



Learn how to introduce yourself in Lakota! Fill in the third column by answering the questions from the first column. Use the information from the second column as a model. Next, work with your partner in a breakout room to find out the information about them by asking them questions in Lakota.

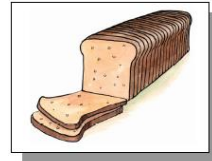
Táku eníčiyapi he? (What is your name?)	Peter emáčiyapi. (My name is Peter.)		
Tuktél yathí he? (Where do you live?)	Pine Ridge ektá wathí. (I live in Pine Ridge.)		
Táku waštéyalaka he? (What do you like?)	Zíškopela waštéwalake. (I like bananas.)		
Tukténitanhan he? (Where are you from?)	Minnesota hemátanhan. (I am from Minnesota.)		
Táku-wóyute waštéyalaka he? (What food do you like?)	Tacos waštéwalake. (I like tacos.)		



Listen to your instructor reading the words and letters aloud. You can mute your microphone and repeat after him/her.

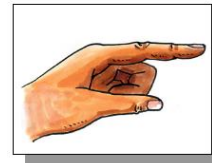
Aa

aǵúyapi



Ee

epazo



Ii

igmú



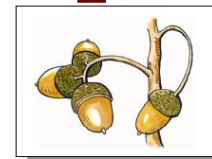
Oo

oákaŋke



Uu

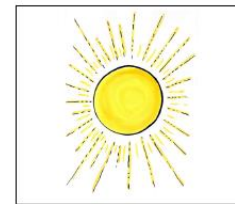
uta





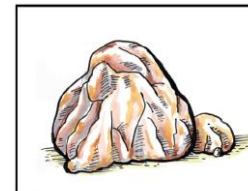
nasal vowels in Lakota

Aṇ aṇ



aṇpáwi

Iṇ iṇ



iṇyaṇ

Uṇ uṇ



uṇčí



Listen and fill in

a

or

aŋ



s__

sk__

čh__pa

čh__pǎ́

tǎsp__

á áŋ

á áŋ

á áŋ

á áŋ

á áŋ



Listen and fill in

i

or

iŋ



pš__

s__

s__kpǎ́

__yaŋ

phež__

á áŋ

á áŋ

á áŋ

á áŋ

á áŋ



Listen and fill in

u

or

uŋ



__zóge

pǎs__

os__

h__yákǰuŋ

h__

á áŋ

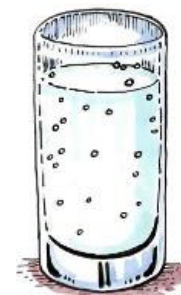
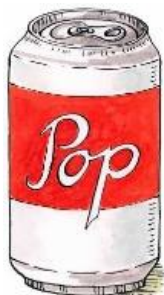
á áŋ

á áŋ

á áŋ

á áŋ

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





tǎspánȝ hanpí

waǎpékǰalyapi



wakǰályapi



asánȝpi

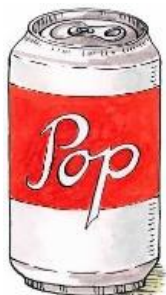
kapǰópapi



tǎspánȝzi hanpí



mní





1. Fill out the second column in the chart on the next page. Write **hán** next to the drinks that you like and **hiyá** next to those you don't like.
2. The instructor chooses one of the drinks and asks one of you if you like 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), asáŋpi wašté**y**alaka he?

Student: Hán, asáŋpi wašté**w**alake. / Hiyá, asáŋpi wašté**w**alake šni.

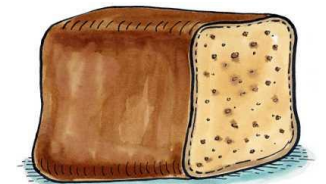
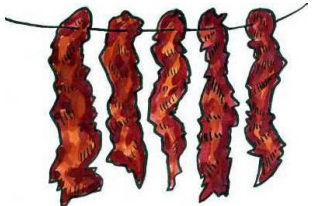
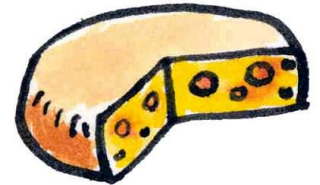
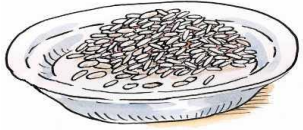
Model 2

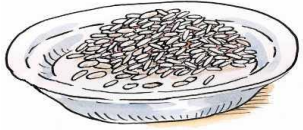
Student 1: (name) asáŋpi waštélaka he?

Student 2: Hán, (name) asáŋpi waštélake. / Hiyá, (name) asáŋpi waštélake šni.

Do you like...?	miyé	čhažé	čhažé
waḥpékḥalyapi			
asáŋpi			
tḥaspánḡ haŋpí			
mní			
kaḥḥópapi			
wakḥályapi			
tḥaspánḡzi haŋpí			

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





čhaŋmháŋska ģí



pápa

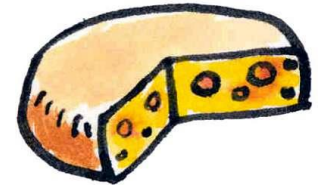


psín



wítka

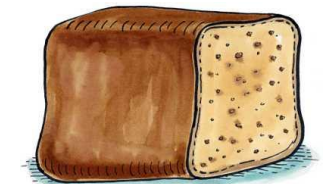
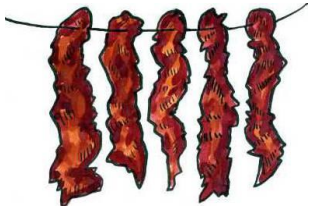
aǵúyapi



tǵhaló

asáŋpi sutá

wígli uŋ káǵapi





1. Fill out the second column in the chart on the next page. Write **hánj** next to the foods that you like and **hiyá** next to those you don't like.
2. The instructor chooses one of the foods and asks one of you if you like 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), psínj wašté**y**alaka he?

Student: Hánj, psínj wašté**w**alake. / Hiyá, psínj wašté**w**alake šni.

Model 2

Student 1: (name) psínj waštélaka he?

Student 2: Hánj, (name) psínj waštélake. / Hiyá, (name) psínj waštélake šni.

Do you like...?	miyé	čhažé	čhažé
psín			
tǎló			
wígli uŋ káǵapi			
wítka			
čhaŋmháŋska ǵí			
asáŋpi sutá			
pápa			
aǵúyapi			



Lakota words with 1st syllable stress



čháŋcheğa



thípi



héblaska



míla



wáglutapi



mnáža



blóza



wówapi



šúŋka



čhápa



ógle



tǎ́hča

2

núŋpa

3

yámni

4

tópa

5

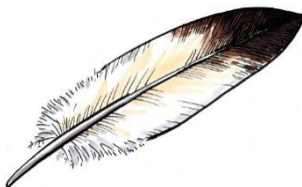
záptaŋ



hínhaŋni



ínyaŋ



wíyaka



núŋǵe



Lakota words with 2nd syllable stress



zuzéča



gnašká



pispiža



heňáka



waŋblí



ziŋtkála



mathó



iktómi



čhiŋšká



šiná



wičh^áŋpi

1

waŋž^í

7

šak^ówiŋ

10

wikč^émna



igm^ú



zič^á



šunġm^ánitu



t̥hat̥^áŋka



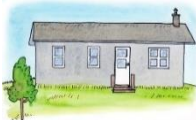
omn^íča



waž^úšteča



Listen to your instructor pronounce the following words and decide whether each word has 1st or 2nd syllable stress. Drag and drop the letter into the correct spot or use the annotate tool in Zoom.

	á, é, í, ó, ú, áŋ, íŋ, úŋ
	nunŋe é úŋ
	čhaŋčeŋa áŋ é
	hoŋaŋ ó áŋ
	wožapi ó á
	šunŋila úŋ í
	sinŋeħla íŋ é
	thusweča ú é
	kheya é á
	thipi í
	mas'ophiye ó í



Yes / No questions with demonstratives (**lé**, **hé**, **ká**)

Lé ħoká he? Háu, **lé** ħoká.
Is **this** a badger? Yes, **this** is a badger.



Hé pispíza he? Háu, **lé** pispíza.
Is **that (near you)** a prairie dog? Yes, **this** is a prairie dog.



Ká heĥáka he? Hiyá, **ká** heĥáka šni.
Is **that (away from us)** an elk? No, **that (away from us)** is not an elk.





Fill in the blanks below with **lé**, **hé** or **ká**.

