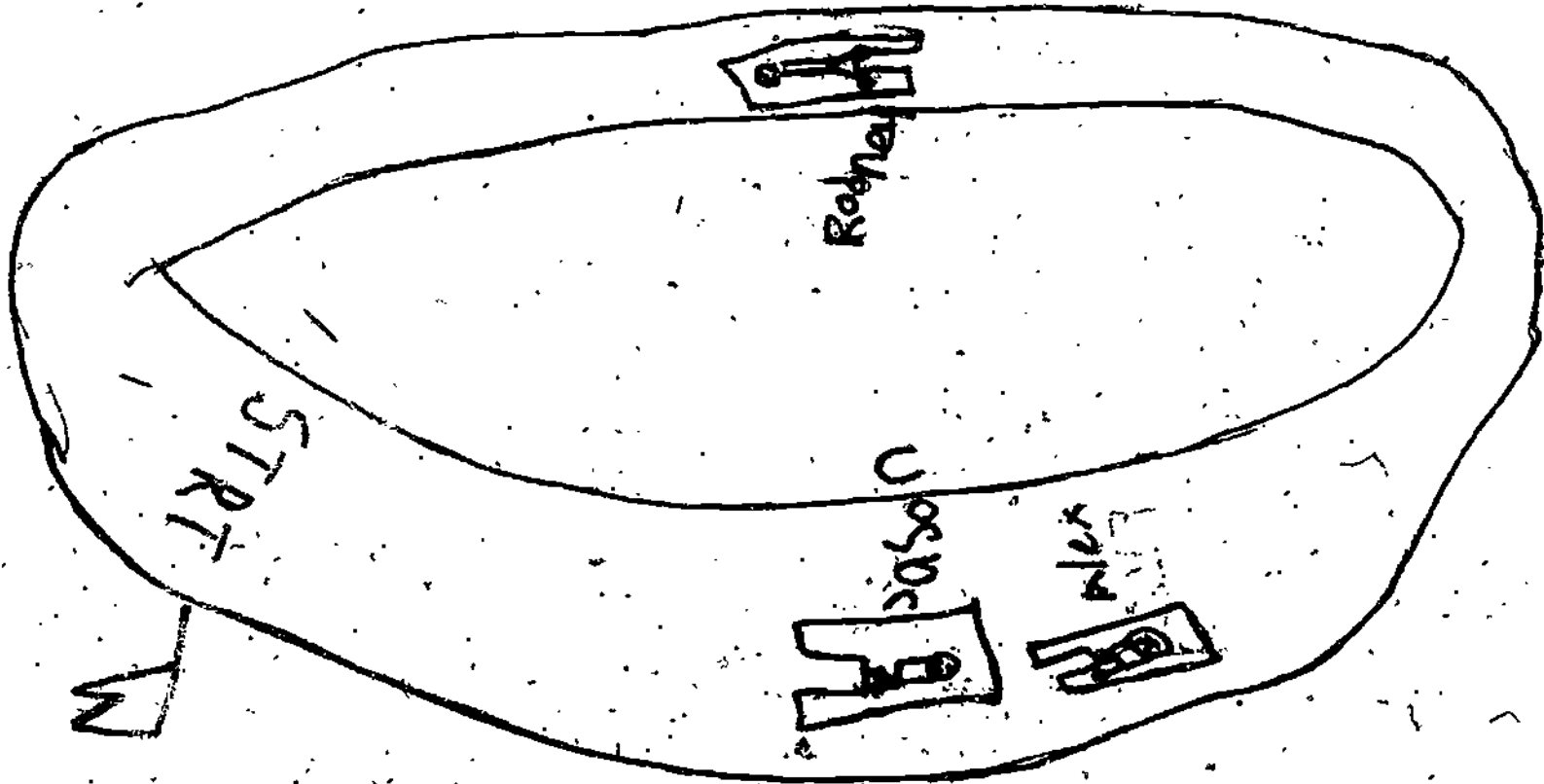
--Jerald McCabe

I am winning. We are having a race.

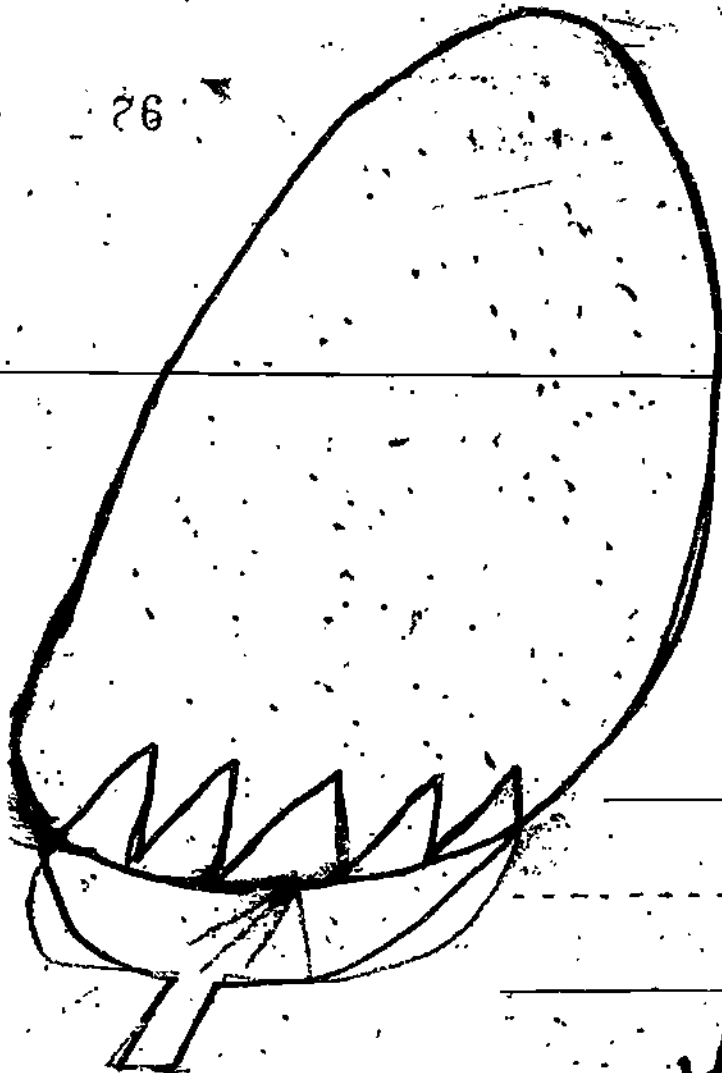
Jason Foder

Then a was

I ym w'm we orp



The strawberry is red. The strawberry is good.



--Aprilinda John

Strawberry is red  
The strawberry  
is good



---Stephanie Peterson

he kin is going  
 to the kasol it  
 is kob aot sib  
 it is snu ad sib  
 em in sib uVthe  
 kin kasol

The king is going to the castle. It is cold outside. It  
 is sunny outside. I am inside of the king's castle.



--Marice Evans

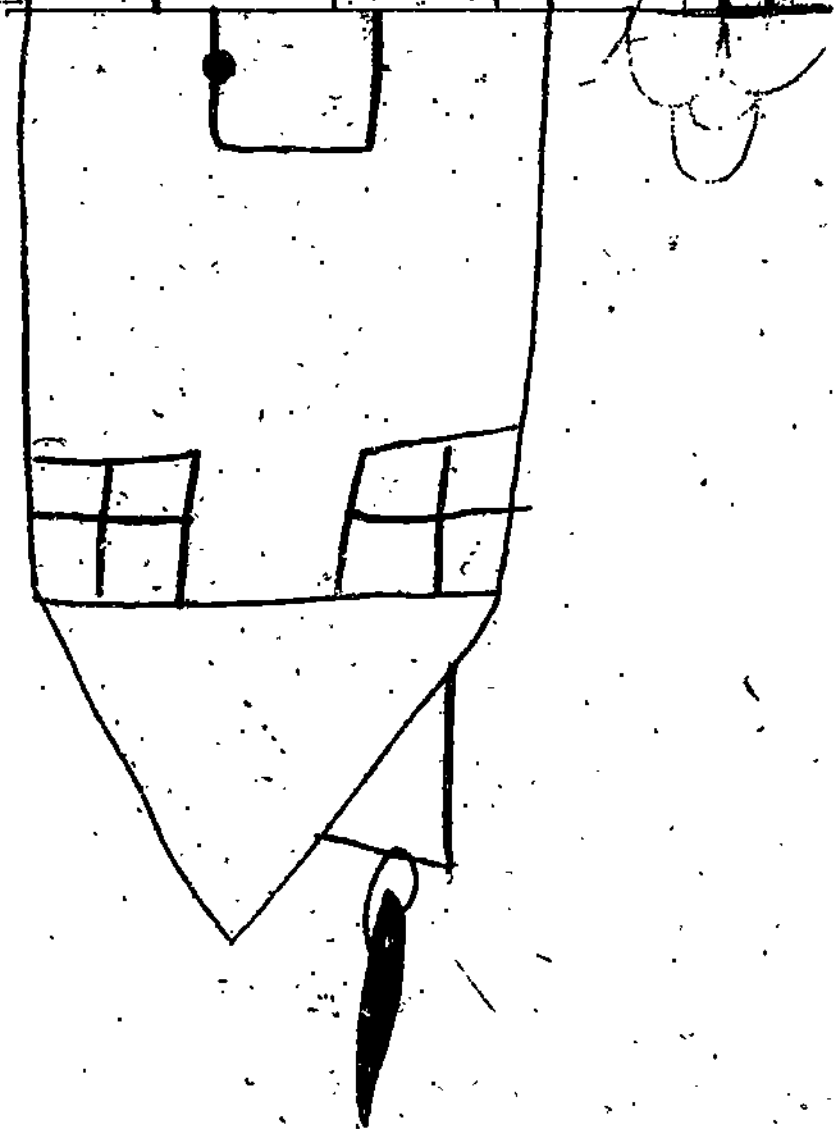
The G H C I L O  
C b C b c i e i t a b c a C O b  
H H H O C O b C i c  
C A N S b C C R S

MISS A'S birthday. She is happy.



