

Plains Cree/English edition

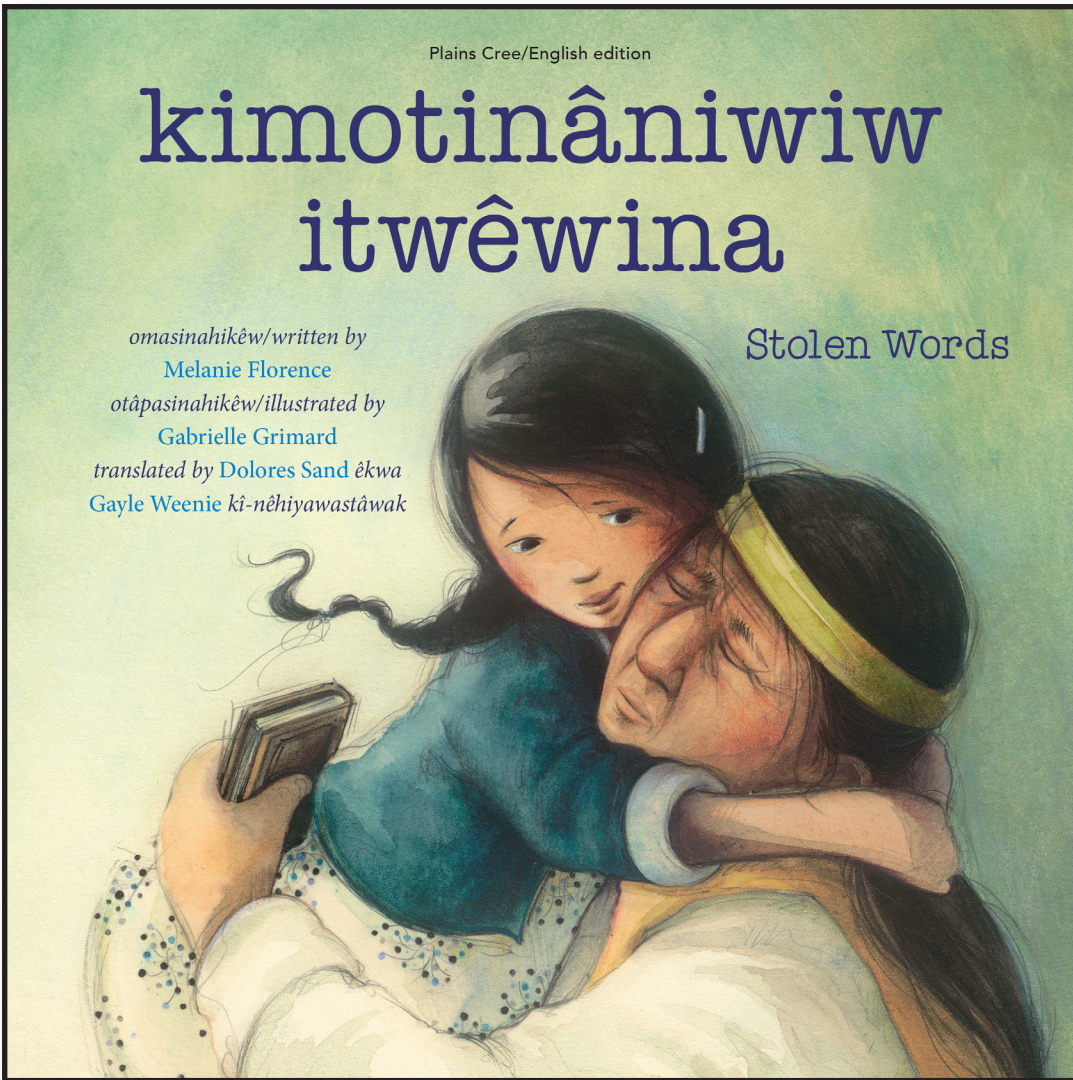
kimotinâniwiw itwêwina

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Stolen Words



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Guide to the Plains Cree Edition

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Cree Literacy Network (creeliteracy.org)

ISBN: 978-1-77260-101-5

Second Story Press
www.secondstorypress.ca

Grades 4 – 7; Ages 9 – 13

Summary

When a lively little girl asks her grandfather how to say “grandfather” in Cree, his pain is immediate. He shares his story of residential school, separation from family, community, language, and culture. He states, “I lost my words a long time ago.”

The granddaughter’s life has been very different. She has only good memories, but she listens to her grandfather with ears, heart, and spirit. Then she takes action with a gift that sets the two of them off on a new path of discovery, healing, reconciliation, and Cree language reclamation.

Notes to the Teacher

This guide is specific to the Plains Cree edition of this book, translated by Dolores Sand and Gayle Weenie. Where the English edition introduces the idea of language reclamation with six Cree words, the Plains Cree edition embraces language reclamation, offering the story in Plains Cree (also known as *nêhiyawêwin* or y-dialect, spoken in central Saskatchewan and Alberta). While the story in Cree is suitable for reading aloud to Cree speakers of any age, as a teaching/reading text it is most suitable for middle school students who may have completed three or more years of Cree language instruction. Embedded within the text are numerous opportunities for exploring how the Cree language works, adaptable to Cree language students of any age or level of learning.

A special feature of this guide is the bilingual Cree/English glossary that lists every Cree word from the book in dictionary form. With its carefully limited scope, the glossary becomes an ideal entry point for students learning to use a Cree-English dictionary.

Cree Language-learning Opportunities

- Cree Language-teaching Activities:
 - Responding Physically to Verbal Cues
 - Whose Body Parts? (About Dependent Nouns)
 - Facial Expressions
- Conversation between Grandfather and Grandchild
- Using the Glossary to Learn about Cree-English Dictionaries

Reading ***Stolen Words*** in Cree

Before reading, invite students to talk about the title:

- Why is this book called *Stolen Words*?
- Whose words were stolen, and how?
- Ask students to reflect on their own family: most will have grandparents or great-grandparents who attended residential school.
- Does anybody in their family speak any Cree at home?
- Were there Cree speakers in their family a generation or two ago? Three generations or more?
- Are they the first in their family to be learning the language in some time?
- Have they ever tried to help anyone else learn, like a younger sibling or even a parent?
- Do they have any Cree language books at home?
- Does their school library include many books in Cree?

Read the book aloud to students, or divide students into groups to read to each other while they read along, or have students [listen to the audio recording of Dolores Sand](#). Do this on at least three consecutive days. Each time, ask students to listen for familiar words, like the six Cree words that appear in the English edition and other familiar vocabulary. Consider collecting these words and building a visual list or glossary in your classroom for students to use as an anchor and to help build their sight and sound association.

Once the class is familiar with the sound of the text, have students read along with the teacher chorally.

After choral readings on several consecutive days, have the students take turns reading a small portion at a time aloud to the class.

Important: Remember that your community may use different pronunciation than Dolores Sand does for some words. By all means, teach students the pronunciation your community prefers. But there should be no need to change the spelling. This text is written in Standard Roman Orthography (SRO). SRO is a tool that helps readers by spelling words the same way each time. In fact, even if you say the word differently, students who know SRO spelling will be able to recognize those words the next time they find them in other books or dictionaries. To use an example from English, the word “either” can be pronounced as “EEther” or as “EYEther”—but neither the meaning nor the spelling changes.

Cree Language-teaching Activities

Responding Physically to Verbal Cues

Have students play “*mosôm itwêw*” (like Simon Says) using verbs from the book in command/request form. The teacher can take the role of *mosôm*; students can be *nôsisimak*. Use the singular form of each command to address individual students. Use the plural form to speak to the whole group.

Some verbs are simple actions. Other verbs affect “someone” or “something,” so students can hold a piece of paper or some other small object to help in acting out these verbs. By using objects mentioned in the text, such as beads, feathers, a book, or a dream catcher, the teacher can also reinforce those vocabulary items while choosing whether to give commands to individuals or the whole group. For example, *kakwê-miskaw mîkis*—“try to find a bead”—might be followed by *miy*—“give it to her or him.” Students can act this out by handing their bead to a partner or neighbour.

Use additional preverbs and particles to indicate starting and stopping the actions, or to create negatives. Supplement the game with additional familiar preverbs that students already know (i.e., loudly, quickly, etc.).

More advanced students may be able to take on the role of *mosôm* themselves.

In the following list, commands are presented in singular form: that is, these are commands you give to one person. Remember that Cree commands to a group must be given in plural form (in most cases, this involves adding the plural suffix “-k”).

Command to one person	Gloss
kisiwinâkosi	frown
pâhpisi	smile; laugh a little
tôhkâpi	open his/her own eyes
kîmwê	whisper
kwâskohti	jump
kwâskohcisi	jump a little; hop a little
nakî	stop, come to a stop; park
nanamiskwêyi	nod your head, shake your head
nikamosi	sing a little song
nîmihicosi	dance a little
ohpiniskê	raise your arms

pâhpihkwestaw	smile at s.o.
wâsakâmêpayiho	move, go, ride in a circle
waskawî	move, stir, budge, be in motion
nêhiyawê	speak Cree
yêhyê	breathe
ohpiniskêyîstawê	raise your hands to s.o.
kitâpam	look at s.o.
maskam	grab (it/him) from s.o., rob s.o. (of it/him), take (it/him) away from s.o.
kakwê-miskamaw	try to find (it/him) for s.o.
miy	give (it/him) to s.o.
itohtatâ	take s.t. there
kitâpahta	look at s.t.
kwayakopita	pull s.t. out
micimina	hold s.t. fast, hold s.t. in place, grasp s.t.
kakwê-miska	try to find s.t.
pâskina	uncover s.t., turn s.t. over; turn the page
sâmina	touch s.t.

Extend the game by adding these extra words for starting, stopping, and manner. Remember that preverbs (forms listed here with hyphens) must be attached to correct verb forms.

êkâwiya, êkâya, kâwiya, kâya	no, not, don't
mâci	begin to, start to; commencement; initially
pôni-	stop, cease; after
papêyâhtik	slowly, carefully
kâmwâci-	quietly
misi-	big, much; extremely

Whose Body Parts?

Most body-part words in Cree are “dependent nouns,” that is, nouns that should always have a pronoun prefix attached to show who they belong to. In the glossary, these are listed in the 3rd person (his/her/their) form. Many of these words also have a “general” or “unspecified” form that is used for body parts that don’t belong to anyone in particular: “an arm, any old arm,” “a heart (but we don’t know whose).”

Body parts mentioned in the story provide an opportunity to review how these word forms change with different possessors (e.g., mine, yours, or theirs) and when there is no possessor at all. The teacher can read out the various forms, and students can respond physically by pointing to their own, or others’ body parts. For “unspecified” body parts, the teacher might provide pictures of isolated body parts. (If it seems a little odd to present disembodied body parts, it’s a good reminder that speaking in Cree about body parts without possessors can also be a little odd!)