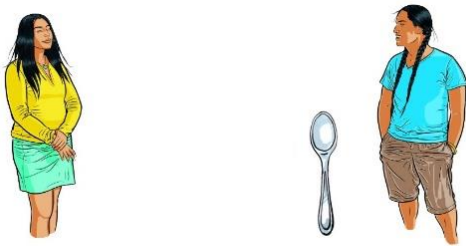
šúnka he?
Is **this** a dog?

Háu, šúnka.
Yes, **this** is a dog.



wíčhapǵe he?
Is **that (near you)** a fork?

Hiyá, wíčhapǵe šni.
No, **this** is not a fork.



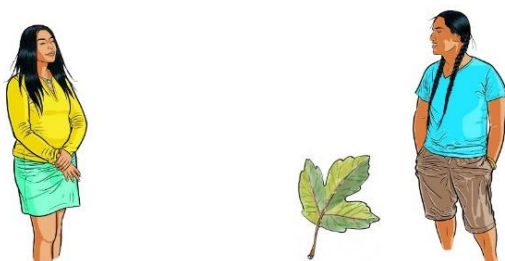
zıŋtkála he?
Is **that (away from us)** a bird?

Hán, zıŋtkála.
Yes, **that** is a bird.



waǵpé he?
Is **that (near you)** a leaf?

Háu, waǵpé.
Yes, **this** is a leaf.





☐ ĥoká he?
Is **that (away from us)** a badger?

Hiyá, ☐ ĥoká šni.
No, **that** is not a badger.



☐ pĥéstola he?
Is **that (near you)** a diamond?

Hiyá, ☐ pĥéstola šni.
No, **this** is not a diamond.



☐ aǵúyapi he?
Is **this** bread?

Háu, ☐ aǵúyapi.
Yes, **this** is bread.



☐ čhápa he?
Is **that (away from us)** a beaver?

Hán, ☐ čhápa.
Yes, **that** is a beaver.





wanáhčha he?
Is **that (near you)** a flower?

Háu, wanáhčha.
Yes, **this** is a flower.



wówapi he?
Is **this** a book?

Háu, wówapi.
Yes, **this** is a book.



mas'óphiye he?
Is **that (away from us)** a store?

Hiyá, mas'óphiye šni.
No, **that** is not a store.



owínža he?
Is **this** a quilt?

Hiyá, owínža šni.
No, **this** is not a quilt.





Yes / No questions with demonstratives (**lenáuŋs**, **henáuŋs**, **kanáuŋs**)

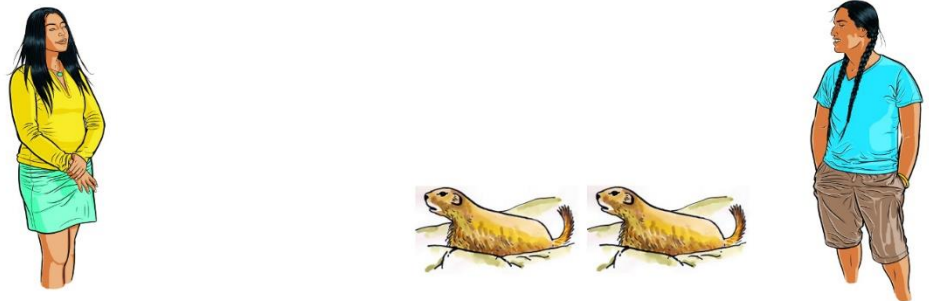
Lenáuŋs ĥokápi he?
Are **these two** badgers?

Háu, **lenáuŋs** ĥokápi.
Yes, **these two** are badgers.



Henáuŋs pispízapi he?
Are **those two (near you)** prairie dogs?

Háu, **lenáuŋs** pispízapi.
Yes, **these two** are prairie dogs.



Kanáuŋs mas'óphiye he?
Are **those two (away from us)** stores?

Hiyá, **kanáuŋs** mas'óphiye šni.
No, **those two** are not stores.





Fill in the blanks below with **lenáuŋs**, **henáuŋs** or **kanáuŋs**.

šúnkapi he?
Are **those two (near you)** dogs?

Háu, šúnkapi.
Yes, **these two** are dogs.



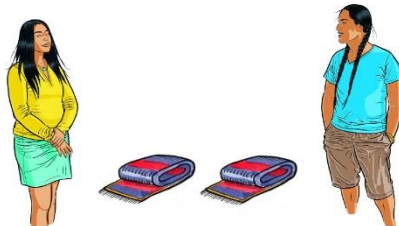
waŋblípi he?
Are **those two (away from us)** eagles?

Hiyá, waŋblípi šni.
No, **those two** are not eagles.



owínžaska he?
Are **these two** bed sheets?

Hiyá, owínžaska šni.
No, **these two** are not bed sheets.



makápi he?
Are **those two (away from us)** skunks?

Hán, makápi.
Yes, **those two** are skunks.





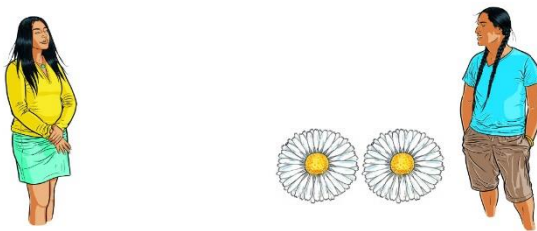
wówapi he? Hán, wówapi.
Are **these two** books? Yes, **these two** are books.



wičháŋpi he? Háu, wičháŋpi.
Are **those two (away from us)** stars? Yes, **those two** are stars.



wanáhčha he? Háu, wanáhčha.
Are **those two (near you)** flowers? Yes, **these two** are flowers.



waŋpé he? Hán, waŋpé.
Are **these two** leaves? Yes, **these two** are leaves.





šúnkapi he?
Are **those two (near you)** dogs?

Hiyá, šúnkapi šni.
No, **these two** are not dogs.



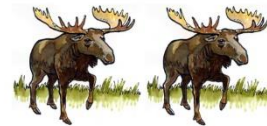
čhiṇšká he?
Are **these two** spoons?

Háu, čhiṇšká.
Yes, **these** two are spoons.



héblaskapi he?
Are **those two (away from us)** moose?

Háu, héblaskapi.
Yes, **those two** are moose.



aǵúyabskuyela he? Hiyá, aǵúyabskuyela šni.
Are **those two (near you)** cakes? No, **these two** are not cakes.

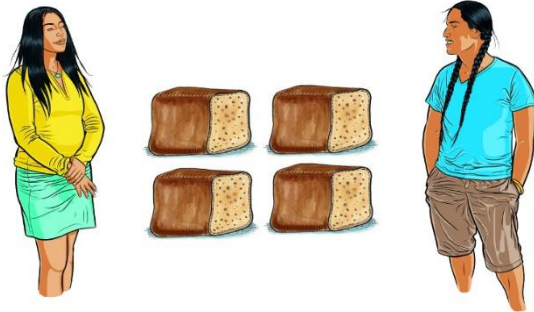




Yes / No questions with demonstratives (**lená**, **hená**, **kaná**)

Lená aǵúyapi he?
Are **these** breads?

Háu, **lená** aǵúyapi.
Yes, **these** are breads.



Hená waǵpé he?
Are **those (near you)** leaves?

Háu, **lená** waǵpé.
Yes, **these** are leaves.



Kaná wíčhapǵe he?
Are **those (away from us)** forks?

Hiyá, **kaná** wíčhapǵe šni.
No, **those** are not forks.





Fill in the blanks below with **lená**, **hená** or **kaná**.

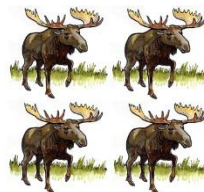
šúnkapi he? Háu, šúnkapi.
Are **those (away from us)** dogs? Yes, **those** are dogs.



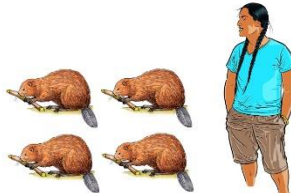
wičháŋpi he? Hán, wičháŋpi.
Are **these** stars? Yes, **these** are stars.



héblaskapi he? Háu, héblaskapi.
Are **those (away from us)** moose? Yes, **those** are moose.



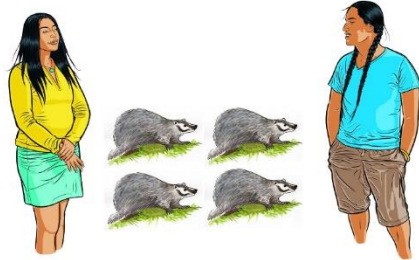
pispízapi he? Hiyá, pispízapi šni.
Are **those (near you)** prairie dogs? No, **these** are not prairie dogs.