The house is doing something.

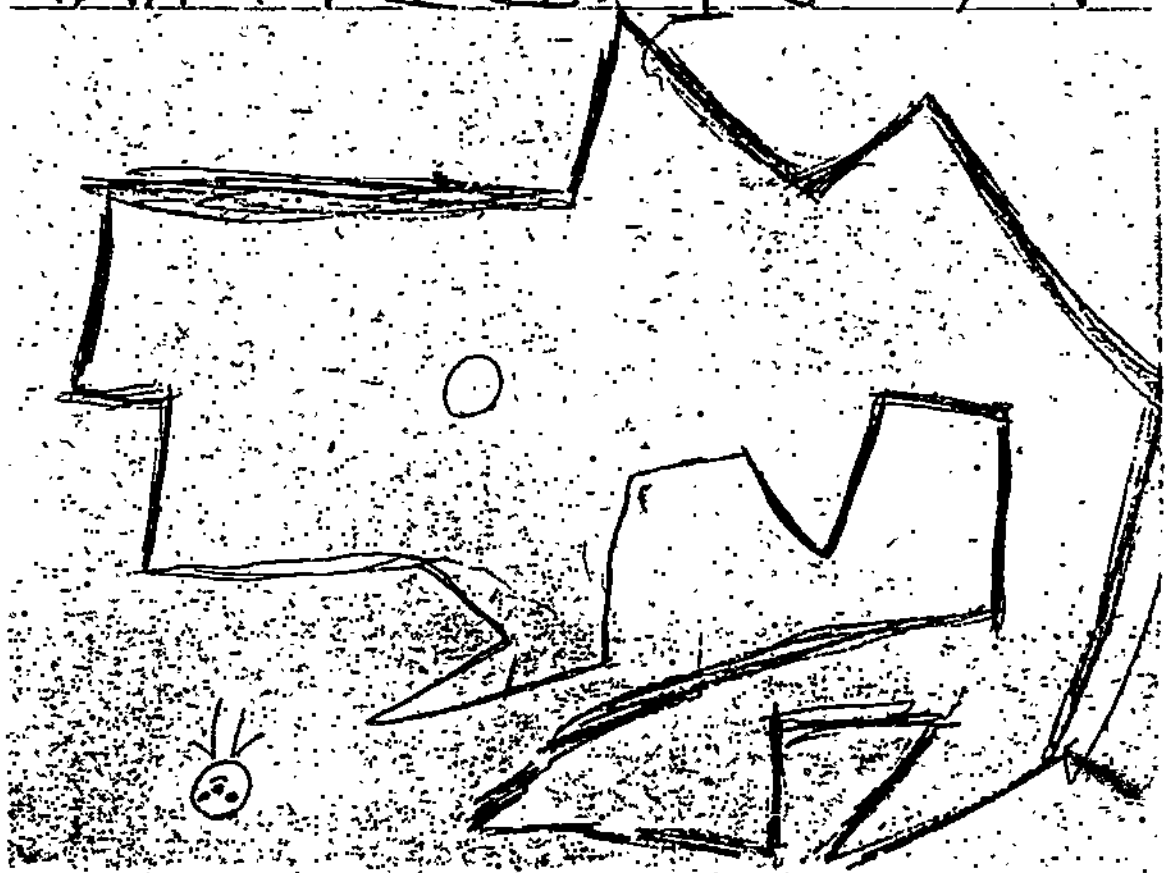
~~The house is always smiling~~



--Michelle Poid

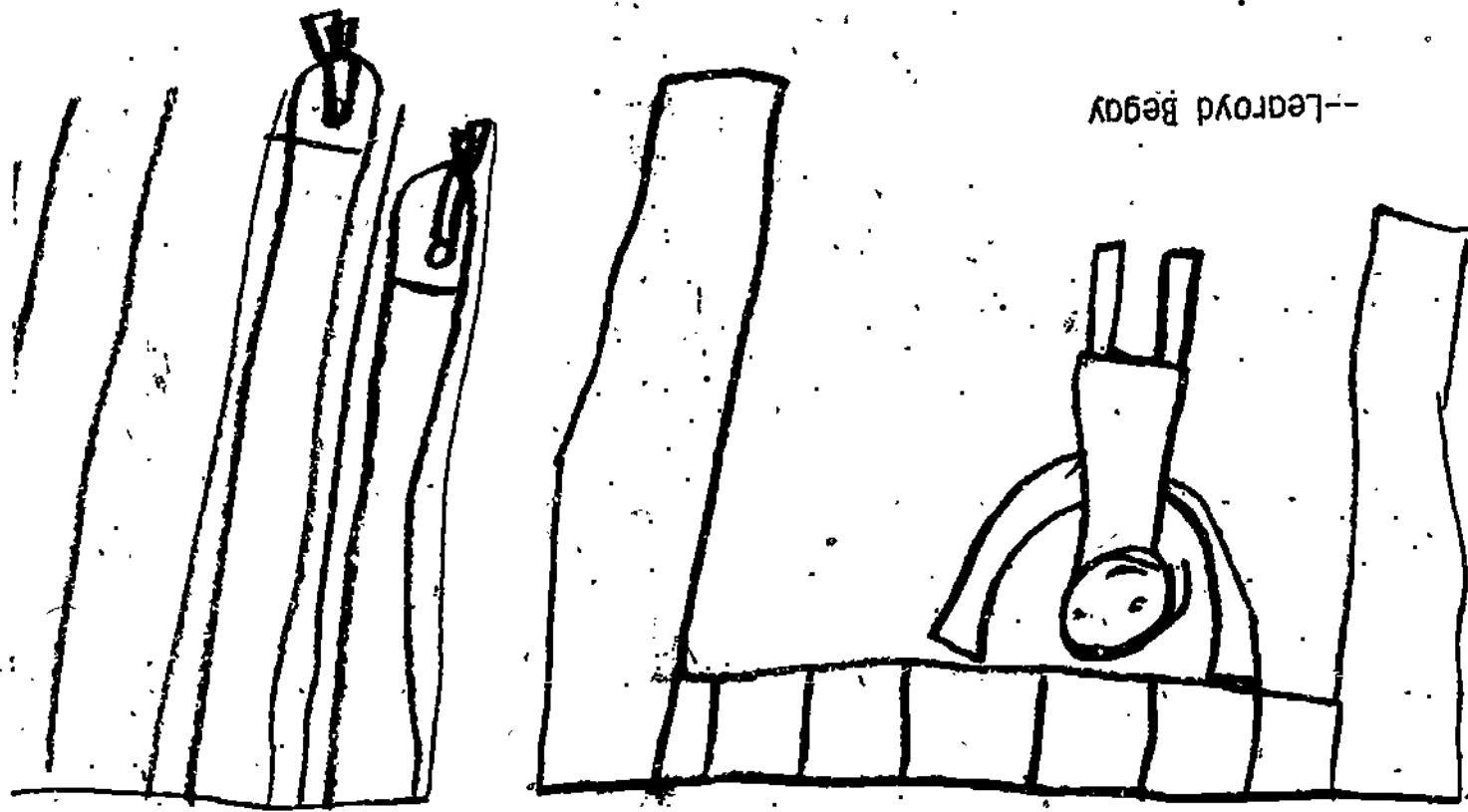
A baseball game.