English	My	Your (one person)	Her/His	Unspecified (a/an)
face	nihkwâkan	kihkwâkan	ohkwâkan	mihkwâkan
finger, little paw	nicihcîs	kicihcîs	ocihcîs	micihcîs
hand, paw	nicihciy	kicihciy	ocihciy	micihciy
arm	nispiton	kispiton	ospiton	mispiton
head, mind	nistikwân	kistikwân	ostikwân	mistikwân
wing	nitahtahkwan	kitahtahkwan	otahtahkwan	mitahtahkwan
heart	nitêh	kitêh	otêh	mitêh
shoulder	nihtiman	kitihtiman	otihtiman	mitihtiman
mouth	nitôn	kitôn	otôn	mitôn
chest	nâskikan	kâskikan	wâskikan	mâskikan

Facial Expressions

Collect a reference set of emojis. Have students choose or draw emojis that correspond with the various facial expressions mentioned in the book.

kisiwi-	PREVERB	anger, angry, in anger
ohkwâkan	NOUN	his/her face
okanâci-wihkwâkan	NOUN	his/her innocent face
sikwêhkwêwin	NOUN	wrinkled face
pîkiskâcinâkosiwin	NOUN	lonely and sad appearance
pâhpiwin	NOUN	laughter
kisiwinâkosiw	VERB	s/he frowns
pâhpisiw	VERB	s/he smiles; s/he laughs a little
tôhkâpiw	VERB	s/he opens his/her own eyes
pîkiskâtisiw	VERB	s/he is lonesome, is sad, suffers grief
nanamiskwêyiw	VERB	s/he nods his/her own head, shakes his/her own head
pâhpihwêstawêw	VERB	s/he smiles at s.o.
pîkiskâcinâkosiw	VERB	s/he looks lonely and sad
mawîhkâtêw	VERB	s/he begs s.o. with tears; s/he cries for s.o., s/he mourns for s.o.; s/he is sad to see s.o. go
nanâskomêw	VERB	s/he thanks s.o., gives thanks to s.o., is grateful to s.o.
ocêmêw	VERB	s/he kisses s.o.

Conversation

Print out this conversation for classroom use. Read it aloud to students, or have students [listen to the audio recording provided](#). Start with the teacher as Grandfather, and have students respond in chorus as the Grandchild, then switch roles. Later, have students practice in pairs, or even physically act out the dialogue, taking turns as Grandfather and Grandchild.

Grandfather	tânisi, nôsisim!	Hello, my grandchild!
Grandchild	tânisi, nimosôm!	Hello, my grandfather!
Grandfather	ê-pê-kîwêhtahitân.	I came to bring you home.
Grandchild	ninôtê-kwâskohcisin.	I want to hop a little.
Grandfather	hâw, kiya ka-kwâskohcisin, niya nika-pimohtân.	Okay, you can hop, I'll just walk.
Grandchild	ka-kî-miciminên cî nimaskimot?	Can you hold my bag?
Grandfather	ahâw, nika-miciminên kimaskimot. kîkway kitayân êkota?	Sure, I'll hold your bag. What have you got in it?
Grandchild	ê-pêtamâtân masinahikan.	I brought a book for you.
Grandfather	masinahikan, niya ohci?	A book, for me?
Grandchild	êha kiya ohci. nikiskinwahamâkêm nikî-wîcihik ta-miskamâtân.	Yes, for you. My teacher helped me find it.
Grandfather	tânisi itwêmakân?	What is it about?
Grandchild	nêhiyawêwin ohci. ka-âpacihtânaw ta-nitonamahk nêhiyaw-itwêwina.	It is all about the Cree language. We can use it to find Cree words together.
Grandfather	takahki! natonêtân "nôsisim."	Great! Let's look for "my grandchild."
Grandchild	takahki êkota ohci ka-natonênaw "mosôm."	Great! Then we can look up "my grandfather."
Grandfather	miywâsin! sêmâk takohtêyahki kîkinâk, ka-mâcihtânaw.	Wonderful. Let's begin as soon as we get home.

Using the Glossary to Learn about Cree-English Dictionaries

Ask students about their experiences with dictionaries.

- Do students know how to look up words in English?
- What does the dictionary tell them about each word they look up?
- Have they noticed how the words in the dictionary are organized?
- What difference does spelling make?

The glossary that accompanies this guide is really a little dictionary of its own. It only lists words that are used in this book. It was built using a real print dictionary called [*nêhiyawêwin: itwêwina / Cree: Words. A Cree-English dictionary*](#). That dictionary was compiled by Arok Wolvengrey and published in 2001 by the Canadian Plains Research Centre in Regina, and we used it with permission. While every Cree classroom should have its own print copy of *nêhiyawêwin itwêwina*, most students will need some help to use it successfully.

This glossary is designed to show students what to expect (and what not to expect) in a real Cree dictionary. Specifically,

- Glossary information copied directly from the print *nêhiyawêwin itwêwina* dictionary allows students to become familiar with real dictionary design.
- With a word list drawn exclusively from *Stolen Words*, students can experience more immediate success finding word forms and relating them to their specific use in the book.
- With inflected word forms included (which a regular dictionary would omit), students can become aware of the inflections a regular Cree bilingual dictionary omits.
- With inflected forms shaded grey, students are reminded that these inflected forms would not be found in a typical dictionary (and sometimes even why!).

Ideally, each student should be provided their own copy of the glossary, printed on ordinary paper and stapled, so they can take as much time as they like exploring it and becoming familiar with how it works.

Note: Although this guide focuses on the print dictionary *nêhiyawêwin: itwêwina*, most of the lessons presented here are just as important for students using other Cree dictionaries, in print or online. In fact, between 2020 and 2021, the print dictionary *nêhiyawêwin: itwêwina* has been adapted and expanded for online use. The online version is called simply *itwêwina*. It was created by the Alberta Language Technology Lab (ALTLab), in collaboration with the First Nations University and Maskwacîs Education Schools Commission (MESC). The dictionary entries are courtesy of Dr. Arok Wolvengrey and MESC. You can find the online version at: <https://itwewina.altlab.app/>.

Different Languages: Different Structures

Using a Cree-English dictionary is not as straightforward as using an English dictionary. Whether we look up words in Cree or in English, every single word is dominated by one basic fact that we can take as Rule One for using a Cree-English dictionary: **Cree and English have different structures: each language must follow its own rules.** In fact, Cree and English are different kinds of languages.

Isolating

English is an “isolating” language: It uses a separate word for everything. It’s like a picky eater: the peas shouldn’t touch the potatoes!

For example, the English sentence “He (or she) looks at something” has separate words for the person who is looking (“he” or “she”), for the verb (“looks”), for the preposition (“at”), and for the object being looked at (“something”). In an English dictionary, you look up each word separately.

Polysynthetic

Unlike English, Cree is “polysynthetic.” Polysynthetic languages like to keep things connected. More like stew (if we keep the food analogy going)—only better organized. Verbs, in particular, are made up of pieces put together like Lego.

The Cree word *kitâpahtam* is an exact equivalent version of our English example sentence—“He (or she) looks at something”—but it only needs one word. All of those sentence parts that English writes separately—who is looking (the subject), the verb, the preposition, and the object being looked at—are all included within that single word.

Students don't need to know the words "isolating" and "polysynthetic." But they must understand that translations between Cree and English cannot match up word for word because **each language must follow its own rules**. Understanding this rule is step one in using a Cree-English dictionary.

Parts of a Cree-English Dictionary

Good organization is the biggest part of what makes any dictionary usable. For example, we expect to be able to look up words in alphabetical order. (Just imagine trying to find words in an unsorted list!) We also expect to find the same kind of information about every word. But even if we know how to use an ordinary English dictionary, knowing some of the additional rules can make using a Cree bilingual dictionary a little easier.

Glossary Part 1: Cree to English

A bilingual dictionary usually has two halves so that users can begin from either language to find the words they need. This glossary works the same way. In Part 1 (the Cree-to-English part), every entry begins with a Cree word.

Parts of Each Entry

In any good dictionary, every entry follows a predictable pattern. Our glossary entries (in Part 1) have three parts, and look much like this:

- **Headword** WORD CLASS English gloss
 - **Headword:** the form of the Cree word you look up
 - WORD CLASS: how the **word** works grammatically (noun, verb, or particle)
 - English **gloss:** a brief explanation (in English) of the Cree word (a collection of “glosses” is called a “glossary”)

Alphabetical Order

The alphabet is our primary tool for finding our way around any dictionary. The alphabet used here is the foundation of “Standard Roman Cree” or SRO. It begins with the English alphabet, but includes only those letters that are essential to writing the sounds of Plains Cree.

Students may compare English and Cree “alphabetical” order, but **it’s really not necessary to learn the Cree “alphabet.”** Students should look first for what is the same and what is different:

- English Alphabet: a b c d e f g h i j k l m n o p q r s t u v w x y z
- Cree (SRO): a â c ê h i î k m n o ô p s t w y

Useful Points to Notice

- Cree uses only 10 consonants, but they still follow English alphabetical order.
- Cree has both “short” and “long” vowels, which are treated as separate letters in sorting.
- Long vowels are always sorted after short vowels because they are two separate letters (or phonemes). This means that a word like *âcimowin* (that begins with a “long a”) won’t be found in the list with “short a” words (like *asici* or *ahpô*). Instead, all of the words that begin with *â* are sorted together, after all of the words that begin with *a*. The same principle works for “short *i*” and “long *i*” and “short *o*” and “long *o*.” (In SRO for Plains Cree, “long *e*” is the only “*e*” sound.)

When you’re unsure if the vowels in a given word are short or long, it is helpful to look up words both ways.

About Inflections

Most beginning students work with a very small subset of word forms, with very few inflections. Inflections are parts added to the beginning and end of words that help change their meaning. Prefixes are inflections added at the beginning of words; suffixes are added at the end.

As students advance, they need to learn more inflections to express themselves properly in Cree. More advanced textbooks and grammars present all of the hundreds of various inflections in “paradigms.” We use the word paradigm to refer to a table that shows all of the ways that words can be inflected. For English speakers (and for struggling beginners), it’s rather amazing to know that fully fluent speakers of Cree and people whose

Note: A printed paradigm table shows prefixes and suffixes, leaving blanks where users can fill in the appropriate word stems. One of the most amazing features of the online *itwêwina* dictionary is that computer programming allows it to build a complete paradigm for every word it lists. While it may seem simpler overall to use an online dictionary, the lessons presented in this guide offer a fundamental understanding of Cree dictionaries (online or in print), equipping students to get the most out of either one. Although teaching how to use the online *itwêwina* dictionary is outside the scope of this guide, as of spring 2021, the University of Alberta’s ALTLab has assembled a number of video tutorials for new users. You can find these tutorials at: <https://altlab.artsrn.ualberta.ca/itwewina/>.

first language is Cree learn all these patterns naturally and carry them around in their heads! For those of us who need help, full print paradigms can be found in resources such as *Cree: Language of the Plains/nêhiyawêwin: paskwâwi-pikiskwêwin* by Jean Okimâsis.¹

Cree uses so many inflections that it just isn't possible for a print dictionary to include every single form. With grammatical prefixes like *ê-* and *kâ-*, which are used again and again, a dictionary would quickly become swamped with words that all begin the same way. Even though our glossary is quite small, we can still see the effect this has when we look up those words that begin this way.