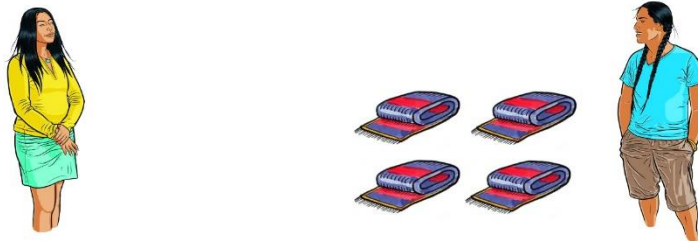
makápi he?
Are **these** skunks?

Hiyá, makápi šni.
No, **these** are not skunks.



šiná he?
Are **those (near you)** blankets?

Háu, šiná.
Yes, **these** are blankets.



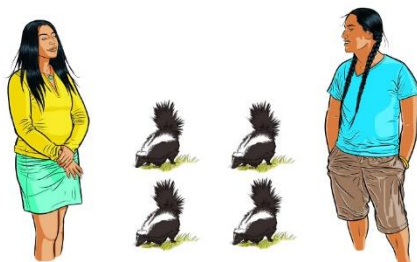
waṇblípi he?
Are **those (near you)** eagles?

Hiyá, waṇblípi šni.
No, **these** are not eagles.



čhápapi he?
Are **these** beavers?

Hiyá, čhápapi šni.
No, **these** are not beavers.

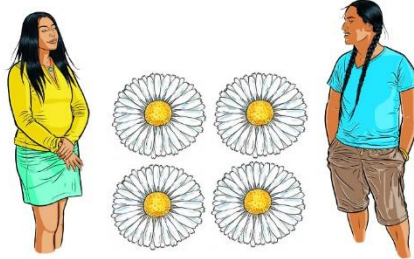




thípi he? Háu, thípi.
Are **those (away from us)** houses? Yes, **those** are houses.



wanáhča he? Háj, wanáhča.
Are **these** flowers? Yes, **these** are flowers.

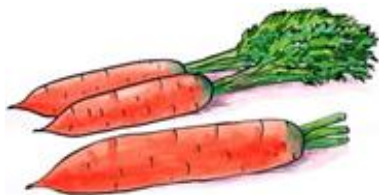


šúnkapi he? Hiyá, šúnkapi šni.
Are **those (away from us)** dogs? No, **those** are not dogs.



itówapi he? Hiyá, itówapi šni.
Are **those (near you)** pictures? No, **these** are not pictures.







bló



thínpsinla

omníča



pšín



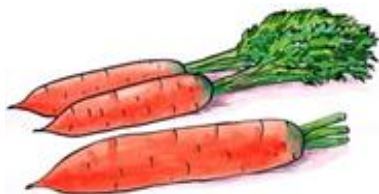
pħanǵí zizí



kuṇkún

wagmíza

uṇžíṇžintka





1. Fill out the second column in the chart on the next page. Write **hán** next to the vegetables that you like and **hiyá** next to those you don't like.
2. The instructor chooses one of the vegetables and asks one of you if you like 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), bló wašté**ya**laka he?

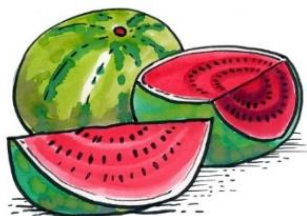
Student: Hán, bló wašté**wa**lake. / Hiyá, bló wašté**wa**lake šni.

Model 2

Student 1: (name) bló waštélaka he?

Student 2: Hán, (name) bló waštélake. / Hiyá, (name) bló waštélake šni.

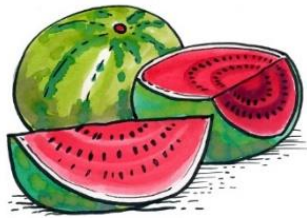
Do you like...?	miyé	čhažé	čhažé
wagmíza			
thínpsinla			
uŋžínžintka			
pħaŋǵí zizí			
pšín			
kuŋkún			
bló			
omníča			





čhunwíyapehe

wagmúšpaŋšni



wažúšteča

zíškopela



tǎspáŋzi

tǎspáŋ



kǎŋta

tǎspáŋ pǎéstola





1. Fill out the second column in the chart on the next page. Write **hán** next to the fruits that you like and **hiyá** next to those you don't like.
2. The instructor chooses one of the fruits and asks one of you if you like 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), tǎspán wašté**y**alaka he?

Student: Hán, tǎspán wašté**w**alake. / Hiyá, tǎspán wašté**w**alake šni.

Model 2

Student 1: (name) tǎspán waštélaka he?

Student 2: Hán, (name) tǎspán waštélake. / Hiyá, (name) tǎspán waštélake šni.

Do you like...?	miyé	čhažé	čhažé
tǎspáŋzi			
wagmúšpaŋšni			
tǎspáŋ pǎéstola			
čhuŋwíyapehe			
tǎspáŋ			
wažúšteča			
zíškopela			
kǎáŋta			



nouns with ħ and ģ



ħé



wanáħča



ħoká



sinťéħla



waħpé



wičháħpi



maħpíya



ħóta



heħáka



čhúnwinža akáħpe



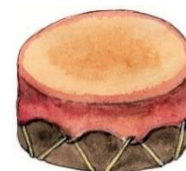
maǵáksiča



uŋzóǵe



hoǵáŋ



čháŋčeǵa



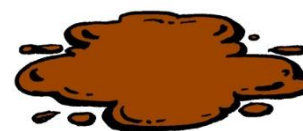
núŋǵe



kǵaŋǵí



aǵúyapi



ǵí



šuŋǵíla



wičhítegleǵa

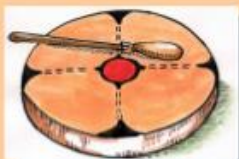


Listen and fill in

ǎ

or

ǵ



waná_ča

ho_án

čhánche_a

_oká

wá_ačhan

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ



wiçhítegle_a

ma_á

wa_pé

wiçhá_pi

čhé__a

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ



šun_íla

ma_ážu

ma_píya

kħan_í

ma_áksiča

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ

ǎ ǵ



plain stops (k, p and t)



ma**k**á



wóž**a**pi

4

tópa



h**o**ká



aǵúy**a**pi



hal**h**áta



kuŋ**k**ún



u**p**ížata



ma**t**úška



ithúŋ**k**ala



č**h**á**p**a



siŋ**t**éħla



šúŋ**k**a



hán**p**a



ist**t**ó



fill in **k**, **p** or **t**



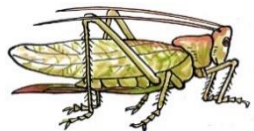
sá__a

k **p** **t**



siŋ__éħla

k **p** **t**



gnugnúš__a

k **p** **t**



wá__a

k **p** **t**



na__é

k **p** **t**



is__ó

k **p** **t**



čhaŋ__ú

k **p** **t**



s__a

k **p** **t**



hán__a

k **p** **t**



Study the vocabulary



šúŋka



heňáka



waŋblí



čhápa



mathó



gnašká



iktómi



tňáħča



igmú



zičá



The instructor saw four of the 10 animals below. Find out which ones.
Ask the instructor like this:

Student: Blóza wanží wanláka he?

Instructor: Háj, blóza wan wanbláke. / Hiyá, blóza wanžíni wanbláke šni.