N O R T H  
 P A R K  
 G O L F C O U R S E



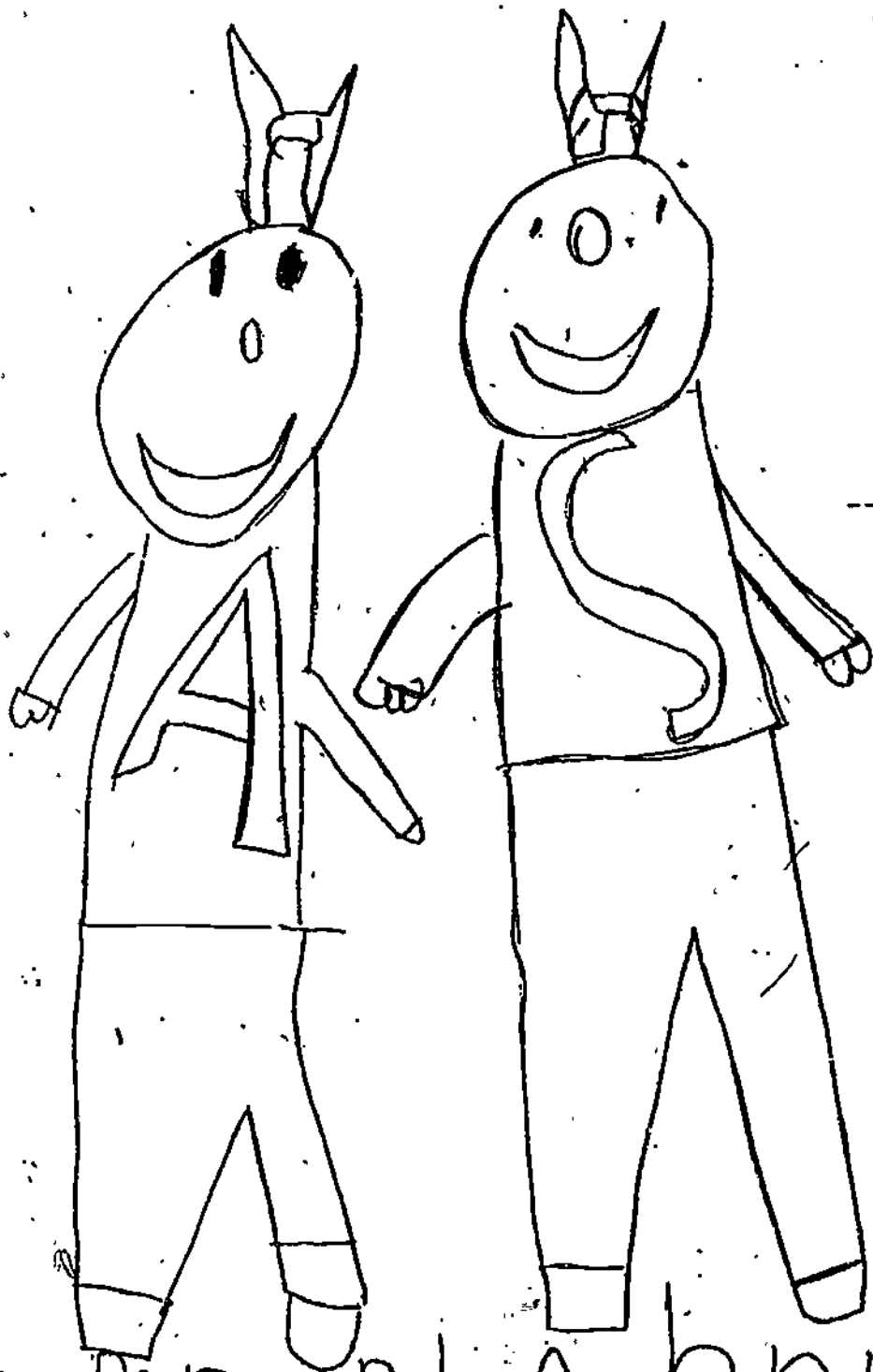
--JR Shondee

The girls are swinging.



--Learoyd Begay

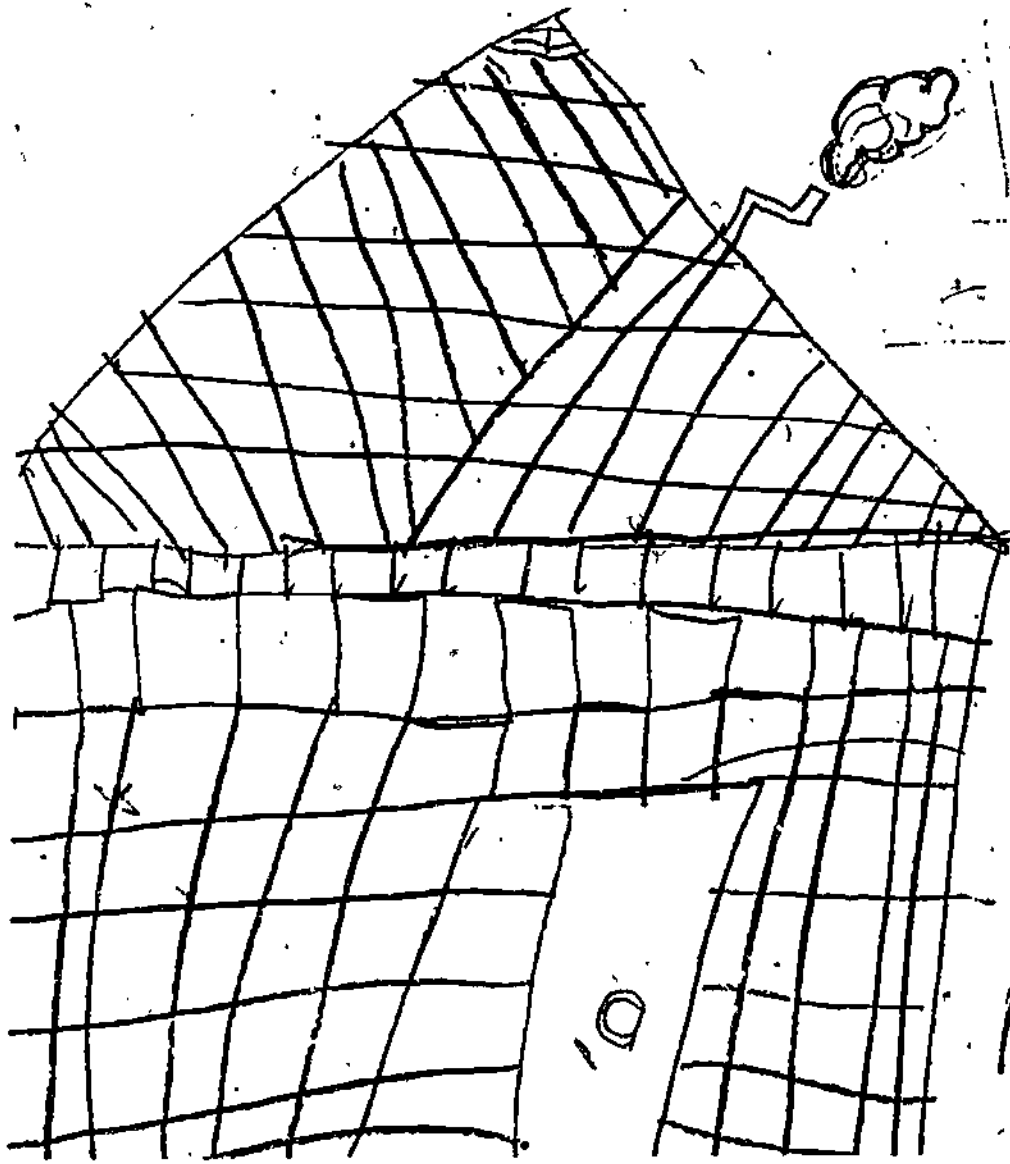
The girls is swinging



--Tara Smith

Boys and girls at school.

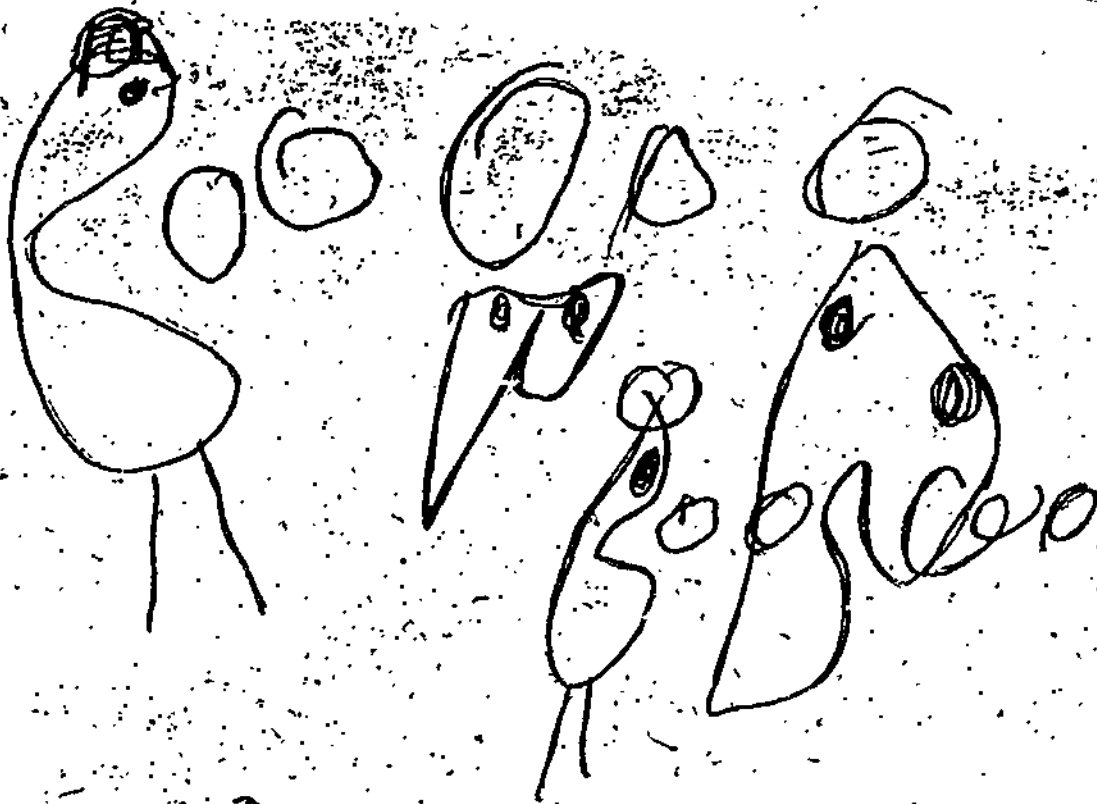
BOY-NBA HAUS



The boys are playing  
 not sid it is warm  
 not sid it is warm  
 The boys are sad, bekus  
 not playing  
 with me  
 the end