How Headwords Are Chosen

To keep things manageable, dictionaries select the simplest (least inflected) form of each word to use as headwords. Our glossary marks these uninflected headwords in **boldface**. Our glosses are copied directly from the print dictionary *nêhiyawêwin: itwêwina*. Main entries in our glossary are shown in full-size type and with no grey shading, like this:

- **kwâskohtiw** VERB S/he jumps a little
- **wayawîw** VERB S/he goes outside; s/he leaves school, s/he leaves hospital

In our glossary, we also include inflected words exactly as they are used in the text of the book. We do this to help students develop confidence in their searching skills. But to help them remember that real Cree dictionaries usually exclude inflected forms, our glossary uses grey shading and a note guiding students to the correct uninflected forms.

- **wayawî-kwâskohcisiw** INFLECTED FORM OF kwâskohtiw
- **wayawî-kwâskohcisiw** INFLECTED FORM OF wayawîw

Knowing how headwords are chosen makes the Cree dictionary easier to use. Each of the three main word classes has its own way of choosing headwords, because each class uses inflections differently. For example,

¹ University of Regina Press; the publisher of this valuable textbook has made it available for free download. You can find details here: <https://creeliteracy.org/2019/05/03/cree-language-of-the-plains-in-audio-by-jean-okimasis/>.

Particles (including preverbs and pronouns) aren't usually inflected: they don't usually change their shape at all. As headwords, this makes them easiest to find.

- **êkwa** PARTICLE and, also; then, now

Nouns often have endings (or suffixes) added for pluralization or to make diminutive forms. Headword forms usually exclude these endings. In everyday language, nouns often appear with personal prefixes that show ownership. Headwords omit personal prefixes and suffixes. For example:

- **masinahikan** NOUN book; letter; written document, report, paper; magazine; will

Dependent Nouns (a sub-group of nouns) are discussed in Exercise 2: "Whose Body Parts?" Headword forms for dependent nouns are usually either first-person or third-person form.

- **ospiton** NOUN his/her arm
- **nispiton** NOUN my arm

Verb forms are the most complex. They may begin with affixes (or prefixes) that show who is acting (person), when they are acting (tense), how they are acting (manner), and more. (Most of these are listed separately as particles.) To find the headword forms for verbs in a Cree dictionary, we begin by removing all of these prefixes. The headword form also omits any suffixes other than the simplest s/he verb form. (In a full verb paradigm, this form is listed as "third person, present indicative.")

- **kîmwêw** VERB s/he whispers
- **pîkiskwêw** VERB s/he speaks, s/he talks, s/he use words, s/he makes a speech
- **waskawîw** VERB s/he moves, s/he stirs, s/he budes, s/he is in motion

Simplified Word Classes

In our glossary, as in a real Cree-English dictionary, the word class tells us how each word works grammatically according to Cree rules. We have simplified word-class labels in the glossary to avoid overwhelming students with detail they may not need yet. Those who are ready to move on to the print dictionary *nêhiyawêwin: itwêwina* may appreciate this table of correspondence. This detail is fully laid out in the Introduction to the print dictionary, and also in books such as *Cree: Language of the Plains/nêhiyawêwin: paskwâwi-pikiskwêwin* by Jean Okimâsis.

In a Cree-English dictionary, basic word classes are defined as follows:

Glossary Terms	Dictionary Word-Class Codes	Meaning
VERB	vta	verb, transitive animate
	vti	verb, transitive inanimate
	vai	verb, intransitive animate
	vii	verb, intransitive inanimate
NOUN	na	noun, animate
	ni	noun, inanimate
	nda	noun, dependent animate
	ndi	noun, dependent inanimate
PARTICLE	ipc	independent particle
PREVERB	ipv	preverb
PRONOUN	ipn	pronoun

What Glosses Can Tell Us

Obviously, glosses give us an English translation of each Cree headword. And sometimes we need to refer to paradigms and other reference materials to find related forms. But the carefully crafted glosses that we have borrowed directly from the print dictionary *nêhiyawêwin: itwêwina* can still provide the same technical information about grammar in a less intimidating way. For example, the glosses show us transitivity and animacy in verbs.

Transitivity

- **pîkiskwâtêw** VERB s/he speaks to s.o., s/he talks to s.o.; s/he speaks about s.o. (vta)
- **pîkiskwêw** VERB s/he speaks, s/he talks, s/he use words, s/he makes a speech (vai)

Even without the verb labels vta and vai, these glosses distinguish between a transitive verb (that implies action affecting someone or something other than the speaker) and intransitive verbs (that describe action in itself). Transitive verb glosses always include phrases such as “to” or “about” or “with” someone (abbreviated as s.o.) or something (s.t.): intransitive verb glosses have no such detail.

Animacy (someone vs. something)

- **kitâpahtam** VERB s/he looks at s.t. [something] (vti)
- **kitâpamêw** VERB s/he looks at s.o. [someone] (vta)

Although our glossary doesn’t use the labels vti and vta, we can tell from the gloss that *kitâpahtam* is a transitive inanimate verb (vti), while *kitâpamêw* is a transitive animate verb (vta). Here’s how:

- The verb is animate if the gloss includes s.o. (for someone).
- The verb is inanimate if the gloss includes s.t. (for something).

“Someone” (s.o.) and “something” (s.t.) are a kind of shorthand for animate and inanimate. It’s also important to remember that in Cree, “s.o.” does not necessarily mean someone human. For example, “s.o.” might refer to *ayôskanak* (raspberries), which are animate, and “s.t.” to *mitêhimina* (strawberries).

Glossary Part 2: English to Cree

Looking up English words probably seems much more natural to students whose first language is English, but the first rule of using a Cree-English dictionary (discussed above) still applies: **Cree and English have different structures: each language must follow its own rules.** Because of those language structures, it is just not possible to create good Cree sentences by replacing every English word with a Cree one.

Every entry in Part 2 of the Glossary (like every entry in a real Cree-English dictionary) begins with an English keyword, followed by related Cree entries. Each entry has two parts:

- **English keyword**—the English word you look up
- Cree entry (or entries), as in Part 1, each beginning with the headword

Sometimes English keywords correspond directly to Cree headwords. Sometimes things are more complicated. Even though you're starting with an English keyword, Rule One still applies: **Cree and English have different structures: each language must follow its own rules.**

English keywords correspond most closely to Cree headwords for nouns, and sometimes for particles (that are less subject to inflectional changes). For example:

book

masinahikan NOUN book; letter; written document, report, paper; magazine; will

begin

ati- PREVERB begin to, beginning; on the way

mâci- PREVERB begin to, start to; commencement; initially

Watch Out for Traps!

Direct correspondence between the English keyword and the Cree headword almost never happens with verbs. English keywords for verbs are “related” to the Cree forms. Related is not the same as “directly equivalent.” Students may need to hear this again and again. Using

related forms as if they were directly equivalent is probably the biggest trap that Cree-English dictionary users can fall into. To make things even more challenging, the trap takes on several different forms.

The English Homonym Trap

Let's look at the glossary entry for “park.” In English, “park” is a verb, meaning to stop a vehicle somewhere it can be left for a while. “Park” is also a noun, meaning a green, grassy place where kids go to play. Our glossary offers only a verb:

park

nakîw VERB s/he stops, s/he comes to a stop; s/he parks

The keyword “park” shows up in our glossary only because it is part of the “gloss” or definition of the Cree verb *nakîw* (in the story it means “stop”). “Park” in the green, grassy sense doesn't show up in our glossary at all (because it's not part of the story). Both forms look identical in English.

In English, we call these words “homonyms.” Homonyms are words that sound alike but mean different things. English has quite a lot of homonyms; Cree has almost none. Cree has a noun that refers to a green, grassy place, but it is completely unrelated to the word *nakîw*.

Students need to be aware how easily English keywords can mislead them—and learn how to avoid this kind of trap.

The Adjectives Trap

A second kind of trap comes from English keywords that are adjectives, such as colours or descriptions. Cree doesn't use adjectives. Instead, Cree uses verbs that give descriptions of this kind. Students may already know that Cree colour terms are verbs.² Other English adjectives are also verbs in Cree. One example from our book is the English keyword “rough” that appears in Cree in the form of a verb:

rough

kitimahêw VERB s/he is rough on s.o.; s/he treats s.o. badly; s/he is mean to s.o.; s/he ruins s.o., s/he reduces s.o. to ruin, s/he destroys s.o.

² If a refresher is needed, you can find a lesson at <https://creeliteracy.org/2016/07/18/all-about-colours-in-cree/>.

To plug the form *kitimahêw* into a Cree sentence to replace the word “rough” as in “a rough ride” or “sandpaper is rough” will create Cree-like nonsense.

The Animacy Trap

A third kind of trap arises because English doesn’t distinguish animacy. Animacy (also called grammatical gender) is essential to Cree language structure. Students should already know that Cree divides nouns up into living things (animate nouns) and non-living things (inanimate nouns).

Sometimes it is obvious which is which, for example,

nimosôm NOUN my grandfather (animate, plural: *nimosômak*)

masinahikan NOUN book; letter; written document, report, paper; magazine; will (inanimate, plural: *masinahikana*)

Sometimes it’s not obvious at all:

mîkis NOUN bead (animate, plural: *mîkisa*)

The trick for avoiding this trap is to check the noun in plural form. For animate nouns, all of the plural forms end with *-ak* or *-wak*. Plural inanimate nouns end with *-a* or *-wa*.

The Agreement Trap

Animacy (or grammatical gender) in Cree doesn’t stop with nouns. Cree language rules also require a different form of the verb when it acts on a living thing (animate noun) or a non-living thing (inanimate noun). In Cree, most verbs also come in animate/inanimate pairs. And Cree language rules insist that nouns and verbs have to match each other in both animacy and in number. These are rules that students will have encountered many times.

Our glossary shows us which verbs are animate by using “s.o.” for “someone” and “s.t.” for “something” in the gloss. Let’s use the English keyword “take” as an example:

take

itohtahêw VERB s/he takes s.o. thus or there, s/he leads s.o. thither

itohtatâw VERB s/he takes s.t. there

Animate nouns, such as *nimosôm* and *mîkis*, require animate verbs (that have s.o. in the gloss):

nitonaw kimosôm “look for your grandfather”

nitonaw mîkis “look for a bead”

Inanimate nouns like *masinahikan* require inanimate verbs (that have s.t. in the gloss):

nitona masinahikan “look for a book”

Because our glossary is limited to words found in the book, it doesn't always include both forms for each verb. But this is another good lesson: sometimes even larger dictionaries have gaps. What's essential to remember is that animate and inanimate verb forms are not interchangeable: they must always agree with the nouns they describe.

Avoid the Traps: Remember Context

The trick to avoiding each of these traps is to be constantly aware of context. If you find the English word “look,” for example, you will discover that our glossary lists three different related Cree verbs.

look

isinâkosiw VERB s/he looks thus, s/he gives such an appearance (e.g., colour, etc.)

kitâpahtam VERB s/he looks at s.t.

kitâpamêw VERB s/he looks at s.o.