Next, do the same in groups of 3 (in breakout rooms).





glottal aspirated stops (**kǎ́**, **pǎ́** and **tǎ́**)



kǎ́áŋta



pǎ́éta



ma**tǎ́**ó



kǎ́aŋǵí



pǎ́asú



tǎ́ápa



huŋya**kǎ́**uŋ



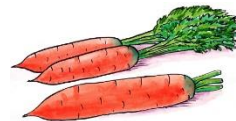
pǎ́a híŋ



tǎ́a**tǎ́**áŋka



šúŋkawa**kǎ́**áŋ



pǎ́aŋǵí zizí



tǎ́ažúška



La**kǎ́**óta



ka**pǎ́**ópapi



i**tǎ́**úŋkala



fill in **kǎ**, **pǎ** or **tǎ**



___aló

kǎ pǎ tǎ



wa___ályapi

kǎ pǎ tǎ



čha___úŋka

kǎ pǎ tǎ



ma___óčhe

kǎ pǎ tǎ



wa___óštaŋ

kǎ pǎ tǎ



___ašíyagnuŋpa

kǎ pǎ tǎ



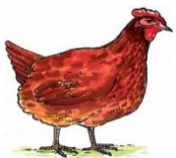
___aspáŋ

kǎ pǎ tǎ



siŋk___ékǎ

kǎ pǎ tǎ

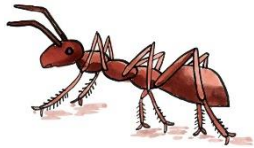


___o___óyaǎ'aŋla

kǎ pǎ tǎ
kǎ pǎ tǎ



Study the vocabulary



t̥hažúška



hóká



héblaska



hoǵán



pis píza



sin̥téh̥la



zuzéča



šun̥ǵíla



maǵáksiča



blóza

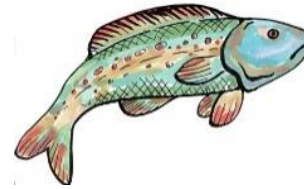
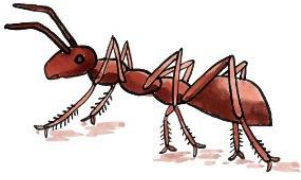


The instructor is thinking about four of the 10 animals below. Find out which ones. Ask the instructor like this:

Student: Blóza kin awílukčañ he? (Are you thinking about the pelican?)

Instructor: Háj, blóza kin awílukčañ. / Hiyá, blóza kin awílukčañ šni.

Next, do the same in groups of 3 (in breakout rooms).

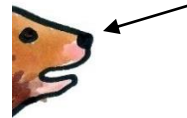




velar aspirated stops (**kh**, **ph** and **th**)



khéya



phuté



thípi



khušléča



i**ph**íyaka



thuswécha



khuk**h**úše



mas'ó**ph**iye



thínpsinla



ma**kh**ú



phetížaṇṇa



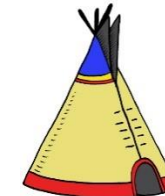
thiyópa



khuté



phehán



thíikčeya



fill in **kh**, **ph** or **th**



i___íyaka

kh ph th



___ezí

kh ph th



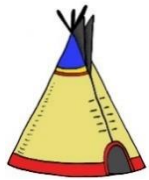
___uté

kh ph th



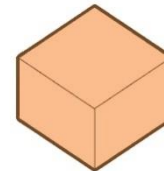
ma___ú

kh ph th



___ííkčeya

kh ph th



čchańó___iye

kh ph th



___úža

kh ph th



kinýé___iyapi

kh ph th



___eħmúnǵa

kh ph th



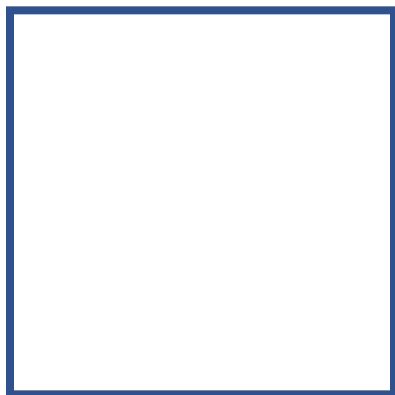
1. The instructor asks a student which animal he/she wants, like in the model below.
2. The student replies and asks the instructor “níš” (and you?).
3. The instructor replies and they both drag and drop their animals into one of the boxes below.
4. Next, do the same activity in groups of 4 (in breakout rooms).

Model:

Instructor: Táku-wamákháškan **ya**čhín he?

Student: Blóza kin **wa**čhín. Níš?

Instructor: Míš matúška kin **wa**čhín.



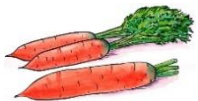
Student 1



Student 2



Listen to your instructor pronounce the names of the objects below and next
match the words with the pictures.



wažúšteča

thínpsinla

itħúnkala

kaphópapi

zíškopela

tħašíyagnunpa

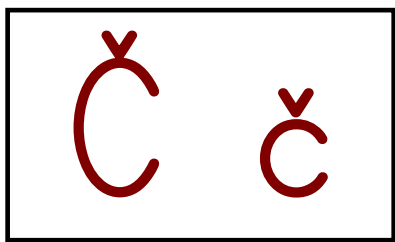
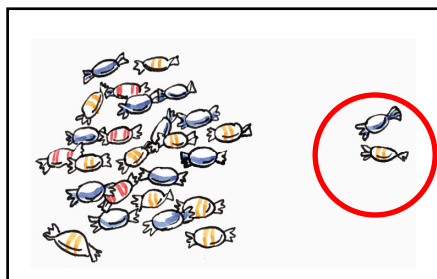
othúnwahe

pħaŋǵí zizí

wagmúšpaŋšni



17

Reading and writing Lakota **č** [ču].The letter **č** makes a sound that is somewhere between the English **ch** in **rich** and the English **j** in **jar**. Listen and repeat.čónala (few)

ča ča ča čaŋ čaŋ

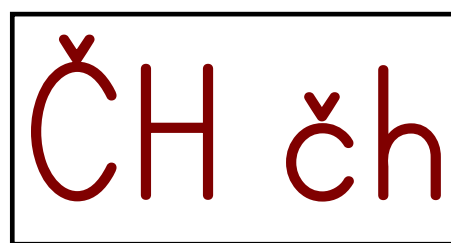
če če

či či čin čin

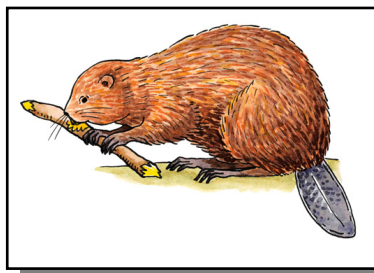
čo čo

ču chu čun čun

18

Reading and writing Lakota **čh** [čhi].The letters **čh** make a sound that is like the English **ch** in **chair**. Listen and repeat.

čhápa



čha čha čha čhaŋ čhaŋ

čhe čhe

čhi čhi čhin čhin

čo cho

ču chu čun čun



listen and fill in č or čh



__aŋpĥá

č čh

__aŋkú

č čh

__áŋ

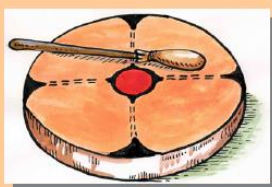
č čh

wik__émna

č čh

i__ábu

č čh



__áŋčheğa

č čh

uŋk__éla

č čh

tĥáĥ__a

č čh

__uwígnaka

č čh



waĥ__á

č čh

wahá__aŋka

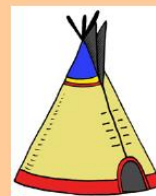
č čh

omní__a

č čh

wakší__a

č čh



__éya

č čh

uŋk__ékhiĥa

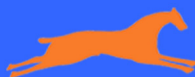
č čh

__egnáke

č čh

thiík__eya

č čh



7



Reading and writing č' [č'o], k' [k'o], p' [p'o], t' [t'o].

Č' č'

č'ó



č'a č'e č'i č'o č'u

K' k'

k'á



k'a k'e k'i k'o k'u

P' p'

p'ó



p'a p'e p'i p'o p'u

T' t'

t'á



t'a t'e t'i t'o t'u

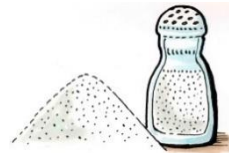


Listen to your instructor pronounce the names of the objects below and next
match the words with the pictures.