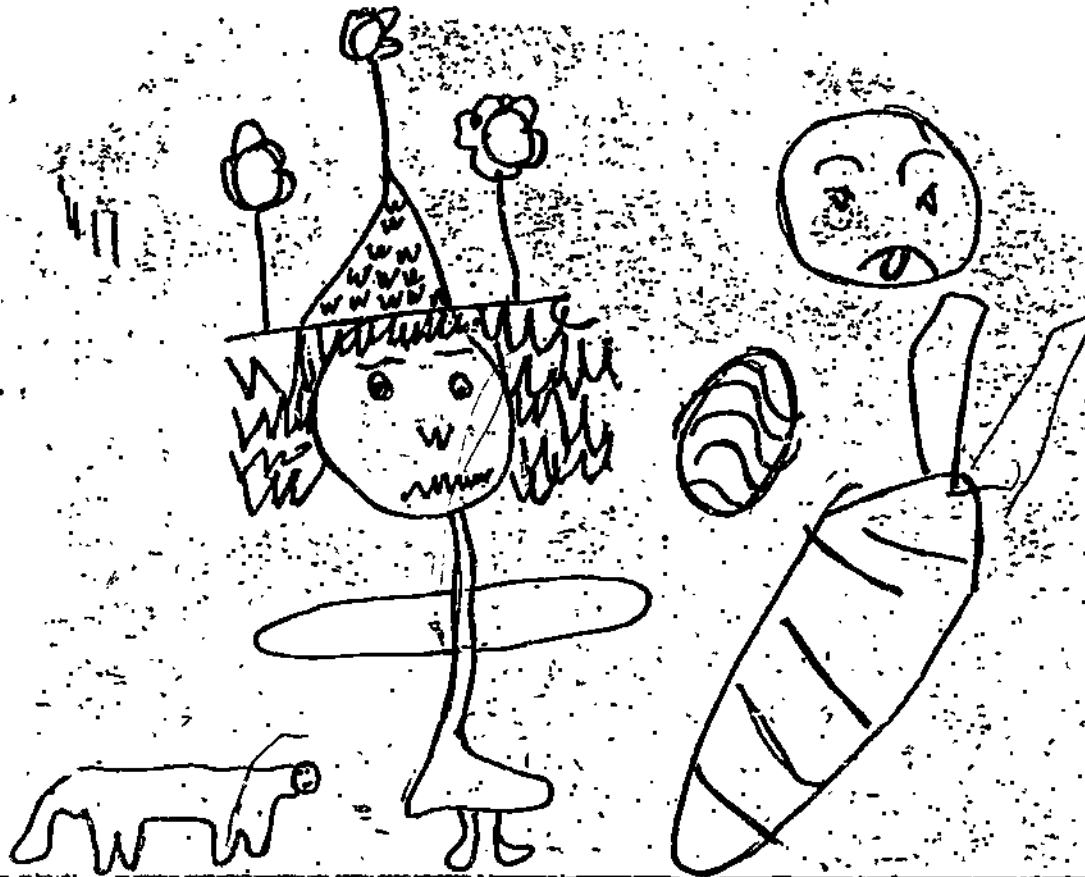


The boys are playing outside. It is warm outside. I am sad  
 because the boys are not playing with me.



Ronald David

R a h n m  
R a h n m



Mr yuk Win  
 The hapos the  
 Cat is the Shifts  
 red Cat the Egg

Mr. Yuk Witch  
 The (?) The cat is the (?)  
 Red Cat The Egg

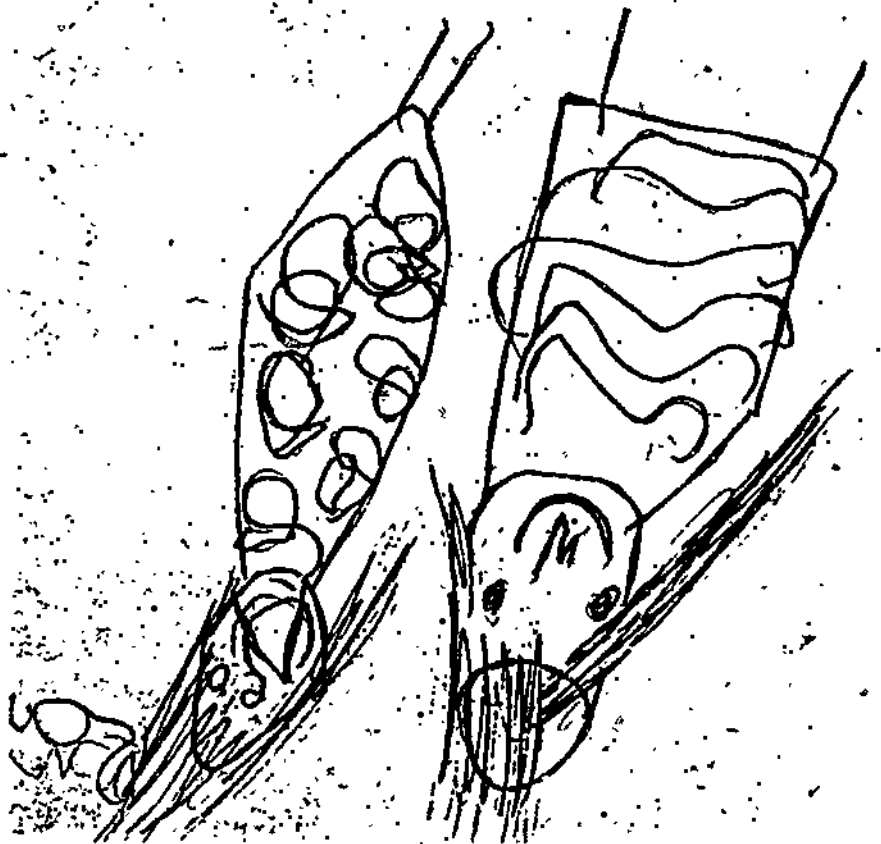
--Wellementa Baker

108

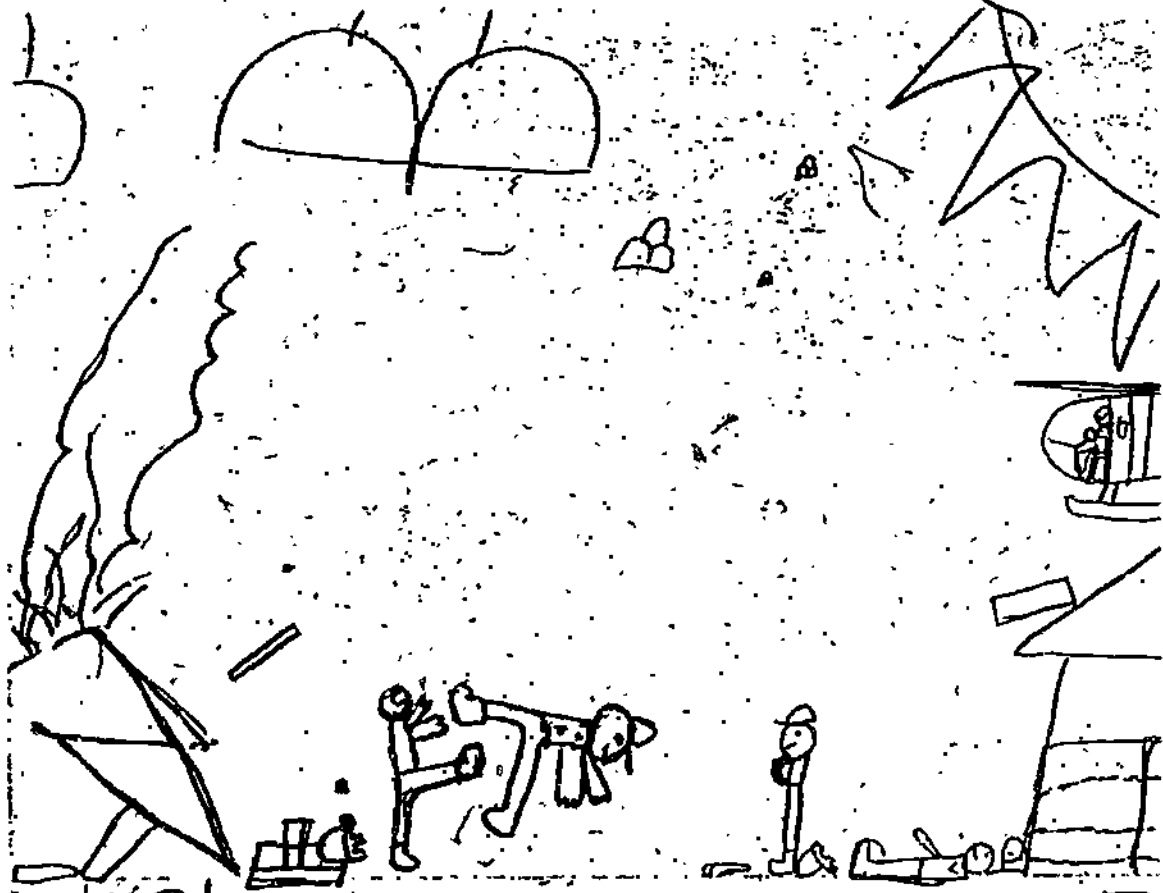
Mama and Dad  
They are happy.

Mama and Dad  
They are happy.

--Ronald David







Clymcron  
has lawon.

--Maurice Gore.

Lone Wolf McCoy has won.