Students will need to know context to work out which one is the most appropriate translation. They also need to remember that none of these forms can properly replace the English word “look” in a sentence. If this becomes a source of frustration for students (and it certainly does for many), it's time to remind them again of rule number one: **Cree and English have different structures: each language must follow its own rules.**

Stolen Words Glossary Part 1:

Cree to English

aciyaw PARTICLE for a short while, a short time, a little while

ahpô PARTICLE OR, or else; even, possibly

anima PRONOUN that, that one

anohc PARTICLE NOW, today

apihkân NOUN his/her braid

asici PARTICLE with, together with, along with, in a group, accompanied by; against

ati- PREVERB begin to, beginning; on the way

awâsisîwit INFLECTED FORM OF awâsisîwiw¹

awâsisîwiw VERB s/he is a child

awiya PRONOUN someone

awiyak PRONOUN someone

awîna PRONOUN who, whose

ay-hay PARTICLE thank you; also hay-hay

ayamihcikêwikamik NOUN reading room, library

ayamihcikêwikamikohk INFLECTED FORM OF
ayamihcikêwikamik

ayamihtamawêw VERB s/he reads (it) to s.o.

âcimowin NOUN story, true story, account, report; news; what is being told (plural: âcimowina)

¹ Grey-shaded entries in this glossary show inflected forms that are not ordinarily included in a real Cree-bilingual dictionary.

âpacihcikan NOUN utensil, tool, implement; appliance; machine (plural: âpacihcikana)

âpacihcikana INFLECTED FORM OF
âpacihcikan

âpacihtâw VERB s/he uses s.t., s/he makes use of s.t.

âpihtawikosisân NOUN Métis, Métis person (plural: âpihtawikosisânak)

capasis PARTICLE below, further down, lower down, down low; bottom

cî PARTICLE [question marker]

cîki PARTICLE close, close by, near, nearby, near to

ê- PREVERB [grammatical: complementizer; defines a changed conjunct clause]

ê-ati-kîwêhtahât INFLECTED FORM OF
kîwêhtahêw

ê-isi-nîsicik INFLECTED FORM OF nîsiwak

ê-isi-wanihtâyan INFLECTED FORM OF
wanihtâw

ê-isinâkosicik INFLECTED FORM OF isinâkosiw

ê-kakwê-kâsîhahk INFLECTED FORM OF
kâsîham

ê-kaskitêwisîhocik INFLECTED FORM OF
kaskitêwisîhow

ê-kâmwâci-nikamosit INFLECTED FORM OF
nikamosiw

ê-kâsisihtâkwahki INFLECTED FORM OF
kâsisihtâkwan

ê-kisiwi-pîkiskwêcik INFLECTED FORM OF
pîkiskwêw

ê-kisiwinâkwahki INFLECTED FORM OF
kisiwinâkosiw

ê-kiskisit INFLECTED FORM OF kiskisiw

ê-kî-itohtatâcik INFLECTED FORM OF itohtatâw

ê-kî-kitimahikoyâhkik INFLECTED FORM OF
kitimahêw

ê-kî-nisitohtamâhk INFLECTED FORM OF
nisitohtam

ê-kî-osîhtât INFLECTED FORM OF osîhtât

ê-kîmwêt INFLECTED FORM OF kîmwêw

ê-kwâskohcisit INFLECTED FORM OF
kwâskohcisiw

ê-ma-miciminahk INFLECTED FORM OF
miciminam

ê-mîskonahk INFLECTED FORM OF mîskonam

ê-nanamicihcêt INFLECTED FORM OF
nanamicihcêw

ê-nanamiskwêyit INFLECTED FORM OF
nanamiskwêyiw

ê-nêhiyawêyan INFLECTED FORM OF
nêhiyawêw

ê-nîmihicosit INFLECTED FORM OF
nîmihicosiw

ê-nîmihito-ihât INFLECTED FORM OF ihât

ê-ohpiniskêyicik INFLECTED FORM OF
ohpiniskêyiw

ê-ohpiskawât INFLECTED FORM OF ohpiskawêw

ê-pakicihcênât INFLECTED FORM OF
pakicihcênêw

ê-pîkiskâcihk INFLECTED FORM OF pîkiskâcin

ê-pîkiskâcinâkosit INFLECTED FORM OF
pîkiskâcinâkosiw

ê-pîkiskwêcik INFLECTED FORM OF
pîkiskwêw

ê-sakicihcênât INFLECTED FORM OF
sakicihcênêw

ê-tahkastêk INFLECTED FORM OF tahkastêw

ê-wâsakâmêpayihot INFLECTED FORM OF
wâsakâmêpayihow

ê-wâsêsicik INFLECTED FORM OF wâsêsiw

ê-wâsêyâyiki INFLECTED FORM OF wâsêyâw

ê-wîci-waskawîmikot INFLECTED FORM OF
wîci-waskawîmêw

ê-wîsakihtâkwahki INFLECTED FORM OF
wîsakihtâkwan

êkâ PARTICLE no, not, don't

êkosi PARTICLE so, thus, in that way; right,
alright; there, that's it, that is all; well;
enough; later

êkwa PARTICLE and, also; then, now

êtikwê PARTICLE apparently, I guess, I suppose

êwako PRONOUN this previously mentioned;
the same one

ih̄tâw VERB s/he exists, s/he is there

isi PARTICLE so, thus, this way; there; to,
towards

isi- PREVERB so, this way, thus

isi-kakwêcimêw INFLECTED FORM OF
kakwêcimêw

isinâkosiw VERB s/he looks thus, s/he gives
such an appearance (e.g., colour, etc.)

isko PARTICLE so far, up to, up until

iskwêsis NOUN girl (plural: iskwêsisak)

iskwêw NOUN woman (plural: iskwêwak)

iskwêwak INFLECTED FORM OF iskwêw

ispayiw VERB it takes place thus, it occurs
thus; it has passed (e.g., days, years); it goes
thither or thus

ispihci PARTICLE for now, in the meantime; so
far, so much

ispîhk PARTICLE when

itasinâsowin NOUN colour (plural:
itasinâsowina)

itasinâstêwina INFLECTED FORM OF
itasinâsowin

itastêw VERB it is placed thus or there, it is
located thus or there; it is written thus

itê PARTICLE there, thereabouts, over there,
thither, wherever

itêw VERB s/he says thus to s.o., s/he says
thus about s.o.; s/he calls s.o. thus

itihtâkosiw VERB s/he sounds thus, s/he has
such a sound; s/he is heard thus

itohtahêw VERB s/he takes s.o. thus or there,
s/he leads s.o. thither

itohtahiht INFLECTED FORM OF itohtahêw

itohtatâw VERB s/he takes s.t. there

itwêhk INFLECTED FORM OF itwêw

itwêw VERB s/he says so, s/he says thus, s/he
calls (it) so; it has such a meaning

itwêwin NOUN word; the saying so, such
speech (plural: itwêwina)

iyikohk PARTICLE so much; until

iyinito- PARTICLE common, plain

ka- PREVERB [grammatical future]: will

ka- PREVERB [grammatical]: in order to

ka-itihtâkosiyāhk INFLECTED FORM OF
itihtâkosiw

ka-kî- PREVERB can, be able to; may; should,
ought to

ka-kî-ayamihtamawin INFLECTED FORM OF
ayamihtamawêw

ka-kî-kiskinwahamawin INFLECTED FORM OF
kiskinwahamawêw

ka-miskaman INFLECTED FORM OF miskam

ka-ohpiniskêyîstâkot INFLECTED FORM OF
ohpiniskêyîstawêw

ka-wanikiskisiyâhk INFLECTED FORM OF
wanikiskisiw

ka-wîcihikon INFLECTED FORM OF wîcihêw

kakwê- PREVERB try to, attempt too

kakwêcihkêmow VERB s/he asks, s/he
asks people; s/he asks for s.t., s/he asks a
question of people

kakwêcimât INFLECTED FORM OF
kakwêcimêw

kakwêcimêw VERB s/he asks s.o., s/he asks
s.o. a question; s/he makes a request of s.o.;
s/he asks s.o. about (it/them)

kanâci- PREVERB clean, innocent

kaskihtâw VERB s/he manages s.t., s/he
controls s.t.; s/he is able to do s.t., s/he is
competent at s.t.

kaskitêwâw VERB it is black

kaskitêwâyiwa INFLECTED FORM OF
kaskitêwâw

kaskitêwisîhow VERB s/he dresses in black

kayâs PARTICLE long ago, previously

kâ- PREVERB [grammatical: often a relative
clause]

kâ-âpacihtâyâhk INFLECTED FORM OF
âpacihtâw

kâ-kakwêcihkêmot INFLECTED FORM OF
kakwêcihkêmow

kâ-kî-itohtahikoyâhkik INFLECTED FORM OF
itohtahêw

kâ-kî-itohtahiskik INFLECTED FORM OF
itohtahêw

kâ-kî-osîhtât INFLECTED FORM OF osîhtâw

kâ-kî-sipwêhtahisk INFLECTED FORM OF
sipwêhtahêw

kâ-mawîhkâtikoyâhkik INFLECTED FORM OF
mawîhkâtêw

kâ-miyohâtakwahki INFLECTED FORM OF
miyohâtakwan

kâ-ohci-kiskêyihahk INFLECTED FORM OF
kiskêyihahk

kâ-têpakohpopiponêt INFLECTED FORM OF
têpakohpopiponêw

kâ-wâstêsiyit INFLECTED FORM OF wâstêsiw

kâhkâkiw NOUN raven (plural: kâhkâkiwak)

kâkwê- PREVERB try to, attempt to

kâmwâci- PREVERB quietly

kâsisihtâkwan VERB it sounds sharp

kâsiham VERB s/he wipes s.t. up, s/he washes s.t.

kihç-âyiwikosiw VERB s/he is given honour

kihçi- PARTICLE great, big

kikâpiskaham VERB s/he preserves s.t., s/he cans s.t.; s/he closes s.t. with metal

kimotamawêw VERB s/he steals (it/him) from s.o., s/he robs s.o. of (it/him)

kimotamâht INFLECTED FORM OF
kimotamawêw

kimotinâniwiw INFLECTED FORM OF kimotiw

kimotiw VERB s/he steals (it)

kinanâskomitin INFLECTED FORM OF
nanâskomêw

kinanâskomitin VERB thank you, I am grateful to you

kinwêsk PARTICLE a long while; for a long time

kisiwi- PREVERB anger, angry, in anger

kisiwi-itwêwina INFLECTED FORM OF itwêwin

kisiwinâkosiw VERB s/he frowns

kiskêyihitam VERB s/he knows s.t., s/he knows s.t. of his/her own experience

kiskinwahamawât INFLECTED FORM OF
kiskinwahamawêw

kiskinwahamawêw VERB s/he teaches s.o., s/he teaches (it) to s.o.