mniskúya

uŋžíŋŋtka



wiĉháyažipa zí

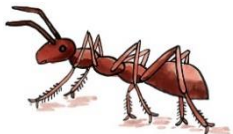
ĉuŋwíyapehe



wíyatke

ožáŋžanglepi

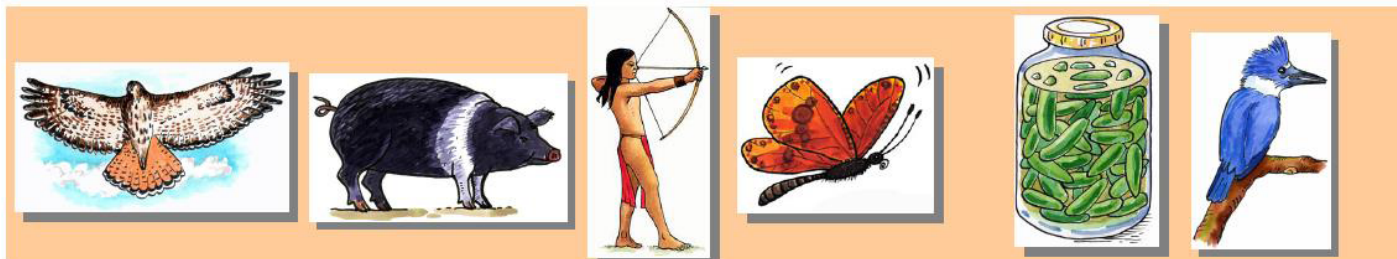
akáŋwowapi



tǎžúška



listen and fill in k or kh



chanš__

k kh

__u__úše

k kh

k kh

__uté

k kh

__imímela

k kh

__uŋ__úŋ

k kh

__ušléča

k kh

listen and fill in p or ph



__íško

p ph

__ehánj

p ph

u__ížata

p ph

__uté

p ph

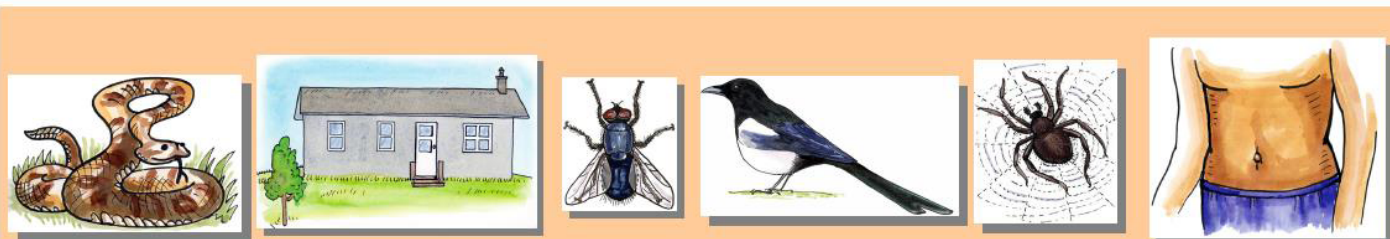
čhá__a

p ph

i__íyaka

p ph

listen and fill in t or th



siŋ__éhla

t th

__ípi

t th

__eħmúğa

t th

halhá__a

t th

ik__ómi

t th

__ezí

t th



Study the first dialogue. Harry is asking Leanne about her new car. How is the word **sápa** different in the second sentence? Then study the second dialogue. Is the word **thánka** different in the two sentences?

Dialogue 1



*Is it **black**?*

Sápa**a** he?

*Yes, it is **black**.*

Hán, sápe**.**



Dialogue 2



*Is it **large**?*

Thánka**a** he?

*Yes, it was **large**.*

Hán, thánka**.**



- In some words, the final vowel **a** changes to **e**. This vowel change is called **ablaut**.
- Only some words ablaut, e.g. **sápa**, but not **ská**.



Ablaut

- Citing ablaut words: **sápA**, **yaŋkÁ**
- Citing non-ablauting words: **ská**, **yuhá**
- In sentences, we don't capitalize them (as in: **Šúnka** kiŋ **sápa** he?)



Ablaut

- In ablaut words, the final **a** will change to **e**, if:
- The ablaut word is the last word in the sentence: **Šúnka kin sápe.**
- The ablaut word comes before a word that triggers ablaut, e.g. **šni: Šúnka kin sápe šni.**



Look at the pictures below. The instructor is going to ask you whether the objects in them are black or not. Reply as in the model below:

Instructor: Sápa^a he?

Student: Háŋ, sápe^e. / Hiyá, sápe^e šni.





Look at the pictures below. The instructor is going to ask you whether the objects in them are large or not. Reply as in the model below:

Instructor: Tǎ́ŋk^a he?

Student: Háń, tǎ́ŋk^a. / Hiyá, tǎ́ŋk^a šni.





Use the given verb to ask a question about the person/object in the picture. Your partner is going to reply **hán** “yes” or **hiyá** “no”, as in the model. Make sure to apply ablaut rules when necessary.



ločhín (to be hungry)

Student 1: **Ločhín** he?

Student 2: **Hán**, ločhín. / **Hiyá**, ločhín šni.



ištínmA (to sleep)



kǎtA (to be hot)



tké (to be heavy)



maǵážu (it is raining)



čhuwíta (to be cold)



čhéyA (to be crying)



yaṅkÁ (to be sitting)



iǎ (to be smiling)



wótA (to be eating)



All of the verbs below the chart on the next page are in their 1st person singular, or the “I” form (e.g. **I am** walking). Look for patterns in those verbs (like similar syllables or letters) and try to divide them into 5 groups by dragging and dropping them into the cells of the chart. Each group will have 8 verbs in it.

Next, your instructor will show you the chart with verbs in their respective columns and explain how we can categorize verbs in Lakota.

Group 1	Group 2	Group 3	Group 4	Group 5

mun ké
 čan témawašt
 wač hán mi
 í blotake
 maŋ ké
 mač hún wita
 iw á ěa
 blu ž á ža

wa ú
 im ún ke
 mith á wa
 maw á ni
 eč hán mi
 lol' í wa ě' aŋ
 blu há
 í mapuze

mi yé
 blu ě á te
 ma ě wá
 wa nún waŋ
 im ún ěe
 waŋ bla ke
 wa íŋ mnaŋ ke
 bla tké

blé
 ma khún ěe
 wí mun ěe
 wí ma šte če
 wa hí
 bla wá
 mi štíŋ me
 mún pe

wa ló waŋ
 ep ěé
 mún
 eč hám un
 ma kán
 na wá žiŋ
 ma ě ě ča
 haŋ mún ke



Stative verbs + 3rd singular

- 1s: **ma**kánj “***I*** am old”
 - 2s: **ni**kánj “***you*** are old”
 - 3s: **Ø**kánj “***he/she/it*** is old”
-
- What is the affix for “I”?
 - What is the affix for “you”?
 - What is the affix for “he/she/it”?



ZERO AFFIX - 3rd person singular

- Because there is no affix for 3rd person singular, we call it the **zero affix**.
- Only when we need to discuss its position, or explain it, we write it, e.g.:

Øhí, máØni



Class I + 3rd singular

- 1s: ma**wá**ni ***I** am walking*
 - 2s: ma**yá**ni ***you** are walking*
 - 3s: má**Ø**ni ***he/she/it** is walking*
-
- What is the affix for “I”?
 - What is the affix for “you”?
 - What is the affix for “he/she/it”?



Class II + 3rd singular

- 1s: **b**latké “**i** drank it”
 - 2s: **l**atké “**y**ou drank it”
 - 3s: **Ø**yatké “**he/she/it** drank it”
-
- What is the affix for “I”?
 - What is the affix for “you”?
 - What is the affix for “he/she/it”?



Class III + 3rd singular

- 1s: **m**aŋké ***I** am sitting*
 - 2s: **n**aŋké ***you** are sitting*
 - 3s: **Ø**yaŋké ***he/she/it** is sitting*
-
- What is the affix for “I”?
 - What is the affix for “you”?
 - What is the affix for “he/she/it”?



Work in pairs. Your partner is going to ask you one of the questions below. Answer each of them with **hán** “yes”, or **hiyá** “no” as in the model below. Base your answers on your reality. You are to recognize the 2nd singular (you) form of the verbs and convert them into the 1st singular (I). Make sure to apply ablaut when appropriate – ablaut verbs have their final vowel highlighted in red.

Model:

Student 1: **Ĥtálehan yalówan he?** (*Did **you** sing yesterday?*)

Student 2: **Hán, walówan.** (*Yes, **I** sang.*)

Hiyá, walówan šni. (*No, **I** didn't sing.*)

Loyáčin he? (Are **you** hungry?)

Ínipuza he? (Are **you** thirsty?)

Nan ká he? (Are **you** sitting?)

Lu gó he? (Are **you** tired?)

Ni chúwita he? (Are **you** cold?)

Wak hályapi waštéyalaka he? (Do **you** like coffee?)

Čhan téníwašte he? (Are **you** happy?)

Nayážin he? (Are **you** standing?)

Omáyani he? (Do **you** travel?)

Ĥtálehan wayáči he? (Did **you** dance yesterday?)



Your teacher will describe this traditional warrior in Lakota. While talking, he or she will point at different parts of the picture. You may not understand everything that's being said, but you should be able to follow some of the description. During the first listening, notice the nouns for the objects in the picture, and during the second listening pay attention to the verbs. Next, on the last page of this activity, take turns and drag and drop the words into the picture.