--Alex Brown



The Dinosaur is  
putting fire on  
the tree

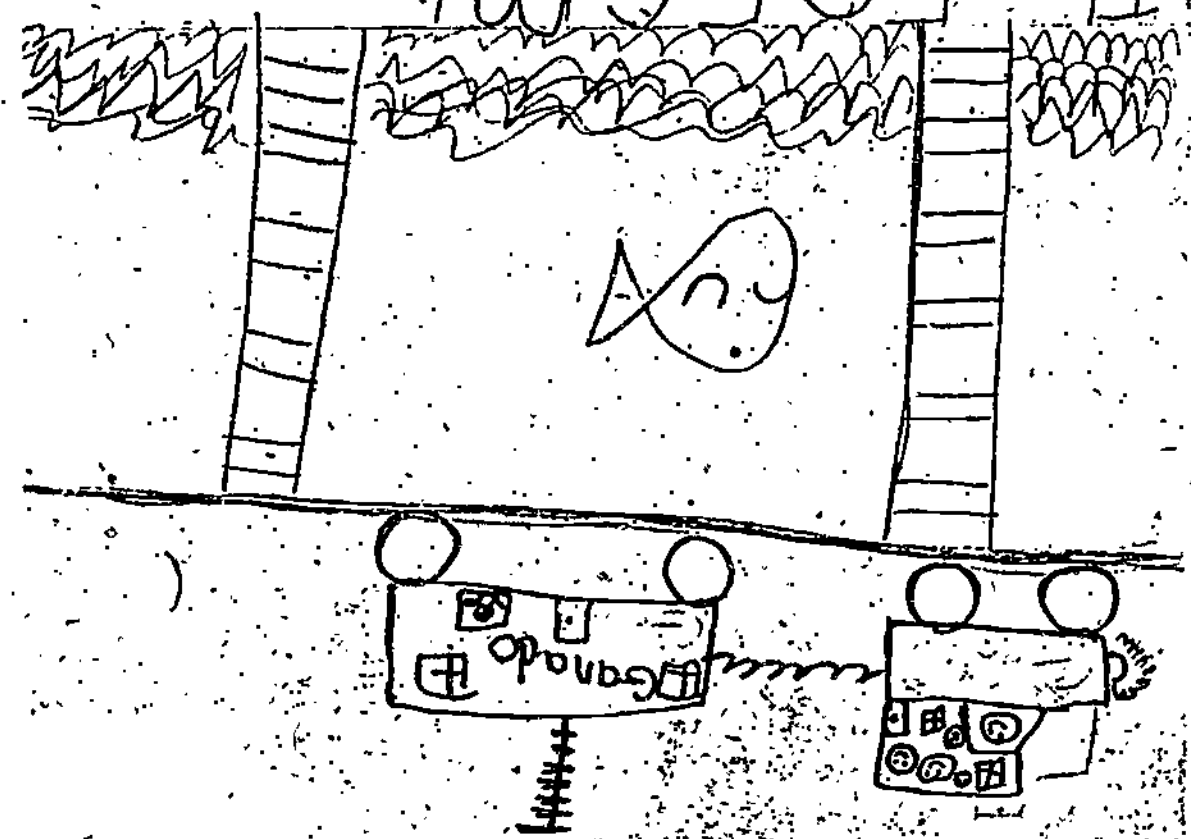
The dinosaur is spitting out fire and he put fire on the tree.

The fish is mad and somebody is riding on the top of the bridge.

girls  
boys

THE FISH  
ACREY  
THE KRAV

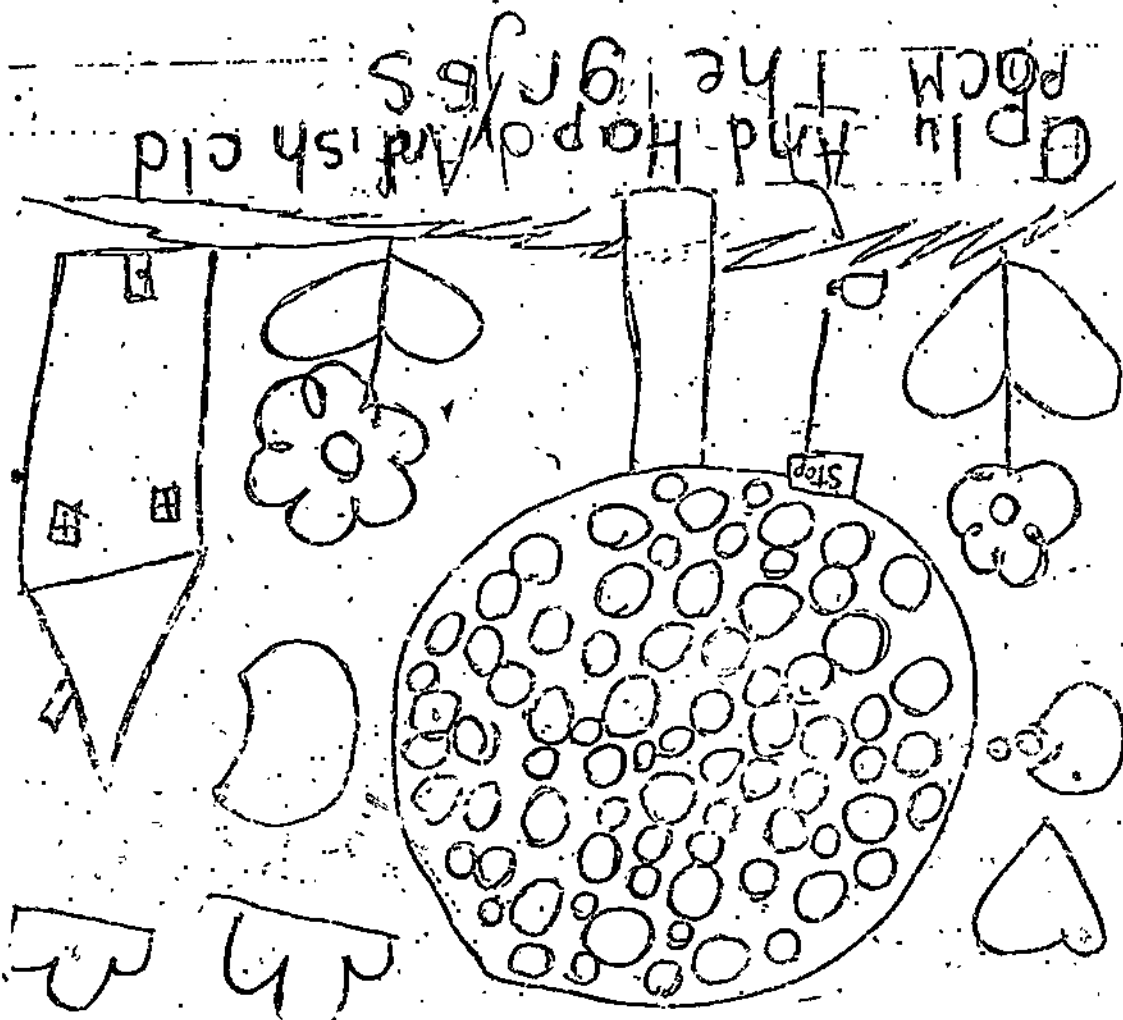
MARCI EYDUS



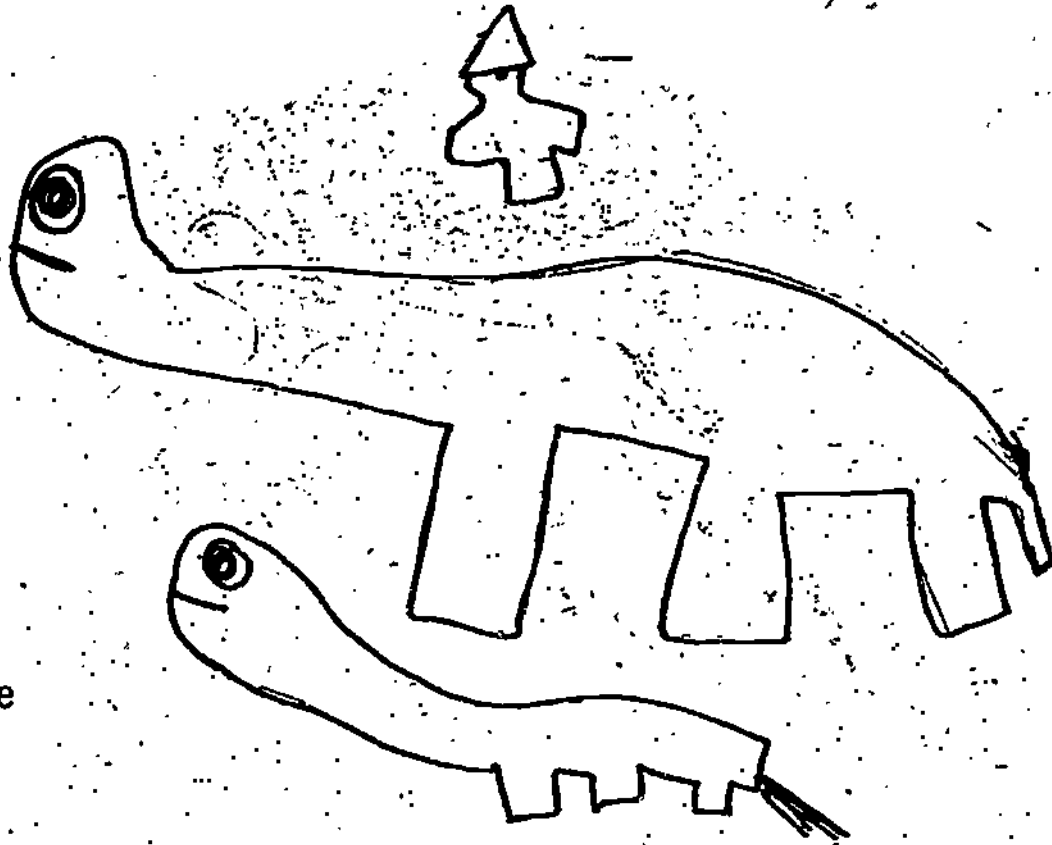
114

Apple and house and cloud  
Pac-Man. The grass.