kiskinwahamâkosiwin NOUN learning, being a student, attending school; schoolwork, homework

kiskinwahamâtowi-maskimot NOUN schoolbag (plural: kiskinwahamâtowi-maskimota)

kiskisiw VERB s/he remembers, s/he remembers s.t.; s/he recalls

kistêyimât INFLECTED FORM OF kistêyimêw

kistêyimêw VERB s/he respects s.o., s/he esteems s.o., s/he glorifies s.o.; s/he has high regard for s.o.

kitâpahtam VERB s/he looks at s.t.

kitâpamêw VERB s/he looks at s.o.

kitimahêw VERB s/he is rough on s.o.; s/he treats s.o. badly; s/he is mean to s.o.; s/he ruins s.o., s/he reduces s.o. to ruin, s/he destroys s.o.

kititwân INFLECTED FORM OF itwêw

kititwêwina INFLECTED FORM OF itwêwin

kiyânaw PRONOUN we, us; we-and-you

kî- PREVERB [grammatical: past, completion]

kî-kikâpiskahamwak INFLECTED FORM OF
kikâpiskaham

kî-nêhiyawastâwak INFLECTED FORM OF
nêhiyawastâw

kî-otinamwak INFLECTED FORM OF otinam

kî-pâskinam INFLECTED FORM OF pâskinam

kî-pê-kîwêw INFLECTED FORM OF kîwêw

kî-tôtamwak INFLECTED FORM OF tôtam

kîhtwâm PARTICLE again, another, once more

kîkway NOUN thing, something (plural:
kîkwaya)

kîkwâsa INFLECTED FORM OF kîkway

kîmwêw VERB s/he whispers

kîsikâw NOUN day (plural: kîsikâwa)

kîwêhtahêw VERB s/he takes someone home

kîwêt INFLECTED FORM OF kîwêw

kîwêw VERB s/he goes home, s/he returns
home

konita PARTICLE merely, just for nothing,
in vain, vainly, without reason, without
purpose, at random; without further ado

kotak PRONOUN other, another

kwayakopitam VERB s/he pulls s.t. out

kwâskohcisiw VERB s/he jumps a little

ma- PREVERB ongoing, continuing

mahkatâhtam VERB s/he gives a deep sigh

masinaham VERB s/he writes s.t.; s/he marks
s.t. by tool; s/he draws s.t.

masinahikan NOUN book; letter; written
document, report, paper; magazine; will
(plural: masinahikana)

masinahikana INFLECTED FORM OF
masinahikan

masinahikanêkin NOUN page; paper;
wrapping paper; tar-paper roofing (plural:
masinahikanêkina)

masinahikanêkinwa INFLECTED FORM OF
masinahikanêkin

masinahikêwin NOUN writing; letter,
character

maskamêw VERB s/he grabs (it/him) from
s.o., s/he robs s.o. (of it/him), s/he takes (it/
him) away from s.o.

maskêko-sâkahikan NOUN Muskeg Lake,
Saskatchewan

maskêko-sâkahikanihk INFLECTED FORM OF
maskêko-sâkahikan

mawinahikêt INFLECTED FORM OF
mawinêhikêw

mawinêhikêw VERB s/he challenges

mawîhkâtêw VERB s/he begs s.o. with tears;
s/he cries for s.o., s/he mourns for s.o.; s/he
is sad to see s.o. go

mâci PREVERB begin to, start to;
commencement; initially

mâcihtâw VERB s/he starts, s/he starts s.t.,
s/he starts to do s.t., s/he starts making s.t.;
s/he begins to operate s.t.

mâka PARTICLE but, then; still

mâmaskâtam VERB s/he is surprised at
s.t., s/he finds s.t. strange, s/he finds s.t.
incomprehensible, s/he wonders at s.t.

mâmitonêyihitam VERB s/he thinks about s.t.,
s/he ponders s.t., s/he ponders over s.t., s/he
considers s.t., s/he wonders about s.t.; s/he
worries about s.t.

mâna PARTICLE usually, habitually, always;
used to

mâwaci- PREVERB the most, foremost, utmost

mêtoni PARTICLE very, really

miciminam VERB s/he holds s.t. fast, s/he
holds s.t. in place, s/he grasps s.t.

mihcêt PARTICLE many, much; a good number

mihkwâkan INFLECTED FORM OF ohkwâkan

mihtâtam VERB s/he regrets s.t., s/he is sorry
about s.t., s/he grieves over s.t.

misi- PREVERB big, much; extremely

misi-pîtos INFLECTED FORM OF pîtos

miskam VERB s/he finds s.t.

miskamawêw VERB s/he finds (it/him) for
s.o.

miskamiyit INFLECTED FORM OF miskam

miyêw VERB s/he gives (it/him) to s.o.

miyohtâkwan VERB it sounds pleasant

miywêyihthak INFLECTED FORM OF
miywêyihitam

miywêyihitam VERB s/he is glad, s/he is
happy, s/he is pleased; s/he is glad about s.t.;
s/he likes s.t., s/he thinks well of s.t., s/he
considers s.t. good

mîkis NOUN bead (plural: mîkisak)

mîkwanis NOUN small feather (plural:
mîkwanisak)

mîkwanisak INFLECTED FORM OF mîkwanis

mîna PARTICLE and, also, again

mîskonam VERB s/he feels s.t.

mwayês PARTICLE just before

nakiwaciy NOUN Sweetgrass Reserve,
Saskatchewan

nakiwacîhk INFLECTED FORM OF nakiwaciy

nakiw VERB s/he stops, s/he comes to a stop;
s/he parks

namôya PARTICLE no, not

nanamicihcêw VERB have shaking hands

nanamiskwêyiw VERB s/he nods his/her own head, s/he shakes his/her own head

nanâskomêw VERB s/he thanks s.o., s/he gives thanks to s.o., s/he is grateful to s.o.

nanâtawihowin NOUN remedy; curing ceremony; healing (plural: nanâtawihowina)

nanâtohk PARTICLE different, variously, all kinds, of various kinds, different items

naskwêwasimêw VERB s/he answers s.o.

ninâpêm NOUN my husband (plural: ninâpêmak)

nâpêsisîwit INFLECTED FORM OF nâpêsis

nâpêsis NOUN he is a boy, he is a small boy (plural: nâpêsisak)

nâpêw NOUN man (plural: nâpewak)

nâpêwak INFLECTED FORM OF nâpêw

nâskikan NOUN my chest

nêhiyaw NOUN Cree, Cree person

nêhiyawêwin NOUN the Cree language; speaking Cree

nêhiyawastâw VERB s/he writes s.t. in Cree, s/he translates s.t. into Cree

nêhiyawastâwin NOUN Cree translation, translating into Cree

nêhiyawêw VERB s/he speaks Cree

nêhiyawêwin NOUN the Cree language; speaking Cree

nikamosiw VERB s/he sings a little song

nikâwiy NOUN my mother (plural nikâwiyak)

nikâwînânak INFLECTED FORM OF nikâwiy, okâwiya

nikiskinwahamâkêm INFLECTED FORM OF okiskwahamâkêw

nikiskisin INFLECTED FORM OF kiskisiw

nikî- PRONOUN 1st person, past

nikî-maskamikwak INFLECTED FORM OF maskamêw

nikî-wanihtân INFLECTED FORM OF wanihtâw

nikî-wîcihik INFLECTED FORM OF wîcihêw

nimiskên INFLECTED FORM OF miskam

nimosôm NOUN my grandfather (plural: nimosômak)

nipahi- PREVERB really, extremely

nipêwikamik NOUN bedroom (plural: nipêwikamika)

nisitohtam VERB s/he understands; s/he understands s.t.

nistam PARTICLE first; at first, for the first time, initially, originally

nitawâsimis NOUN my child (plural: nitawâsimisak)

nítawi- PREVERB go and, go to; engaged in
nititwêwininâna INFLECTED FORM OF itwêwin

nîkinâhk INFLECTED FORM OF wîki

nîmihicosiw VERB s/he dances a little

nîmihitômakan VERB it dances

nîmihitômakanîyiw INFLECTED FORM OF
nîmihitômakan

nîsiwak VERB they are two in number; both

nîso PARTICLE TWO

nîswapiwak VERB they sit as two, they are
situated as two, they come together as two

nôsisim NOUN my grandchild (plural:
nôsisimak)

ocapihkânisa INFLECTED FORM OF apihkân

ocêmêw VERB s/he kisses s.o.

ocihciy NOUN his/her hand, his/her paw
(plural: ocihciya)

ocihcîs NOUN his/her little hand, his/her little
paw (plural: ocihcîsa)

ocihcîsa INFLECTED FORM OF ocihcîs, ocihciy

ohci PARTICLE from there, for, with, about

ohci- PREVERB from there; with, by means
of; because, for that reason, therefore; past
tense (in negative constructions)

ohkwâkan NOUN his/her face (plural:
ohkwâkana)

ohpimê PARTICLE off, away, to the side; at
another place, elsewhere, somewhere else

ohpiniskêyiw VERB s/he raises his/her own
arms

ohpiniskêyîstawêw VERB s/he raises his/her
hands to s.o.

ohtiskawêw VERB s/he stands in front of s.o.

okanâci- INFLECTED FORM OF kanâci-

okanâci-wihkwâkanîyiw INFLECTED FORM OF
wihkwâkan

okâwiya INFLECTED FORM OF nikâwiy

okâwiya NOUN his/her mother (plural
okâwiyak)

okiskinwahamâtowi-maskimotihk
INFLECTED FORM OF kiskinwahamâtowi-
maskimot

omasinahikan INFLECTED FORM OF
masinahikan

okiskwahamâkêw NOUN teacher (plural:
okiskwahamâkêwak)

omasinahikêw NOUN writer (plural:
omasinahikêwak)

omasinahikêwin INFLECTED FORM OF
masinahikêwin

omosôma INFLECTED FORM OF mosôm

onâpêma INFLECTED FORM OF ninâpêm

onêhiyawêwiniyihk INFLECTED FORM OF
nêhiyawêwin

onêhiyâwiwiniyiw INFLECTED FORM OF
nêhiyawêwin

onipêwikamikohk INFLECTED FORM OF
nipêwikamik

opîkiskâcinâkosiwiniyiw INFLECTED FORM OF
pîkiskâcinâkosiwin

opîkiskwêwiniyiw INFLECTED FORM OF
pîkiskwêwin

osikwêhkwêwiniyihk INFLECTED FORM OF
sikwêhkwêwin

osîhtâw VERB s/he makes s.t., s/he prepares
s.t., s/he builds s.t.

ospiton NOUN his/her arm (plural: ospitona)

ospitoniyiw INFLECTED FORM OF ospiton

ostikwân NOUN his/her head, his/her mind
(plural: ostikwâna)

ostikwâniyihk INFLECTED FORM OF ostikwân

otahikêwin NOUN winner

otahowêw VERB s/he wins, s/he wins in
gambling

otahtahkwan NOUN his/her wing (plural:
otahtahkwana)

otawâsimisa INFLECTED FORM OF nitawâsimis

otâpasinahikêw NOUN artist; one who draws
(plural: otâpasinahikewak)

otêh NOUN his/her heart (plural: otêha)

otihtiman NOUN his/her shoulder (plural:
otihtimana)

otihtimanihk INFLECTED FORM OF otihtiman

otina INFLECTED FORM OF otinam

otinam VERB s/he takes s.t., s/he steals s.t.;
s/he chooses s.t.; s/he purchases s.t.