Colored by: Frank 2005



Colored by: Frank 2005

waŋblí wíyake

šiná

čhaŋnúŋpa

napsíyoǎli

čhegnáke

aškíyuwi

haŋpíkčeka

wanáp'in

úŋ

ohÁŋ

wapǎ́ha

huŋská

čhaŋtóžuha

ógle čhuwíyuksa

ógle

ptehínšma

hánpa

čhegnáke

pǎ́egnakA



ptehínšma

ún

čhaŋnúŋpa

haŋpíkčeka

huŋská

čhaŋtóžuha

napsíyoǎli

ógle

wapǎ́ha

šiná

waŋblí wíyake

čhegnáke

wanáp'in

aškíyuwi

ógle čhuwíyuksa

pǎ́hegnákA

ohÁŋ



How do you find out the conjugation type of a verb?

- You can identify the conjugation of Lakota verbs using the dictionary.
- Open your dictionaries and look up the word **háŋskA**.

háŋska  

LYS

vs

(1s maháŋske, 2s niháŋske, 1p unháŋskapi)

1. to be long (things, time, space)

- **Zuzéča háŋska waŋ wakát'e.** I killed a long snake.
- **Wik'hóškalaka kiŋ p'hehíŋ kiŋ líla háŋskaska.** The young woman had very long hair.
- **Wič'hóoyake kiŋ hé líla háŋske.** That story is very long.
- **Maštíŋčala kiŋ nakpá háŋskaskapi.** Rabbits have long ears.
- **Háŋpa kiŋ lená eháš háŋskaska.** These shoes are too long.

2. to be tall (of upright things)

- **Čhán kiŋ hé líla háŋske.** That tree is very tall.
- **Čhán kiŋ hená líla háŋskaska.** Those trees are very tall.
- **Wič'háša háŋska waŋ waŋníyaŋka čhíŋ.** A tall man wants to see you.

redup háŋskaska

adv háŋskaya

see yuháŋska, aháŋskaka

ant ptéčela



How do I find out to which Class each verb belongs to?

- For active verbs, the dictionary does not specify the Class, but you can figure it out by looking at the conjugation:

glí  

[< hí] L

vi

(1s waglí, 1p unglípi)

1. to have come back here

- **Tóhaŋ yaglí he?** When did you return?
- **Othúŋwahe-ta í na glí.** He went to town and came back.
- **Mičínkši, tanyán yaglí.** It is good you have come back, my son.
- **Yaglí kta kéhe.** You said you would return.
- **Unglípi kɨhán ungókiyakapi kte.** When we return we will tell him.
- **Yuphíya unkápi na thiyáta unglípi.** We traveled pleasantly and came back home.

see kíčigli

pref

2. to do smth upon arriving back here (prefixed to certain active verbs)

- **Glinážiŋ.** He came back and stood.
- **Glíyotakapi.** They returned and sat down.

Y. gdí

S. hdí

A. kní

yužáža  

vt [yu- -žaža] LYSA (1s blužáža, 1p unyúžážapi)

to wash smth, wash by rubbing, handling (as clothes)

- Čanǰhá kiŋ yušpípi na yužážapi. They picked the chokecherries and washed them.
- Wakšíča kiŋ yužáža ye. (Wakšíyužáža ye.) Wash the dishes.
- Hayúžáža yo. Do the laundry.
- Owánka blužáža kte hécha. I have to wash the floor.
- Unzóǵe kiŋ yužážapi kač'úŋ saŋsáŋ. The pants were faded by washing.
- wóžáža to do laundry,

vpos glužáža

vrefl iglúžáža

vdat1 kiyúžáža

vdat2 kíčiyužáža



yaŋká  

LYS

vi

(1s maŋké, 2s naŋké, 1p unyaŋkapi)

1. to sit

Usage: durative

- **Pahá akáŋl yaŋké.** He sat on a hill.
- **Thimáhel maŋká-he.** I was sitting inside.
- **Anáwičhağoptaŋ maŋké.** I sat listening to them.
- **Akáŋ mayáŋke.** He sat on me.
- **Škaŋškáŋ šni yaŋké.** He sat motionless.

2. to stay, remain or be somewhere

- **Thiyáta naŋká he?** Are you at home (sitting at home)?

vcaus yaŋkékhiyA

Finding out the Class of a verb

- Activity 4

Please look up these verbs in the dictionary and find out which class they belong to:

1. *yaóth̃an̄in*
2. *iyúŋkA*
3. *ínyan̄kA*
4. *lol'íh̃'an̄*



INTRO: 3rd person animate plural



Nážin̄.

She is standing.

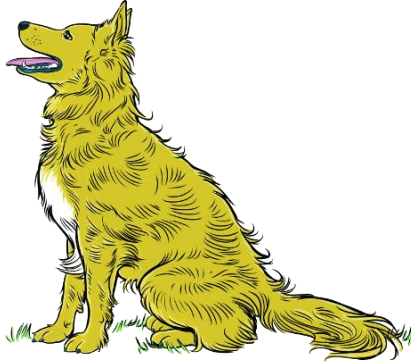


Nážin̄pi.

They are standing.



Ablaut in 3rd person animate plural



Yanké.

It is sitting.



Yankápi.

They are sitting.

Ablaut in 3rd person animate plural

- Ablauting verbs have a-ablaut before **-pi**:

Ištínme.

He is sleeping.

Ištínmap**i**.

They are sleeping.

Héčhiya yé.

She is going there.

Héčhiya yá**pi**.

They are going there.

INTRO: 2nd person plural

- Compare the sentences:

Tókheškhe yaún he? *How are you (sg.) doing?*

Tókheškhe yaúnpi he? *How are **you** (pl.) doing?*



1st dual

Uṇškátin kta he?

Are you and I going to play?



Alright, let's play, you and I.

1st dual in Lakota

- You can use this form when you address **one** other person.
- It is not used when more than two people are involved.
- **1d** means “you and I” or “I with you” but not “I and him” or “I with him”.



1st plural

Uṇškátapi kta he?

Are we going to play?



Ohán, uṇškátapi kte.

Alright, let's play.

		<u>SUBJECT</u>	
hí			
S U B J E C T	he/she/it	hí	he/she came here
	they	hípi	they came here
	I	wahí	I came here
	you (sg.)	yahí	you (sg.) came here
	you (pl.)	yahípi	you (pl.) came here
	you and I	uṇhí	you and I came here
	we	uṇhípi	we came here

Based on the context illustrated by the images, choose the 1st dual or the 1st plural. Circle the correct option.



1. Are we going to go swimming?

a) Uñnúwĩy kta he?

b) Uñnúwanpi kta he?



2. We won't go there.

a) Uñyĩy kte šni.

b) Uñyánpĩ kte šni.



3. We are old now.

a) Waná uñkánj.

b) Waná uñkánpi.



4. We will sit here.

a) Lél uñyánkĩy kte.

b) Lél uñyánkapi kte.



5. Did we come early?

a) Ečhánĩ uñhĩ he?

b) Ečhánĩ uñhĩpi he?



6. Let's eat.

a) Waúnyutĩy kte.

b) Waúnyutapi kte.



This “cheat sheet” is the summary of all subject affixes that Lakota verbs take. It is going to help you in conjugating Lakota verbs.

			1s	2s	2p	1d	1p	3s	3p
			I	you (sg)	you (pl)	you and I	we	he/she/it	they
stative			ma-	ni-	ni...pi	uŋ(k)	uŋ(k)...pi	Ø	...pi
active	Class I		wa-	ya-	wa...pi				
		sometimes before ki- or k-	we-	ye-	ye...pi				
	Class II	replaces y-	bl-	l-	l...pi				
	Class III	before uŋ or replacing y	m-	n-	n...pi				
reflexive		before ič'i- , ikp- , igl-	m-	n-	n...pi				
irregular			<i>various</i>	<i>various</i>	<i>various</i>				



Let's conjugate the verb khuwá
(to chase sb/smith) by filling in
the chart on the next page.

		<u>SUBJECT</u>	
S U B J E C T	he/she/it		
	they		
	I		
	you (sg.)		
	you (pl.)		
	you and I		
	we		



Study the
vocabulary from the
next page



šunġmáritu



zičá



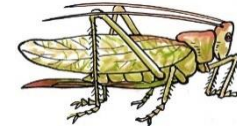
blóza



zuzéča



iktómi



gnugnúška



maġáksiča



hoġán



gnaška



heháka



tǵáhča



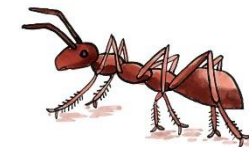
matúška



waŋblí



héblaska



tǵažúška



Select one of the animals below and describe it in the following way, using vocabulary provided below:

Šúŋka hemácha.
(I am a dog.)

