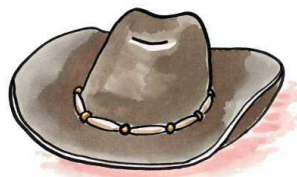


all activities based on the **Lakota Grammar Handbook**
and the **New Lakota Dictionary**
<https://lakhota.org/>





uŋzóǵe

napíŋkpa



ógle

nitéhepi

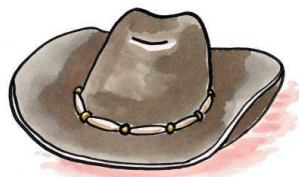


wapǰóštan

wanáp'in



ógle zigzíča





1. Fill out the second column in the chart on the next page. Write **hán** next to those pieces of clothing that you are wearing and **hiyá** next to those you are not.
2. The instructor chooses one of the items and asks one of you if you are wearing it or not. Base your reply on **model 1** from the next page.
3. Do the same activity in pairs in breakout rooms. Write down your partner's answers in the third column in the chart.
4. Next, change partners and ask each other about your previous partner's choices, as in **model 2** on the next page. Write down their answers in the fourth column.

Model 1

Instructor: (name), waphóštan wanží **nún** he?

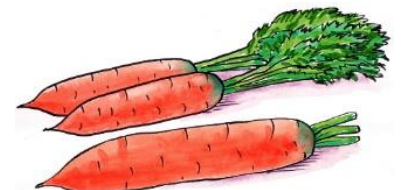
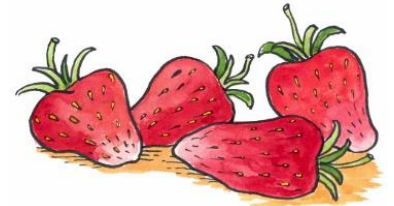
Student: Hán, waphóštan wan **mún**. / Hiyá, waphóštan wanžíni **mún** šni.

Model 2

Student 1: (name) waphóštan wanží ún he?

Student 2: Hán, (name) waphóštan wan ún. / Hiyá, (name) waphóštan wanžíni ún šni.

Are you wearing...?	miyé	čhažé	čhažé
wanáp'in			
ógle zigzíča			
napínkpa			
wapǎóštan			
uŋzóǵe			
ógle			
nitéhepi			



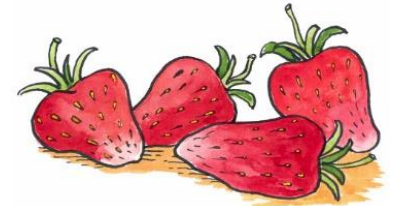


tħaspáŋzi

omníča



bló



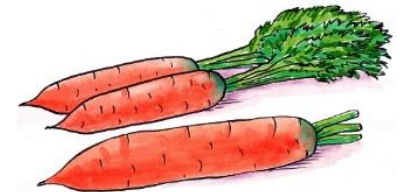
čhunwíyapehe

pħaŋǵí zizí



wažúšteča

wítka



kuŋkún



1. Imagine you're doing shopping. Fill out the second column in the chart on the next page. Write **hán** next to the items that you bought and **hiyá** next to those you didn't buy.
2. The instructor chooses one of the items and asks one of you if you bought it or not. Base your reply on **model 1** from the next page.
3. Do the same activity in pairs in breakout rooms. Write down your partner's answers in the third column in the chart.
4. Next, change partners and ask each other about your previous partner's choices, as in **model 2** on the next page. Write down their answers in the fourth column.

Model 1

Instructor: (name), unžínžintka etán opěyathun he? (Did **you** buy any tomatoes?)

Student: Hán, unžínžintka eyá opěwathun. / Hiyá, unžínžintka tákuni opěwathun šni.

Model 2

Student 1: (name) unžínžintka opěéthun he?

Student 2: Hán, (name) unžínžintka opěéthun. / Hiyá, (name) unžínžintka opěéthun šni.