otinâw INFLECTED FORM OF otinêw

otinêw VERB s/he takes s.o., s/he chooses s.o.;
s/he purchases s.o.; s/he takes s.o. for (it/
him), s/he steals s.o.

otitwêwina INFLECTED FORM OF itwêwin

otôn NOUN his/her mouth (plural: otôna)

otônihk INFLECTED FORM OF otôn

owâh-wâkicihcîyiw INFLECTED FORM OF
wâkicihciy

oyôskicihcîsa INFLECTED FORM OF yôskicihcîs

ôma PRONOUN this

ôsisima INFLECTED FORM OF nôsisim

pakicihcênêw VERB s/he lets go of s.o.'s hand

pakosêyihtamawât INFLECTED FORM OF
pakosêyihtamawêw

pakosêihtamawêw VERB s/he hopes (it) for s.o., s/he wishes (it) for s.o.

papêyâhtik PARTICLE slowly, carefully

paskiyâkêt INFLECTED FORM OF paskiyâkêw

paskiyâkêw VERB s/he wins things, s/he is the winner

paskwâwi-nêhiyawêwin NOUN Plains Cree language

pawâtam-ayapiy NOUN dream net, dream catcher (plural: pawâtam-ayapiyak)

pâhpihkwestawêw VERB s/he smiles at s.o.

pâhpiwiw VERB s/he smiles; s/he laughs a little

pâhpiwin NOUN laughter

pâhpiwinihk INFLECTED FORM OF pâhpiwin

pâski- PARTICLE individual, separate

pâskinam VERB s/he uncovers s.t., s/he turns s.t. over; s/he turns the page

pê- PREVERB [grammatical]: come and, towards, approaching

piyisk PARTICLE eventually, finally, at last

pîkiskâcin VERB it is lonesome, it is sad

pîkiskâcinâkosiw VERB s/he looks lonely and sad

pîkiskâcinâkosiwin NOUN lonely and sad appearance

pîkiskwâtât INFLECTED FORM OF pîkiskwâtêw

pîkiskwâtêw VERB s/he speaks to s.o., s/he talks to s.o.; s/he speaks about s.o.

pîkiskwêw VERB s/he speaks, s/he talks, s/he uses words, s/he makes a speech

pîkiskwêwin NOUN word, expression, phrase; what is being said; speech, talk, conversation; lecture; language; voice; syllable of syllabary (plural: pîkiskwêwina)

pîminahkwânis NOUN string, twine (plural: pîminahkwânisa)

pîminâhkwânisa INFLECTED FORM OF pîminahkwânis

pîsim NOUN sun, moon; month (plural: pîsimwak)

pîsimwa INFLECTED FORM OF pîsim

pîtos PARTICLE strange, strangely, different, differently

pôni- PREVERB stop, cease; after

pôni-yêhyêyiwa INFLECTED FORM OF yêhyêw

sakicîhcênêw VERB s/he seizes s.o.'s hand (by hand), s/he takes s.o. by the hand; s/he shakes hands with s.o.

sâkihât INFLECTED FORM OF sâkihêw

sâkihêw VERB s/he loves s.o., s/he prizes s.o., s/he is attached to s.o.

sâminam VERB s/he touches s.t.

sikwêhkwêwin NOUN wrinkled face (plural: sikwêhkwêwina)

sipwêhtahêw VERB s/he takes s.o. away; s/he leaves with s.o.

ta- PREVERB [grammatical: future]

ta-miskamâtân INFLECTED FORM OF
miskamawêw

tahkastêw VERB it is cold; it is cold indoors

tahkoskâcikan NOUN footstool (plural: tahkoskâcikana)

tahkoskâcikanihk INFLECTED FORM OF
tahkoskâcikan

tahtwâw VERB each time, every time; so many times

takohtêwak INFLECTED FORM OF takohtêw

takohtêw VERB s/he arrives walking

tânisi PARTICLE how; hello, how are you

tânitê PARTICLE where, whereabouts

tâpasinaham VERB s/he draws s.t.; s/he depicts s.t.; s/he makes a copy of s.t.

tâpasinahikêstahk INFLECTED FORM OF
tâpasinahikêstam

tâpasinahikêstam VERB s/he creates art with s.t.; s/he draws with s.t.

tâpiskôc PARTICLE like, just like, for instance

têpakohpopiponêw VERB s/he is seven years old

tipiyaw PARTICLE personally, really; own

tîniki PARTICLE thank you

tôhkâpiw VERB s/he opens his/her own eyes

tôhkâpiyiwa INFLECTED FORM OF tôhkâpiw

tôtam VERB s/he does s.t., s/he does s.t. so

wanihtâw VERB s/he loses s.t.

wanikiskisiw VERB s/he forgets, s/he is forgetful, s/he forgets s.t.; s/he remembers very dimly; s/he faints

waskawîmêw VERB s/he moves, s/he stirs, s/he budes, s/he is in motion

wayawî-kwâskohcisiw INFLECTED FORM OF
kwâskohcisiw

wayawî- PREVERB outside; go outside

wâhyaw PARTICLE far, far away

wâkicihcy NOUN crooked hand

wâpiski- PREVERB white

wâsakâmêpayihow VERB s/he moves, s/he goes, s/he rides in a circle

wâsêsiw VERB it shines bright (e.g., a star)

wâskikanihk INFLECTED FORM OF nâskikan

wâstêsiw VERB it shines

wiya PARTICLE for, because

wiya PRONOUN he, she, it, him, her

wiyawâw PARTICLE by contrast

wiyawâw PRONOUN they, them, themselves

wîci- PREVERB together with

wîci-waskawîmêw VERB s/he moves with s.o.

wîcihât INFLECTED FORM OF wîcihêw

wîcihêw VERB s/he helps s.o.

wîhkâc PARTICLE ever, at times; never (with negative)

wîhtamawêw VERB s/he tells s.o. about (it/him), s/he tells (it/him) to or for s.o.; s/he names (it/him) to s.o.

wîki NOUN his/her home (plural: wîkiwa)

wîkiw VERB s/he lives there, s/he dwells there, s/he has his/her own abode (there)

wîkiwâhk INFLECTED FORM OF wîki

wîsakihtâkwan VERB it sounds painful, it sounds shrill

yêhyêw VERB s/he breathes

yôskicihcîs NOUN soft little hand

Stolen Words Glossary Part 2:

English to Cree

able

ka-kî- PREVERB can, be able to; may; should, ought to
 kaskihtâw VERB s/he manages s.t., s/he controls s.t.; s/he is able to do s.t., s/he is competent at s.t.

about

ohci PARTICLE from there, for, with, about
 ohci- PREVERB from there; with, by means of; because, for that reason, therefore; past tense (in negative constructions)

after

pôni- PREVERB stop, cease; after

again

kîhtwâm PARTICLE again, another, once more
 mîna PARTICLE and, also, again

against

asici PARTICLE with, together with, along with, in a group, accompanied by; against

also

mîna PARTICLE and, also, again

always

mâna PARTICLE usually, habitually, always; used to
and
 êkwa PARTICLE and, also; then, now
 mîna PARTICLE and, also, again

anger

kisiwi- PREVERB anger, angry, in anger

another

kîhtwâm PARTICLE again, another, once more

answer

naskwêwasimêw VERB s/he answers s.o.

apparently

êtikwê PARTICLE apparently, I guess, I suppose

appear

isinâkosiw VERB s/he looks thus, s/he gives such an appearance (e.g., colour, etc.)

arm

ohpiniskêyiw VERB s/he raises his/her own arms
 ospiton NOUN his/her arm (plural: ospitona)

art

tâpasinaham VERB s/he draws s.t.; s/he depicts s.t.; s/he makes a copy of s.t.
 tâpasinahikêstam VERB s/he creates art with s.t.; s/he draws with s.t.

artist

otâpasinahikêw NOUN artist; one who draws (plural: otâpasinahikewak)

ask

kakwêcihkêmow VERB s/he asks, s/he asks people; s/he asks for s.t., s/he asks a question of people
 kakwêcimêw VERB s/he asks s.o., s/he asks s.o. a question; s/he makes a request of s.o.; s/he asks s.o. about (it/ them)

at last

piyisk PARTICLE eventually, finally, at last

attempt

kakwê- PREVERB try to, attempt to

away

ohpimê PARTICLE off, away, to the side; at another place, elsewhere, somewhere else

bead

mîkis NOUN bead (plural: mîkisak)

because

wiya PARTICLE for, because

bedroom

nipêwikamik NOUN bedroom (plural: nipêwikamika)

before

mwayês PARTICLE just before

beg

mawîhkâtêw VERB s/he begs s.o. with tears; s/he cries for s.o., s/he mourns for s.o.; s/he is sad to see s.o. go

begin

ati- PREVERB begin to, beginning; on the way
mâci- PREVERB begin to, start to; commencement; initially

below

capasis PARTICLE below, further down, lower down, down low; bottom

big

kihci- PARTICLE great, big
misi- PREVERB big, much; extremely

black

kaskitêwâw VERB it is black
kaskitêwisîhow VERB s/he dresses in black

book

masinahikan NOUN book; letter; written document, report, paper; magazine; will (plural: masinahikana)

boy

nâpêsis NOUN he is a boy, he is a small boy (plural: nâpêsisak)

braid

apihkân NOUN his/her braid

breathe

yêhyêw VERB s/he breathes

bright

wâsêsiw VERB it shines bright (e.g., a star)
wâsêyâw VERB it is a bright sky, it is completely light, it shines

build

osîhtâw VERB s/he makes s.t., s/he prepares s.t., s/he builds s.t.

but

mâka PARTICLE but, then; still

can

ka-kî- PREVERB can, be able to; may; should, ought to

carefully

papêyâhtik PARTICLE slowly, carefully

challenge

mawinêhikêw VERB s/he challenges

character

masinahikêwin NOUN writing; letter, character

chest

nâskikan NOUN my chest

child

awâsisîwiw VERB s/he is a child

nitawâsimis NOUN my child (plural:

nitawâsimisak)

choose

otinêw VERB s/he takes s.o., s/he chooses s.o.; s/he purchases s.o.; s/he takes s.o. for (it/him), s/he steals s.o.

circle

wâsakâmêpayihow VERB s/he moves, s/he goes, s/he rides in a circle

clean

kanâci- PREVERB clean

close

cîki PARTICLE close, close by, near, nearby, near to

cold

tahkastêw VERB it is cold; it is cold indoors

colour

itasinâsowin NOUN colour (plural: itasinâsowina)

common

iyinito- PARTICLE common, plain

consider

mâmitonêyihitam VERB s/he thinks about s.t., s/he ponders s.t., s/he ponders over s.t., s/he considers s.t., s/he wonders about s.t.; s/he worries about s.t.

continuing

ma- PREVERB ongoing, continuing

contrast

wiyawâw PARTICLE by contrast

create

tâpasinahikêstam VERB s/he creates art with s.t.; s/he draws with s.t.