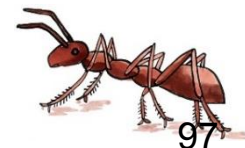
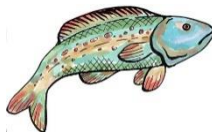
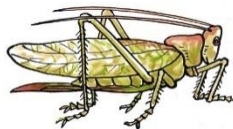
Hú matópa.
I have four legs.

Mathánka.
I am big.)



hú - leg
hupáhu - a bird's wing
níč. - to be lacking smth
tópa - four
šaglógaŋ - eight

tšan̄ka - to be big
čík'ala - to be small
núŋpa - two
šákpe - six
wikčémna - ten





Play this game in groups of 4 (in breakout rooms). One student chooses one of the animals below and gives a piece of information about the animal, and the rest is trying to guess which one is it. See the model conversation below.

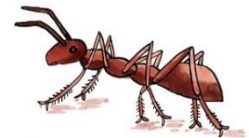
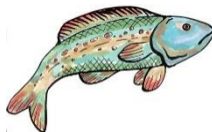
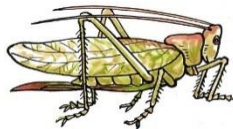
Student 1: Hú matópa. (I have four legs.)

Student 2: Heñáka henícha he? (Are you an elk?)

Student 1: Hiyá. (No.)

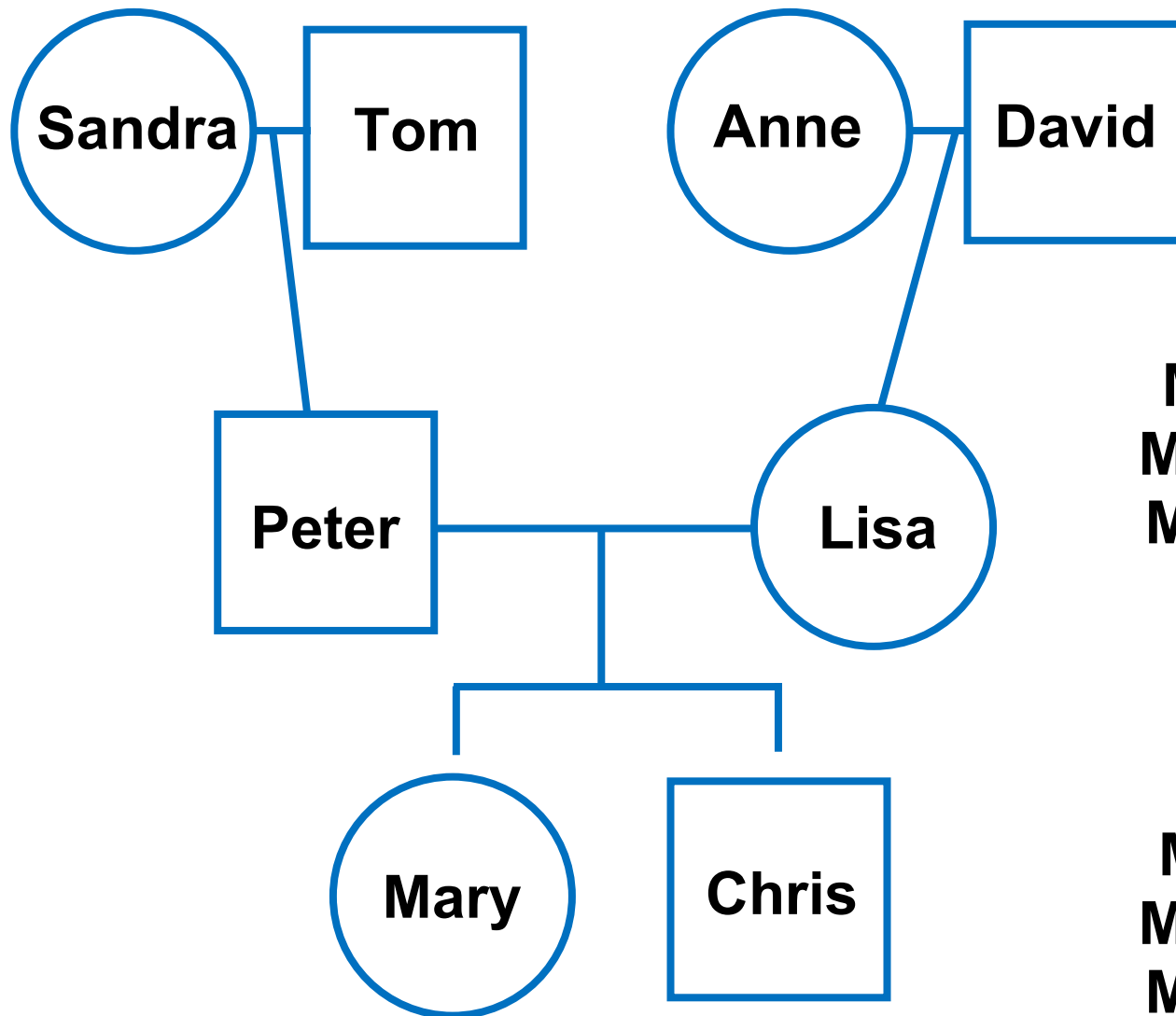
Student 3: Šúnka henícha he? (Are you a dog?)

Student 1: Hán, šúnka hemácha! (Yes, I am a dog!)





Let's study some kinship terms
in Lakota. Look at the family
tree on the next page.



**Peter lé miyé.
Iná Sandra ečiyapi.
Até Tom ečiyapi.
Mitháwiču Lisa ečiyapi.
Mičhúnkši Mary ečiyapi.
Mičhínkši Chris ečiyapi.**

**Lisa lé miyé.
Iná Anne ečiyapi.
Até David ečiyapi.
Mihíngna Peter ečiyapi.
Mičhúnkši Mary ečiyapi.
Mičhínkši Chris ečiyapi.**



First, fill in the “my” column in the table on the right-hand side with your relative’s names. Then, work with your partner: ask each other about the names of your relatives, as in the model. You will find all vocabulary required in the table.

Nihún táku ečiyapi he? What is **your mother’s** name?
Iná Anne ečiyapi. **My mother’s** name is Anne.

Additional sentences:
Niyáte táku ečiyapi he? What is **your father’s** name?
Até slolwákiye šni. I didn’t know my father.

Ničínkši táku ečiyapi he? What is **your son’s** name?
Mičínkši waníče. I don’t have a son.

Next, change partners and ask them about their previous partner’s relatives, as in the model.
Remember that you need to place **kin** after the kinship term.

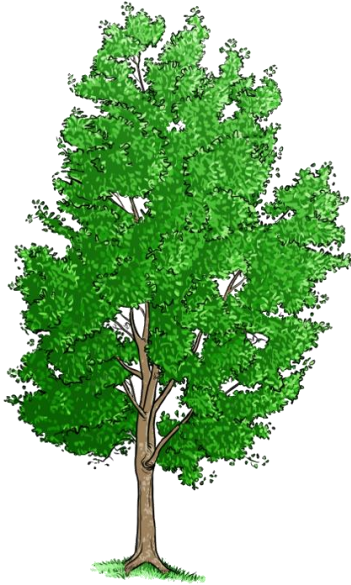
(name) **húnku kin** táku ečiyapi he? What is (name’s) **mother** name?
(name) **húnku kin** Sara ečiyapi. (name’s) **mother** name is Sara.

	my	your	his/her
<i>grandfather</i>	t̥húnkášila 	nithúnkašila 	t̥húnkášitku
<i>grandmother</i>	uŋčí 	nikhúnši 	k̥húnšitku
<i>father</i>	até 	niyáte 	atkúku
<i>mother</i>	iná 	nihún 	húnku
<i>husband</i>	mihíngna 	nihíngna 	híngnáku
<i>wife</i>	mitháwiču 	nitháwiču 	t̥hawíču
<i>son</i>	mičínkši 	ničínkši 	čhínkšitku
<i>daughter</i>	mičhúnkši 	nichúnkši 	čhunwíŋtku



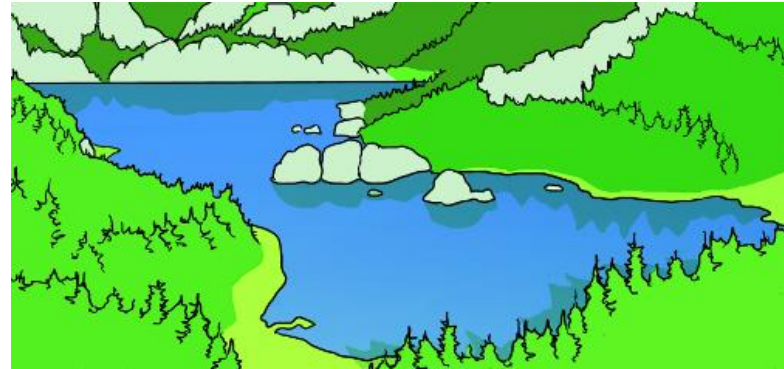
Noun + stative verb

- Compare the images:



Čán hánske.