Did you buy...?	miyé	čhažé	čhažé
tħaspánzi			
omníča			
bló			
čhunwíyapehe			
wažúšteča			
kuṇkún			
pħaṇǵí zizí			
wítka			



Now, let's study the
vocabulary from the next page



lol'íh'an



wóžu



čhaŋkáhoṭḥuŋ



wačhí



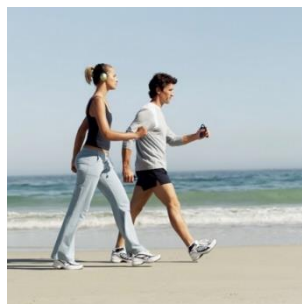
lowán̄



nuŋwÁŋ



wakšú



máni



ṭḥabškátA



čhaŋkábu



kaḥápA



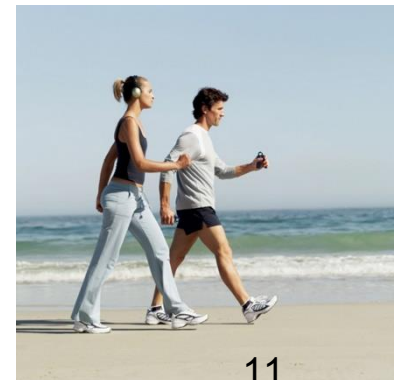
The instructor will choose one of the pastime activities below and ask you if you like doing it or not. Reply and ask the same question, as in the model below:

Instructor: Máni-iyóní^{nik}phi he?

Student: Hán, máni-iyó^{mak}phi. Níš, máni-iyóní^{nik}phi he?

Instructor: Hiyá, máni-iyó^{mak}phi šni.

Next, do the same activity in breakout rooms in groups of 3-4.





The instructor will choose one of the activities below and ask you if you know how to do it (e.g. Can you swim?). Reply and ask the same question to your instructor, as in the model below:

Instructor: Nuŋwáŋpi uŋníspe he?

Student: Háŋ, nuŋwáŋpi uŋmáspe. Níš, nuŋwáŋpi uŋníspe he?

Instructor: Hiyá, nuŋwáŋpi uŋmáspe šni.

Next, do the same activity in breakout rooms in groups 3-4.





Study the 1st dual forms from
the next page



lol'íh'an (1d: lol'úŋkih'an)



wóžu (1d: wóuŋžu)



wačhí (1d: waúŋchi)



nunwÁŋ (1d: uŋnúŋwe)



wakšú (1d: waúŋkšu)



lowán (1d: uŋlówan)



tħabškátA (1d: tħab'úŋškate)



You are going to practice using 1st dual forms in Lakota. The instructor will choose one of the activities below and ask you if you want to do it with him/her. Reply, as in the model:

Instructor: Čhaŋúŋkabu kta he? (Will you drum with me? / Are you and I going to drum?)

Student: Háŋ, čhaŋúŋkabu kte. / Hiyá, čhaŋúŋkabu kte šni.

Next, do the same activity in breakout rooms in groups 3-4.





Fill out the second column by putting an “x” next to those places listed in the first column that you’ve visited. Work in pairs and ask each other about the places you’ve been to, as in model 1. Write down each other’s answers. Next, change partners and ask each other about your previous partner's answers, as in model 2.

Model 1:

Student 1: Toháŋl-ǎčŋ Chicago-ta **yaí** he? (Have you ever been to Chicago?)

Student 2: Háŋ, Chicago-ta **waí**. / Hiyá, Chicago-ta tóhaŋni **waí** šni.

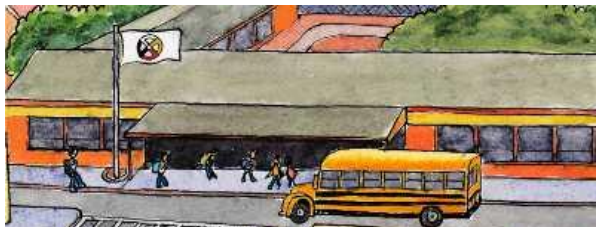
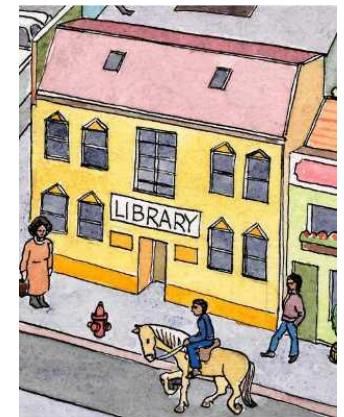
Model 2:

Student 1: (name) toháŋl-ǎčŋ Chicago-ta í he? (Has [name] ever been to Chicago?)