Cree

nêhiyaw NOUN Cree, Cree person

nêhiyawêw VERB s/he speaks Cree

nêhiyawêwin NOUN the Cree language; speaking Cree

paskwâwi-nêhiyawêwin NOUN Plains Cree language

cry

mawîhkâtêw VERB s/he begs s.o. with tears; s/he cries for s.o., s/he mourns for s.o.; s/he is sad to see s.o. go

curing ceremony

nanâtawihowin NOUN remedy;

curing ceremony; healing (plural:

nanâtawihowina)

dance

nîmihicosiw VERB s/he dances a little
nîmihitômakan VERB it dances

day

kîsikâw NOUN day (plural: kîsikâwa)

different

pîtos PARTICLE strange, strangely, different,
differently

different kinds

nanâtohk PARTICLE different, variously, all
kinds, of various kinds, different items

do

tôtam VERB s/he does s.t., s/he does s.t. so

don't

êkâ PARTICLE no, not, don't

draw

masinaham VERB s/he writes s.t.; s/he
marks s.t. by tool; s/he draws s.t.
tâpasinaham VERB s/he draws s.t.; s/he
depicts s.t.; s/he makes a copy of s.t.
tâpasinahikêstam VERB s/he creates art
with s.t.; s/he draws with s.t.

dream net

pawâtam-ayapiy NOUN dream net, dream
catcher (plural: pawâtam-ayapiyak)

dress

kaskitêwisîhow VERB s/he dresses in
black

each

tahtwâw VERB each time, every time; so
many times

enough

êkosî PARTICLE so, thus, in that way; right,
alright; there, that's it, that is all; well;
enough; later

even

ahpô PARTICLE or, or else; even, possibly

ever

wîhkâc PARTICLE ever, at times; never
(with negative)

exist

ihtâw VERB s/he exists, s/he is there

extremely

nipahi- PREVERB really, extremely

eyes

tôhkâpiw VERB s/he opens his/her own
eyes

face

ohkwâkan NOUN his/her face (plural:
ohkwâkana)
okanâci-wihkwâkan NOUN his/her
innocent face
sikwêhkwêwin NOUN wrinkled face
(plural: sikwêhkwêwina)

far

ispihci PARTICLE for now, in the meantime;
so far, so much
wâhyaw PARTICLE far, far away

feather

mîkwanis NOUN small feather (plural:
mîkwanisak)

feel

mîskonam VERB s/he feels s.t.

finally

piyisk PARTICLE eventually, finally, at last

find

miskam VERB s/he finds s.t

miskamaWÊW VERB s/he finds (it/him) for
s.o.

first

nistam PARTICLE first; at first, for the first
time, initially, originally

footstool

tahkoskâcikan NOUN footstool (plural:
tahkoskâcikana)

for

ohci PARTICLE from there, for, with, about
ohci- PREVERB from there; with, by means
of; because, for that reason, therefore;
past tense (in negative constructions)
wiya PARTICLE for, because

for instance

tâpiskôc PARTICLE like, just like, for
instance

forget

wanikiskisiw VERB s/he forgets,
s/he is forgetful, s/he forgets s.t.; s/he
remembers very dimly; s/he faints

from

ohci PARTICLE from there, for, with, about
ohci- PREVERB from there; with, by means
of; because, for that reason, therefore;
past tense (in negative constructions)

frown

kisiwinâkosiw VERB s/he frowns

[future]

ka- PREVERB [grammatical future]: will

ta- PREVERB [grammatical future]

girl

iskwêsis NOUN girl (plural: iskwêsisak)

give

miyêw VERB s/he gives (it/him) to s.o.

glad

miywêihtam VERB s/he is glad, s/he is
happy, s/he is pleased; s/he is glad about
s.t.; s/he likes s.t., s/he thinks well of s.t.,
s/he considers s.t. good

go

kîwêw VERB s/he goes home, s/he returns
home

nitawi- PREVERB go and, go to; engaged in

grab

maskamêw VERB s/he grabs (it/him) from
s.o., s/he robs s.o. (of it/him), s/he takes
(it/him) away from s.o.

grandchild

nôsisim NOUN my grandchild (plural:
nôsisimak)

grandfather

nimosôm NOUN my grandfather (plural: nimosômak)

grasp

miciminam VERB s/he holds s.t. fast, s/he holds s.t. in place, s/he grasps s.t.

great

kihci- PARTICLE great, big

hand

nanamicihcêw VERB have shaking hands

ocihcîs NOUN his/her little hand, his/her little paw (plural: ocihcîsa)

ocihciy NOUN his/her hand, his/her paw (plural: ocihciya)

ohpiniskêyîstawêw VERB s/he raises his/her hands to s.o.

wâkicihciy NOUN crooked hand

yôskicihcîs NOUN soft little hand

happy

miywêyih tam VERB s/he is glad, s/he is happy, s/he is pleased; s/he is glad about s.t.; s/he likes s.t., s/he thinks well of s.t., s/he considers s.t. good

he

wiya PRONOUN he, she, it, him, her

head

nanamiskwêyiw VERB s/he nods his/her own head, s/he shakes his/her own head
ostikwân NOUN his/her head, his/her mind (plural: ostikwâna)

healing

nanâtawihowin NOUN remedy; curing ceremony; healing (plural: nanâtawihowina)

heart

otêh NOUN his/her heart (plural: otêha)

hello

tânisi PARTICLE how; hello, how are you

help

wîcihêw VERB s/he helps s.o.

hold

miciminam VERB s/he holds s.t. fast, s/he holds s.t. in place, s/he grasps s.t.

home

kîwêw VERB s/he goes home, s/he returns home

wîki NOUN his/her home (plural: wîkiwa)

honour

kihci-âyiwikosiw VERB s/he is given honour

how

tânisi PARTICLE how; hello, how are you

husband

ninâpêw NOUN my husband (plural: ninâpêmak)

in order to

ka- PREVERB [grammatical]: in order to

individual

pâski- PARTICLE individual, separate

it

wiya PRONOUN he, she, it, him, her

jump

kwâskohcisiw VERB s/he jumps a little

just like

tâpiskôc PARTICLE like, just like, for instance

kiss

ocêmêw VERB s/he kisses s.o.

know

kiskêyihtam VERB s/he knows s.t., s/he knows s.t. of his/her own experience

language

nêhiyawêwin NOUN the Cree language; speaking Cree

nêhiyawêwin NOUN Cree language

paskwâwi-nêhiyawêwin NOUN Plains Cree language

laugh

pâhpisiw VERB s/he smiles; s/he laughs a little

laughter

pâhpiwin NOUN laughter

learn

kiskinwahamâkosiwin NOUN learning, being a student, attending school; schoolwork, homework

leave

sipwêhtahêw VERB s/he takes s.o. away; s/he leaves with s.o.

wayawîw VERB s/he goes outside; s/he leaves school, s/he leaves hospital

let go

pakicihcênêw VERB s/he lets go of s.o.'s hand

letter

masinahikan NOUN book; letter; written document, report, paper; magazine; will (plural: masinahikana)

masinahikêwin NOUN writing; letter, character

library

ayamihcikêwikamik NOUN reading room, library

like

tâpiskôc PARTICLE like, just like, for instance

live

wîkiw VERB s/he lives there, s/he dwells there, s/he has his/her own abode (there)

locate

itastêw VERB it is placed thus or there, it is located thus or there; it is written thus

lock

kikâpiskaham VERB s/he preserves s.t., s/he cans s.t.; s/he closes s.t. with metal

lonesome

pîkiskâcin VERB be lonesome, be sad

long ago

kayâs PARTICLE long ago, previously

long time

kinwêsk PARTICLE a long while; for a long time

look

isinâkosiw VERB s/he looks thus, s/he gives such an appearance (e.g., colour, etc.)

kitâpahtam VERB s/he looks at s.t.

kitâpamêw VERB s/he looks at s.o.

lonely

pîkiskâcinâkosiw VERB s/he looks lonely and sad

pîkiskâcinâkosiwin NOUN lonely and sad appearance

lose

wanihtâw VERB s/he loses s.t.

love

sâkihêw VERB s/he loves s.o., s/he prizes s.o., s/he is attached to s.o.

machine

âpacihcikan NOUN utensil, tool, implement; appliance; machine (plural: âpacihcikana)

make

osihtâw VERB s/he makes s.t., s/he prepares s.t., s/he builds s.t.

man

nâpêw NOUN man (plural: nâpewak)

manage

kaskihtâw VERB s/he manages s.t., s/he controls s.t.; s/he is able to do s.t., s/he is competent at s.t.

many

mihcêt PARTICLE many, much; a good number

mean

kitimahêw VERB s/he is rough on s.o.; s/he treats s.o. badly; s/he is mean to s.o.; s/he ruins s.o., s/he reduces s.o. to ruin, s/he destroys s.o.

merely

konita PARTICLE merely, just for nothing, in vain, vainly, without reason, without purpose, at random; without further ado

Métis

âpihtawikosisân NOUN Métis, Métis person (plural: âpihtawikosisânak)

mind

ostikwân NOUN his/her head, his/her mind (plural: ostikwâna)

moon

pîsim NOUN sun, moon; month (plural: pîsimwak)

month

pîsim NOUN sun, moon; month (plural: pîsimwak)

most

mâwaci- PREVERB the most, foremost,
utmost

mother

nikâwiy NOUN my mother (plural
nikâwiyak)
okâwiya NOUN his/her mother (plural
okâwiyak)

mouth

otôn NOUN his/her mouth (plural: otôna)

move

wâsakâmêpayihow VERB s/he moves, s/he
goes, s/he rides in a circle
wîcwaskawîmêw VERB s/he moves, s/he
stirs, s/he budges, s/he is in motion
wîci-waskawîmêw VERB s/he moves with
s.o.