*It is a tall **tree**.*



Blé thó.

*It is a blue **lake**.*



Noun + stative verb

- Where do we place nouns and where stative verbs in such constructions?
- How is the zero affix translated?
- Do Lakota sentences have an article for “a”?

Blé thǎ́. *It is a blue lake.*



Use the given nouns and verbs in “noun + stative verb” constructions, like in the models below:

thípi (house)
čík'ala (to be small)

Thípi čík'ala.
It is a small house.

šúnka (dog)
tšanāska (to be large)

Šúnka tšanāska.
It is a large dog.

wíčazo (pen)
čík'ala (to be small)

It is a small pen.

wóžuha (bag)
tšanāska (to be big)

It is a big bag.

ptéčela (to be short)
wičhínčala (girl)

She is a short girl.

hánskA (to be tall)
hokšíla (boy)

He is a tall boy.

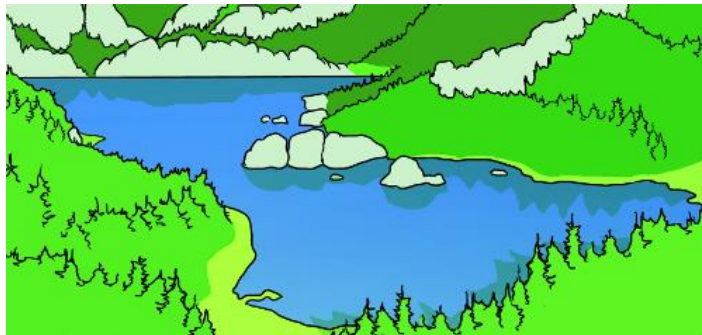
wówapi (book)
šá (to be red)

It is a red book.



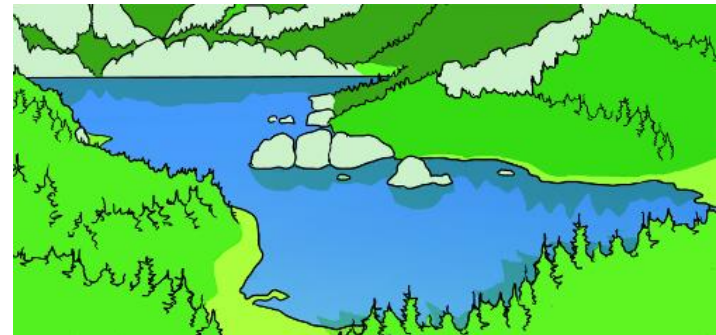
Stative verb as a predicate

- Compare the images:



Blé tǎ́ó.

It is a blue lake.



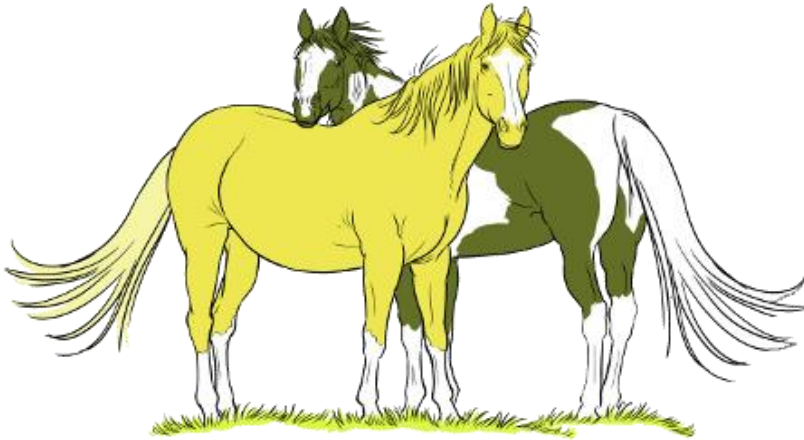
Blé kin tǎ́ó.

The lake is blue.



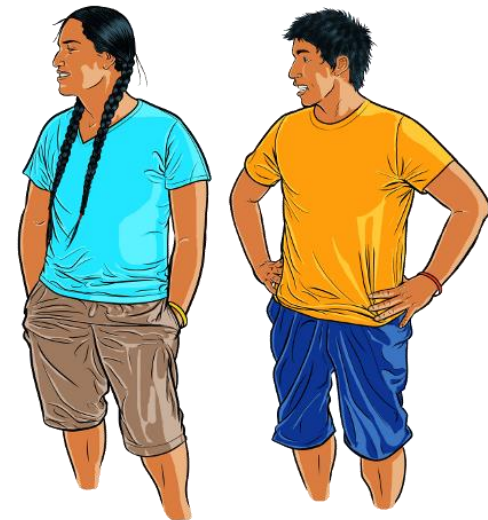
Stative verb as a predicate

- 3rd animate plural:



(lúzahAŋ)

The horses are fast.



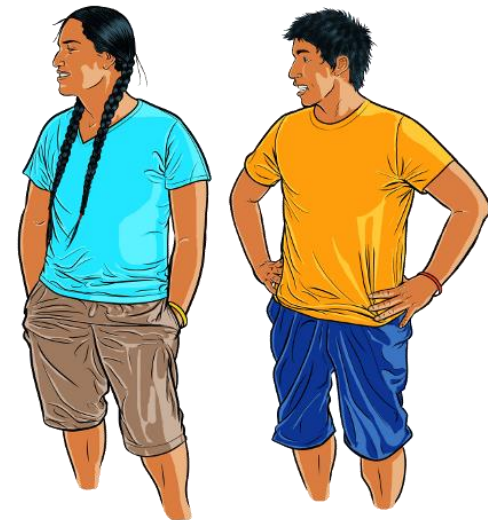
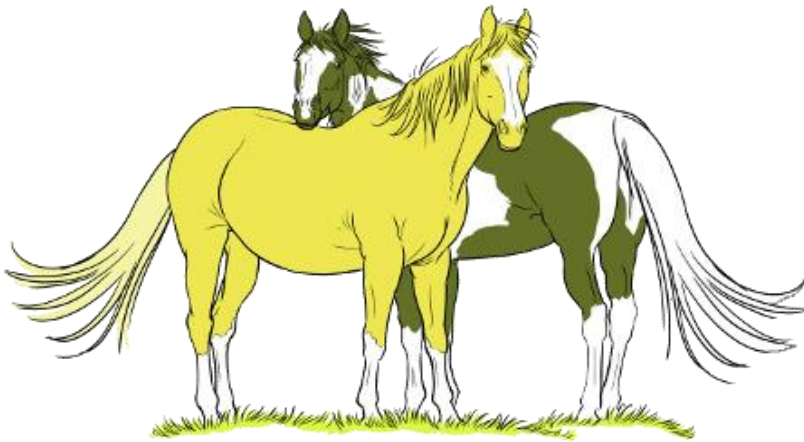
(háŋskA)

The boys are tall.



Stative verb as a predicate

- 3rd animate plural:



Šúnkawakǵán kiŋ lúzahanpi.

The horses are fast.

Hokšíla kiŋ háŋskapi.

The boys are tall.



Use the given nouns and verbs in “noun + kin + stative verb” construction, like in the two models below. Add -pi when the subject is plural.

thípi (house)
čík'ala (to be small)

Thípi kin čík'ala.

The house is small.

šúnka (dog)
tšanāska (to be large)

Šúnka kin tšanāska.

The dog is large.

igmú (cat)
sápA (to be black)

The cat is black.

khéya (turtle)
tšózi (to be green)

The turtles are green.

ǵí (to be brown)
tšatšánka (buffalo)

The buffalo is brown.

šá (to be red)
ziŋtkála (bird)

The bird is red.

hoǵán (fish)
zí (to be yellow)

The fish are yellow.

tšó (to be blue)
zuzéča (snake)

The snake is blue.

ská (to be white)
mathó (bear)

The bears are white.

matúška (crayfish)
hóta (to be gray)

The crayfish is gray.