Student 2: Háŋ, (name) Chicago-ta í. / Hiyá, (name) Chicago-ta tóhaŋni í šni.

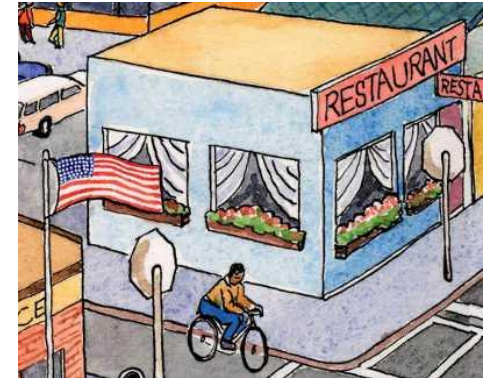
	miyé	čhažé		čhažé	
Mnilúzahe Othúŋwahe	☐		☐		☐
Waŋblí Pahá	☐		☐		☐
Pǎžúta Háká	☐		☐		☐
Íŋyaŋwakaǵapi	☐		☐		☐
Denver	☐		☐		☐
Hawaii	☐		☐		☐
Madrid	☐		☐		☐

all activities based on the **Lakota Grammar Handbook**
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owáyawa



owóte thípi

wígli oínažin

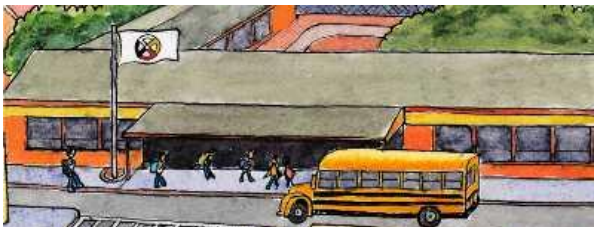
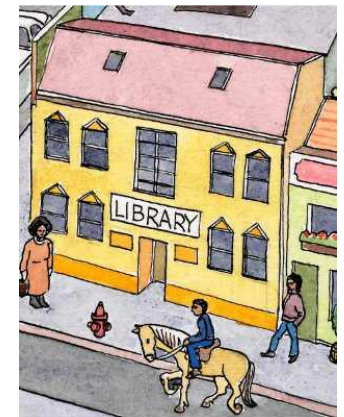
wówapi othí



mázaska thípi

wayázan othí

mas'óphiye



all activities based on the **Lakota Grammar Handbook**
and the **New Lakota Dictionary**
<https://lakhota.org/>



Lakota Language Online Course





oápĥe wikčémna
oápĥe tópa
oápĥe akénunpa
oápĥe akéwanží
oápĥe napčíyunka
oápĥe wanží
oápĥe yámni
oápĥe šákpe
oápĥe núnpa
oápĥe šaglóğaŋ
oápĥe šakówiŋ
oápĥe záptaŋ





Police are investigating a robbery and they come to ask you some questions concerning your presence at certain places around town. Fill in the second column in the chart on the next page by writing down the times when you showed up at the places listed in the first column. Work in pairs and ask each other, as in model 1. Next, change partners and ask each other about your previous partner's answers, as in model 2.

Model 1:

Student 1: Mázaska thípi-ta tóhan **ya**í he? (When did **you** get to the bank?)

Student 2: Mázaska thípi-ta oápĥe šákpe k'unj héhan **wa**í. (I got to the bank at six.)

Model 2:

Student 1: (name) mázaska thípi-ta tóhan í he? (When did [name] get to the bank?)

Student 2: [Name] mázaska thípi-ta oápĥe šákpe k'unj héhan í. ([name] got to the bank at six.)

	miyé	čhažé	čhažé
wígli oínažin			
mázaska thípi			
mas'óphiye			
wayázan othí			
owóte thípi			
wówapi othí			
owáyawa			



You are going to spend the next 7 days at work and your boss is working on a new schedule. He is asking when you are going to come to work on each day of the week. Fill in the second column in the chart below by writing down the times when you are going to show up. Work in pairs and ask each other, as in model 1. Next, change partners and ask each other about your previous partner's answers, as in model 2.

Model 1:

Student 1: Anpétu Tǎokáhe kinhán oápǎhe tóna kinhán **yaú** kta he?

Student 2: Oápǎhe záptaŋ **kinhán** **waú** kte. (I will come at five.)