--Wellmentto Baker



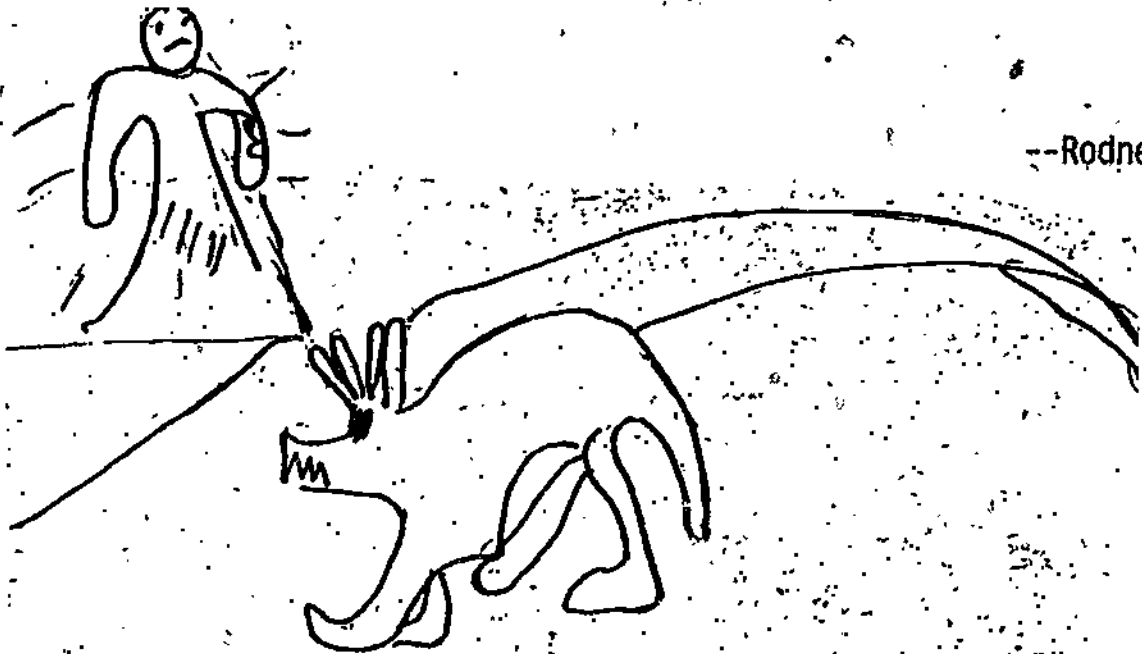
Apple and house and cloud  
Pac-Man. The grass.



--J;R. Shondee

D M Q L H R X Y Z E G  
C S B I T N E K F L U V

The dinosaur is trying to catch the bird.



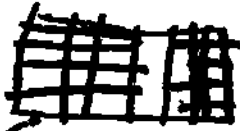
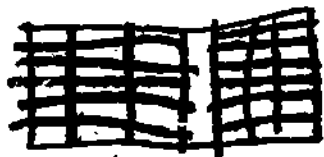
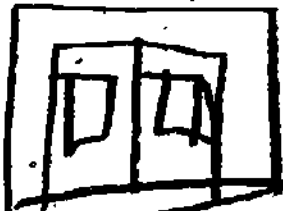
--Rodney Johnson.

The DorNos Ys Os  
is FILL E E and  
The men wttok L  
The DorNos Ys Os  
hEH WT

The dinosaur is fighting and the man went to kill the dinosaur.  
He already got killed.



--Maurice

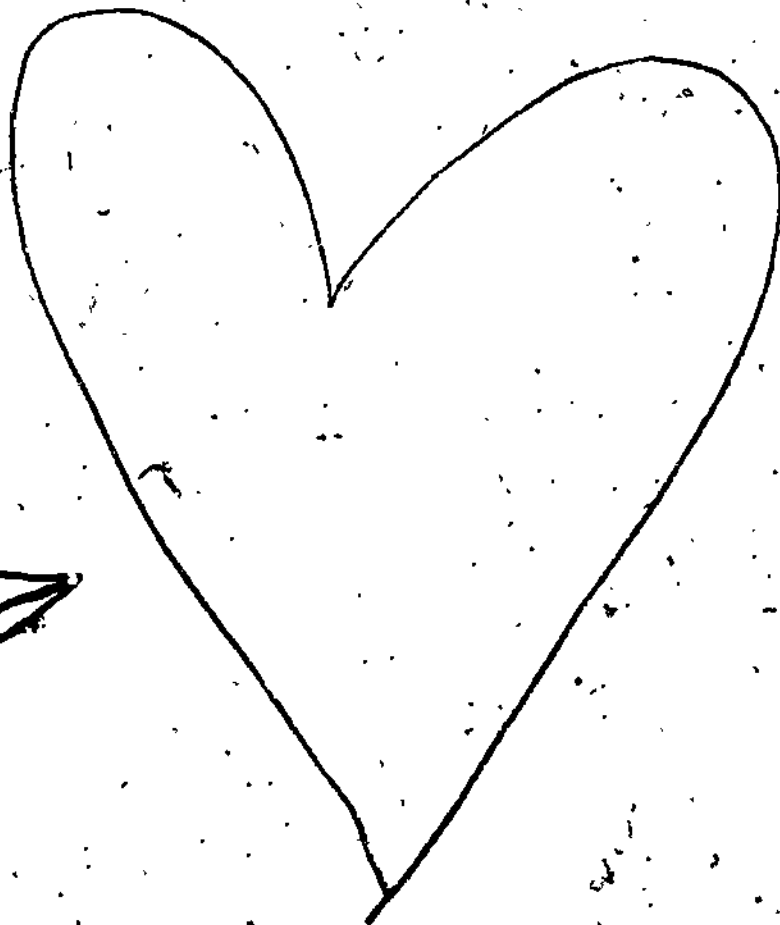


6510



GANADO PISM  
THEBELE. MOUKE

Ganado Primary School  
The boy is playing remote control.



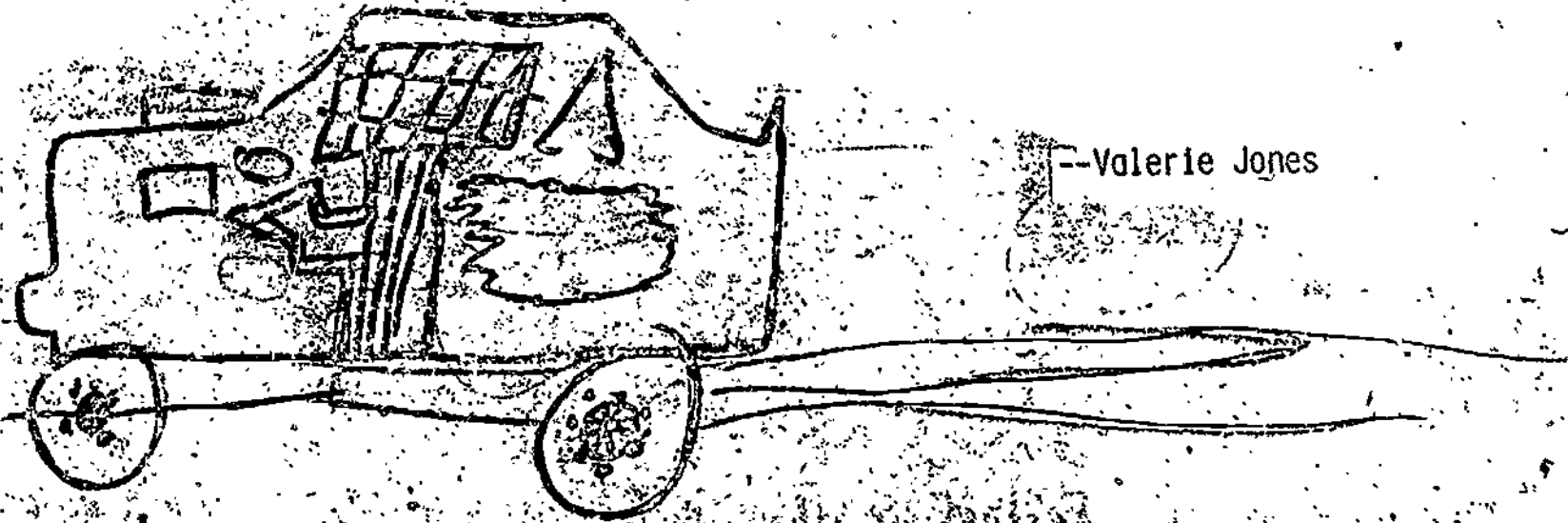
--Carmeta Mego

ALTM

Aro

Valentine  
Arrow



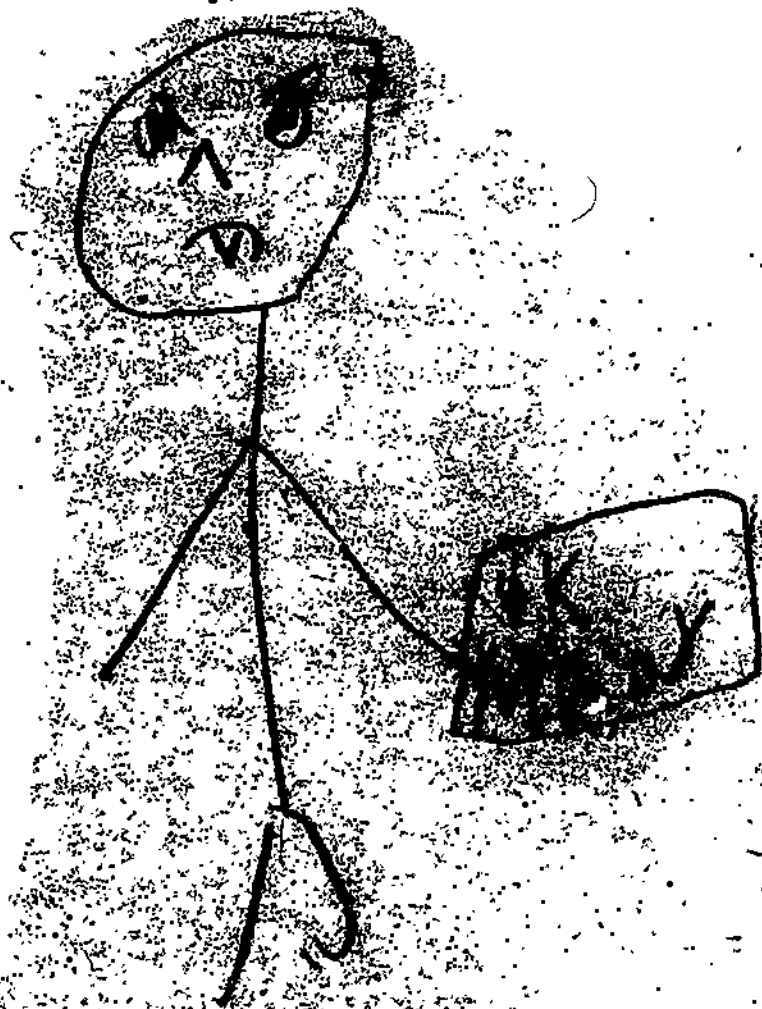


--Valerie Jones

This car is the  
fastest in the  
whole wide world.  
and it is a hot  
wheel.

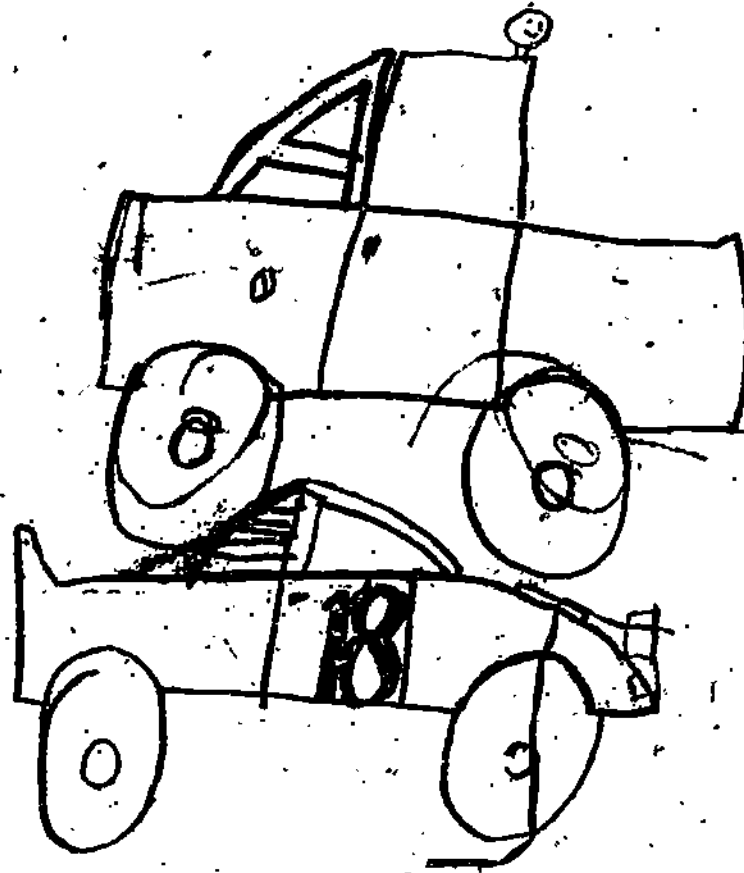
This car is the fastest in the whole wide world and it is a  
Hot Wheel.

--Milford Calamity



Mr. YUK IS A BOY

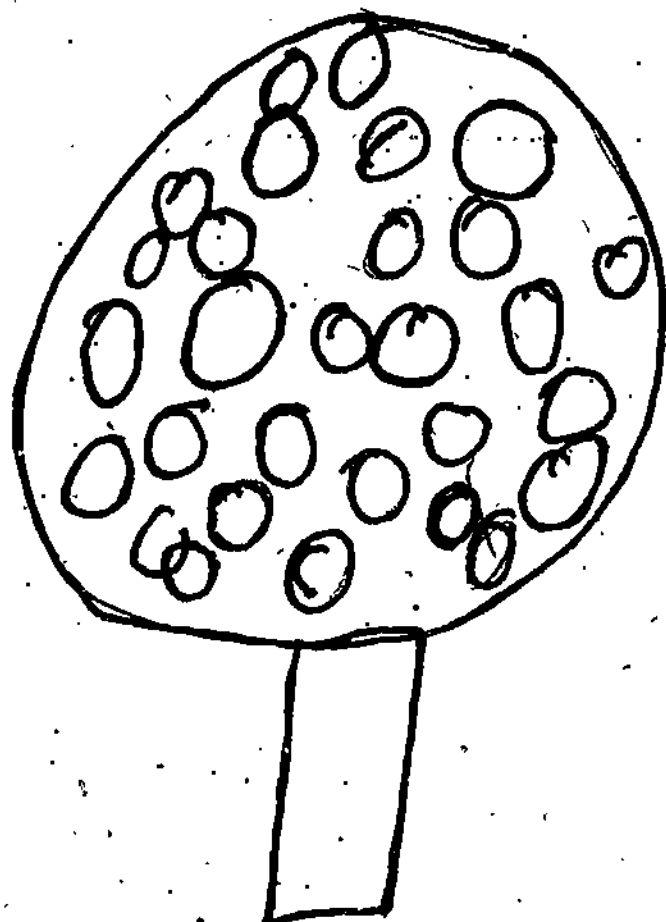
Mr. YUK IS A BOY



--Maurice Gore .

The Rscr.  
Pekunp

The rescue pick-up.



--Jeriod McCabe



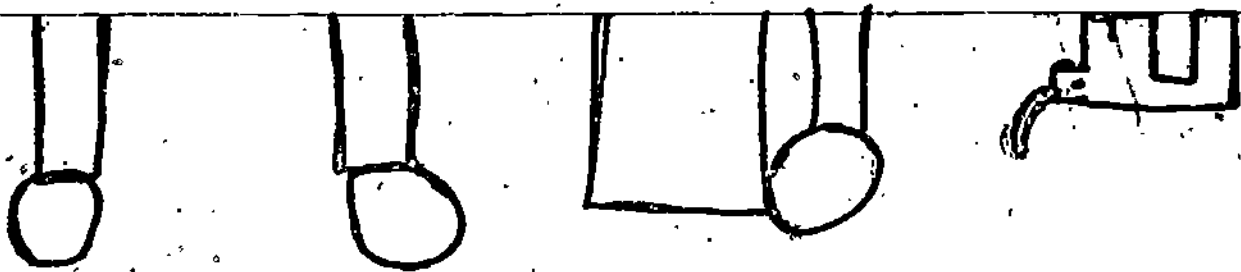
Lejeriod baver

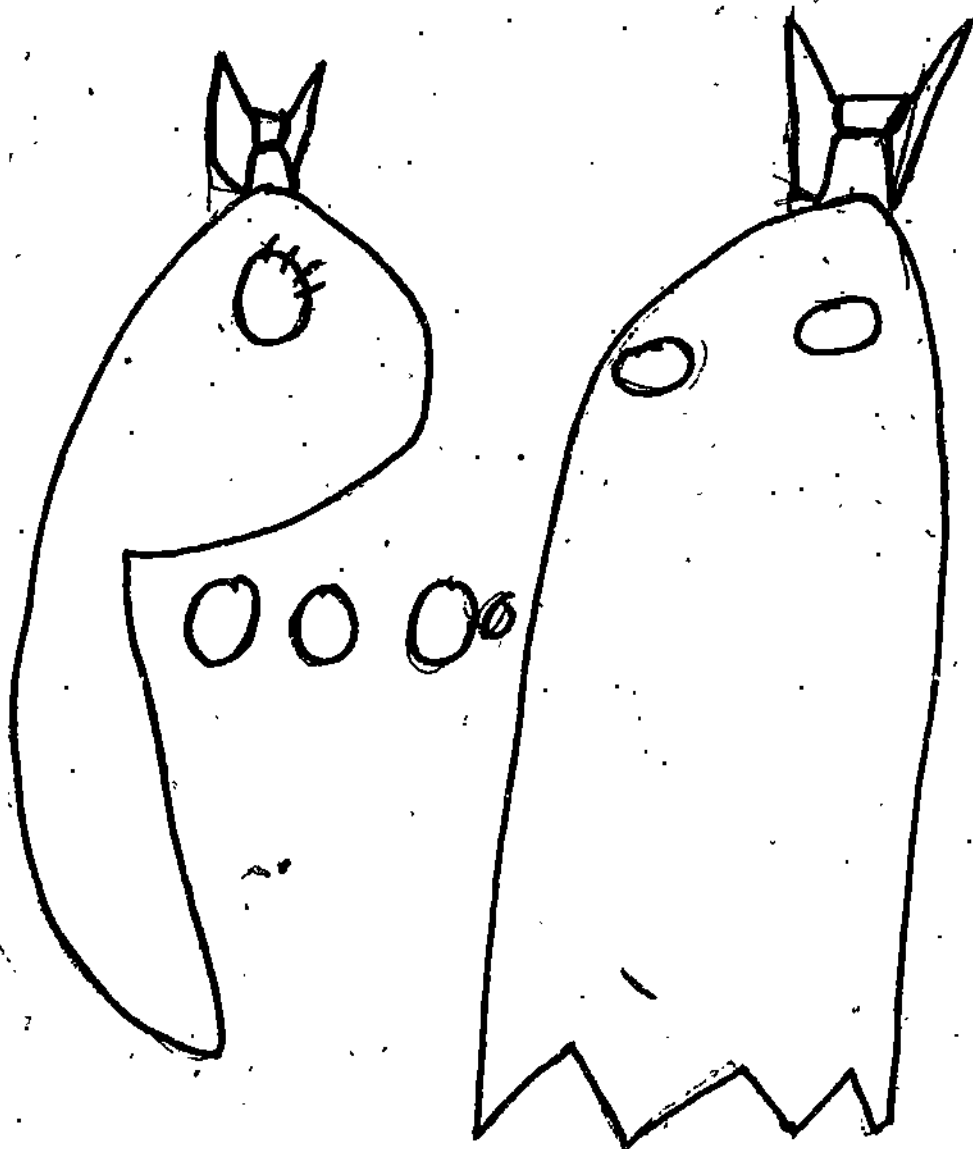
The apples are falling down.