Model 2:

Student 1: (name) Anpétu Tǎokáhe kinhán oápǎhe tóna kinhán **ú** kta he?

Student 2: [Name] Anpétu Tǎokáhe kinhán oápǎhe záptaŋ kinhán **ú** kte.

	miyé	čhažé	čhažé
Anpétu Tǎokáhe			
Anpétu Núnpa			
Anpétu Yámni			
Anpétu Tópa			
Anpétu Záptaŋ			
Owángyužazapi			
Anpétuwakǎhán			

Toháŋtu čháŋna šna yékta he?
What time do you usually get up?

First: introduce the 1st singular, 2nd singular and 3rd singular conjugation of the verbs used in this activity.

Aim: To practice talking about the usual time of daily events with **čháŋna šna**. (For a more detailed introduction of čháŋna, see Lakota Grammar Handbook, Unit 92.)

Model 1. Ask your partner:

Toháŋtu čháŋna šna yékta he? – Owápĥe šakówiŋ čháŋna šna wékta.

(At what time do you usually get up? – I usually get up at 7.)

Model 2. Change partners and ask each other about your previous partner's answers:

David toháŋtu čháŋna šna kiktá he? – Owápĥe šakówiŋ čháŋna šna kiktá kéye.

wówiyuŋġe	miyé	misákhīb yaŋké	isákhīb yaŋké
Toháŋtu čháŋna šna yékta he? (What time do you usually get up?)			
Toháŋtu čháŋna šna hínhaŋni-wayáta he? (What time do you usually eat breakfast?)			
Toháŋtu čháŋna šna thiyátanġan ilála he? (What time do you usually leave the house?)			
Toháŋtu čháŋna šna wayáwa / wówaši yaí he? (What time do you usually get to work?)			
Toháŋtu čháŋna šna thiyátakiya yakhíyagla he? (What time do you usually leave for home?)			
Toháŋtu čháŋna šna thiyáta yakhí he? (What time do you usually get back home?)			
Toháŋtu čháŋna šna ħtayétu-wayáta he? (What time do you usually eat supper?)			
Toháŋtu čháŋna šna inúnka he? (What time do you usually go to bed?)			

Vocabulary:

mas'óphiye	store
wígli-oínažin	gas station
owóte thípi	restaurant
wówapi othí	library
oyúžužu thípi	post office
iyéčhin kyanke oáphiye	car repair shop
mázaska thípi	bank
wakpá	river
othúnwahe	town, city
Mnilúzahe Othúnwahe	Rapid City

Model 1:

Aṅpétu Záptaṅ kiṅhán tókhiya nín kta he? - Where are you going to go on Friday?

Aṅpétu Záptaṅ kiṅhán kiṅyékhiyapi oínažiṅ-ta mnín kte. - I am going to go to the airport on Friday.

Model 2:

Aṅpétu Záptaṅ kiṅhán Tom tókhiya yín kta he? - Where is Tom going to go on Friday?

Aṅpétu Záptaṅ kiṅhán Tom mas'óphiye-ta yín kta kéye. - Tom said he would go to the store on Friday.

	Aṅpétu Thókáhe		Aṅpétu Núnpa		Aṅpétu Yámni		Aṅpétu Tópa		Aṅpétu Záptaṅ		Owángyužažapi		Aṅpétu Wakḥán	
	míš		míš		míš		míš		míš		míš		míš	
mas'óphiye-ta														
wígli-oínažiṅ-ta														
owóte thípi-ta														
wówapi othí-ta														
oyúžužu thípi-ta														
iyéčhiṅkyaṅke oáphiye-ta														
mázaska thípi-ta														
wakpá-ta														
othúnwahe-ta														
Mnilúzahe Othúnwahe-ta														



Create sentences using the given words, as in the model.



šúŋka - dog
tǎló - meat

Šúŋka kiŋ tǎló *yútapi*.

Dogs eat meat.



igmú - cat
táku ke éyaš - anything

Cats eat anything.



ziŋtkála - bird
sú - seeds

Birds eat seeds.



zuzéča - snake
wítka - eggs

Snakes eat eggs.



čhápa - beaver
čhán - wood

Beavers eat wood.



tǎhčá - deer
watǎótho - plants

Deer eat plants.