The dinosaur is in the cave.

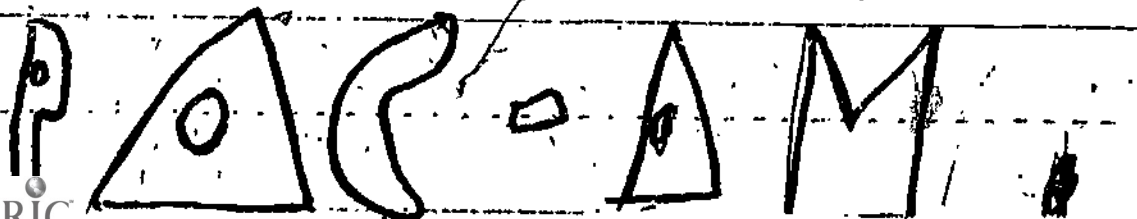
--LeROYd Beggy

The dinosaur

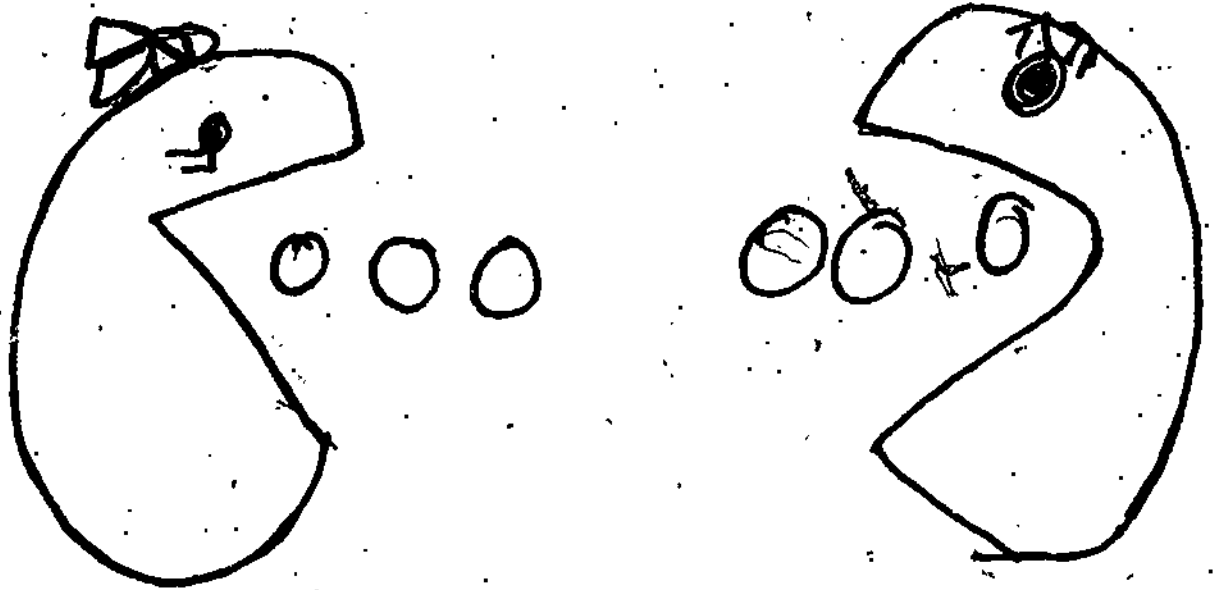




--Tara Smith



PCC-MON

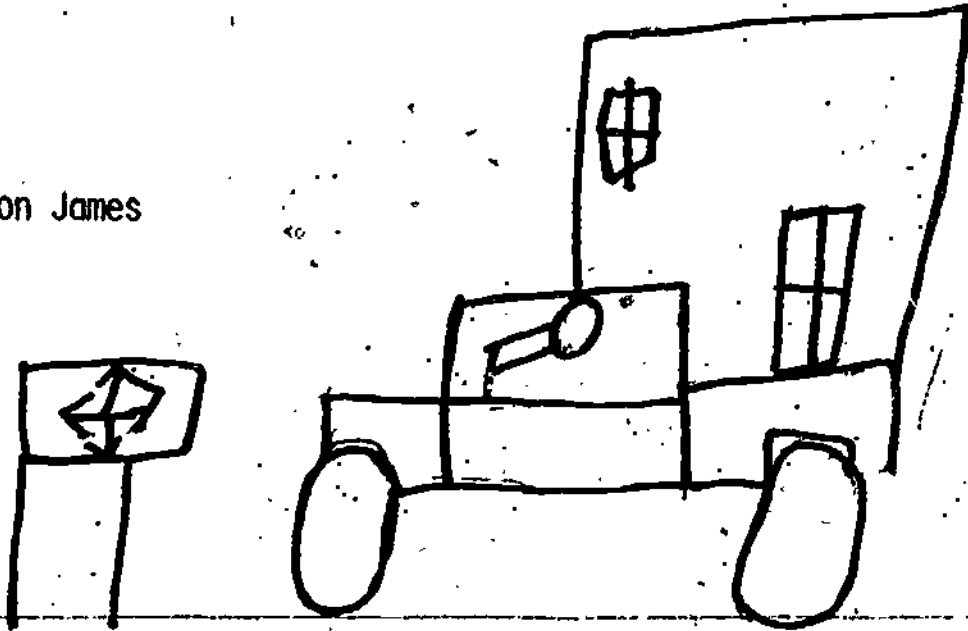


Pac-Man re  
+ talkin

--Vinson Shorty

Pac-Man are talking

--Brandon James



The man is driving  
The other way

The man is driving the other way.

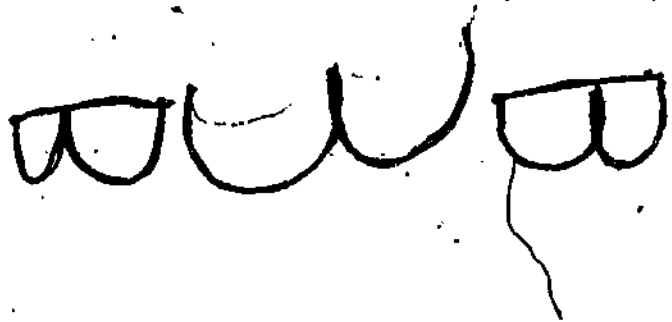


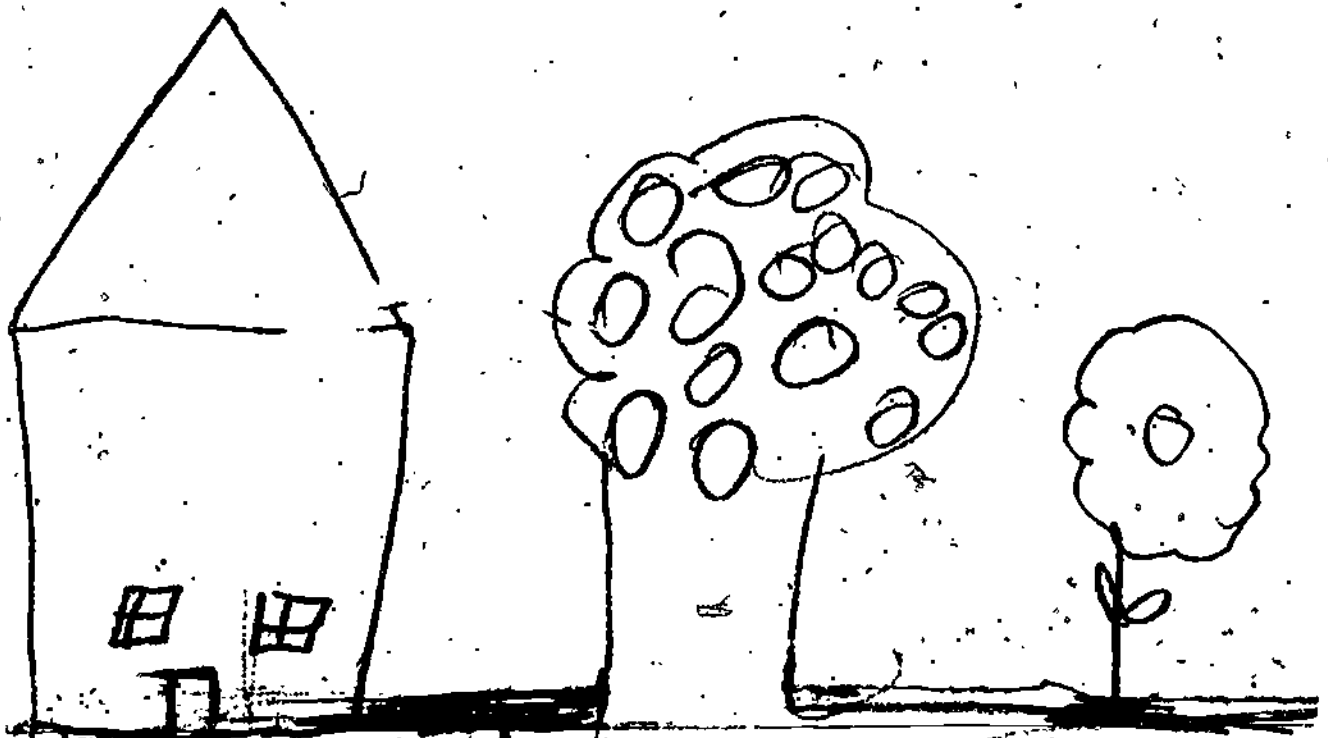
The birds fly.

The birds fly.



--LeRoyd . Begay





HO S HVE WIDO

--Carmeta Mego

House have window.



--Arlinda John

The flags is red wt  
blue

The flags is red, white, blue.