much

mihcêt PARTICLE many, much; a good
number
misi- PREVERB big, much; extremely

Muskeg Lake

maskêko-sâkahikan NOUN Muskeg Lake,
Saskatchewan

near

cîki PARTICLE close, close by, near, nearby,
near to

no

êkâ PARTICLE no, not, don't
namôya PARTICLE no, not

nod

nanamiskwêyiw VERB s/he nods his/her
own head, s/he shakes his/her own head

not

namôya PARTICLE no, not

nothing

konita PARTICLE merely, just for nothing,
in vain, vainly, without reason, without
purpose, at random; without further ado

now

anohc PARTICLE now, today
êkwa PARTICLE and, also; then, now
ispihci PARTICLE for now, in the meantime;
so far, so much

occur

ispayiw VERB it takes place thus, it occurs
thus; it has passed (e.g., days, years); it
goes thither or thus

ongoing

ma- PREVERB ongoing, continuing

open

tôhkâpiw VERB s/he opens his/her own
eyes
or
ahpô PARTICLE or, or else; even, possibly

other

kotak PRONOUN other, another

page

masinahikanêkin NOUN page; paper;
wrapping paper; tar-paper roofing
(plural: masinahikanêkina)

paper

masinahikan NOUN book; letter; written document, report, paper; magazine; will (plural: masinahikana)
 masinahikanêkin NOUN page; paper; wrapping paper; tar paper roofing (plural: masinahikanêkina)

park

nakîw VERB s/he stops, s/he comes to a stop; s/he parks

paw

ocihcîs NOUN his/her little hand, his/her little paw(plural: ocihcîsa)
 ocihciy NOUN his/her hand, his/her paw (plural: ocihciya)

person

nêhiyaw NOUN Cree, Cree person

personally

tipiyaw PARTICLE personally, really; own

phrase

pîkiskwêwin NOUN word, expression, phrase; what is being said, speech, talk, conversation; lecture; language; voice; syllable of syllabary (plural: pîkiskwêwina)

place

itastêw VERB it is placed thus or there, it is located thus or there; it is written thus

plain

iyinito- PARTICLE common, plain

possibly

ahpô PARTICLE or, or else; even, possibly

preserve

kikâpiskaham VERB s/he preserves s.t., s/he cans s.t.; s/he closes s.t. with metal

pull

kwayakopitam VERB s/he pulls s.t. out

purchase

otinam VERB s/he takes s.t., s/he steals s.t.; s/he chooses s.t.; s/he purchases s.t.
 otinêw s/he takes s.o., s/he chooses s.o.; s/he purchases s.o.; s/he takes s.o. for (it/him), s/he steals s.o.

question

kakwêcihkêmow VERB s/he asks, s/he asks people; s/he asks for s.t., s/he asks a question of people
 kakwêcimêw VERB s/he asks s.o., s/he asks s.o. a question; s/he makes a request of s.o.; s/he asks s.o. about (it/them)

quiet

kâmwâci- PREVERB quietly

raise

ohpiniskêyiw VERB s/he raises his/her own arms
 ohpiniskêyîstawêw VERB s/he raises his/her hands to s.o.

raven

kâhkâkiw NOUN raven (plural: kâhkâkiwak)

read

ayamihtamawêw VERB s/he reads (it) to
s.o.

really

mêtoni PARTICLE very, really
nipahi- PREVERB really, extremely
tipiyaw PARTICLE personally, really; own

regret

mihtâtam VERB s/he regrets s.t., s/he is
sorry about s.t., s/he grieves over s.t.

remember

kiskisiw VERB s/he remembers, s/he
remembers s.t.; s/he recalls

respect

kistêyimêw VERB s/he respects s.o., s/he
esteems s.o., s/he glorifies s.o.; s/he has
high regard for s.o.

rob

kimotamawêw VERB s/he steals (it/him)
from s.o., s/he robs s.o. of (it/him)
maskamêw VERB s/he grabs (it/him) from
s.o., s/he robs s.o. (of it/him), s/he takes
(it/him) away from s.o.

rough

kitimahêw VERB s/he is rough on s.o.;
s/he treats s.o. badly; s/he is mean to
s.o.; s/he ruins s.o., s/he reduces s.o. to
ruin, s/he destroys s.o.

sad

pîkiskâcin VERB be lonesome, be sad
pîkiskâcinâkosiw VERB s/he looks lonely
and sad
pîkiskâcinâkosiwin NOUN lonely and sad
appearance

same

êwako PRONOUN this previously
mentioned; the same one

say

itêw VERB s/he says thus to s.o., s/he says
thus about s.o.; s/he calls s.o. thus
itwêw VERB s/he says so, s/he says thus,
s/he calls (it) so; it has such a meaning

school

kiskinwahamâtowikamikohk NOUN
school, school-house

schoolbag

kiskinwahamâtowi-maskimot NOUN
schoolbag (plural: kiskinwahamâtowi-
maskimota)

schoolwork

kiskinwahamâkosiwin NOUN learning,
being a student, attending school;
schoolwork, homework

seize

sakicihcênêw VERB s/he seizes s.o.'s hand
(by hand), s/he takes s.o. by the hand;
s/he shakes hands with s.o.

separate

pâski- PARTICLE individual, separate

seven years old

têpakohpopiponêw VERB s/he is seven years old

sharp

kâsisihtâkwan VERB it sounds sharp

she

wiya PRONOUN he, she, it, him, her

shine

wâsêsiw VERB it shines bright (e.g., a star)

wâsêyâw VERB it is a bright sky, it is completely light, it shines

wâstêsiw VERB it shines

shoulder

otihtiman NOUN his/her shoulder (plural: otihtimana)

sigh

mahkatâhtam VERB s/he gives a deep sigh

sing

nikamosiw VERB s/he sings a little song

slowly

pâpêyâhtik PARTICLE slowly, carefully

smile

pâhpihkwestawêw VERB s/he smiles at s.o.

pâhpisiw VERB s/he smiles; s/he laughs a little

so

êkosi PARTICLE SO, thus, in that way; right, alright; there, that's it, that is all; well; enough; later

isi PARTICLE SO, thus, this way; there; to, towards

isi- PREVERB SO, this way, thus

ispihci PARTICLE for now, in the meantime; so far, so much

so far

isko PARTICLE SO far, up to, up until

so much; until

iyikohk PARTICLE SO much; until

someone

awiya PRONOUN SOMEONE

awiyak PRONOUN SOMEONE

something

kîkway NOUN thing, something (plural: kîkwaya)

somewhere else

ohpimê PARTICLE off, away, to the side; at another place, elsewhere, somewhere else

sorry

mihtâtam VERB s/he regrets s.t., s/he is sorry about s.t., s/he grieves over s.t.

sound

itihtâkosiw VERB s/he sounds thus, s/he has such a sound; s/he is heard thus

kâsisihtâkwan VERB it sounds sharp

mियोhtâkwan VERB it sounds pleasant

wîsakihtâkwan VERB it sounds painful, it sounds shrill

speak

nêhiyawêw VERB s/he speaks Cree
 pîkiskwâtêw VERB s/he speaks to s.o., s/he
 talks to s.o.; s/he speaks about s.o.
 pîkiskwêw VERB s/he speaks, s/he talks,
 s/he use words, s/he makes a speech

speech

pîkiskwêwin NOUN word, expression,
 phrase; what is being said, speech,
 talk, conversation; lecture; language;
 voice; syllable of syllabary (plural:
 pîkiskwêwina)

stand

ohtiskawêw VERB s/he stands in front of
 s.o.

start

mâcihtâw VERB s/he starts, s/he starts s.t.,
 s/he starts to do s.t., s/he starts making
 s.t.; s/he begins to operate s.t.

steal

kimotamawêw VERB s/he steals (it/him)
 from s.o., s/he robs s.o. of (it/him)
 kimotiW VERB s/he steals (it)
 otinam VERB s/he takes s.t., s/he steals
 s.t.; s/he chooses s.t.; s/he purchases s.t.

still

mâka PARTICLE but, then; still

stop

nakîw VERB s/he stops, s/he comes to a
 stop; s/he parks
 pôni- PREVERB stop, cease; after

story

âcimowin NOUN story, true story, account,
 report; news; what is being told (plural:
 âcimowina)

strange

mâmaskâtam VERB s/he is surprised at
 s.t., s/he finds s.t. strange, s/he finds s.t.
 incomprehensible, s/he wonders at s.t.
 pîtos PARTICLE strange, strangely, different,
 differently

string

pîminahkwânis NOUN string, twine
 (plural: pîminahkwânisa)

student

kiskinwahamâkosiwin NOUN learning,
 being a student, attending school;
 schoolwork, homework

sun

pîsim NOUN sun, moon; month (plural:
 pîsimwak)

surprise

mâmaskâtam VERB s/he is surprised at
 s.t., s/he finds s.t. strange, s/he finds s.t.
 incomprehensible, s/he wonders at s.t.

Sweetgrass Reserve

nakiwacyi NOUN Sweetgrass Reserve,
 Saskatchewan

take

itohtahêw VERB s/he takes s.o. thus or
 there, s/he leads s.o. thither
 itohtatâw VERB s/he takes s.t. there
 kîwêhtahêw VERB s/he takes s.o. home

maskamêw VERB s/he grabs (it/him) from s.o., s/he robs s.o. (of it/him), s/he takes (it/him) away from s.o.

otinam VERB s/he takes s.t., s/he steals s.t.; s/he chooses s.t.; s/he purchases s.t.
otinêw s/he takes s.o., s/he chooses s.o.; s/he purchases s.o.; s/he takes s.o. for (it/him), s/he steals s.o.

sakicihcênêw VERB s/he seizes s.o.'s hand (by hand), s/he takes s.o. by the hand; s/he shakes hands with s.o.

take away

sipwêhtahêw VERB s/he takes s.o. away; s/he leaves with s.o.

talk

pîkiskwâtêw VERB s/he speaks to s.o., s/he talks to s.o.; s/he speaks about s.o.

pîkiskwêw VERB s/he speaks, s/he talks, s/he use words, s/he makes a speech

teach

kiskinwahamawêw VERB s/he teaches s.o., s/he teaches (it) to s.o.

teacher

okiskwahamâkêw NOUN teacher (plural: okiskwahamâkêwak)

tell

wîhtamawêw VERB s/he tells s.o. about (it/him), s/he tells (it/him) to or for s.o.; s/he names (it/him) to s.o.

thank

nanâskomêw VERB s/he thanks s.o., s/he gives thanks to s.o., is grateful to s.o.

thank you

ay-hay PARTICLE thank you; also hay-hay kinanâskomitin VERB thank you, I am grateful to you

tîniki PARTICLE thank you

that

anima PRONOUN that, that one

that one

anima PRONOUN that, that one

then

êkwa PARTICLE and, also; then, now

mâka PARTICLE but, then; still

there

itê PARTICLE there, thereabouts, over there, thither, wherever

they

wiyawâw PRONOUN they, them, themselves

thing

kîkway NOUN thing, something

think

mâmitonêyihtam VERB s/he thinks about s.t., s/he ponders s.t., s/he ponders over s.t., s/he considers s.t., s/he wonders about s.t.; s/he worries about s.t.

this

ôma PRONOUN this

thus

isi PARTICLE SO, thus, this way; there; to, towards

isi- PREVERB SO, this way, thus

time

aciyaw PARTICLE for a short while, a short time, a little while

tahtwâw VERB each time, every time; so many times

today

anohc PARTICLE NOW, today

together

wîci- PREVERB together with

tool

âpacihcikan NOUN utensil, tool, implement; appliance; machine

touch

sâminam VERB s/he touches s.t.

towards

pê- PREVERB [grammatical]: come and, towards, approaching

translate

nêhiyawastâw VERB s/he writes s.t. in Cree, s/he translates s.t. into Cree
nêhiyawastâwin NOUN Cree translation, translating into Cree

try

kâkwê- PREVERB try to, attempt to

turn

pâskinam VERB s/he uncovers s.t., s/he turns s.t. over; s/he turns the page

two

nîsiwak VERB they are two in number; both

nîso PARTICLE TWO

nîswapiwak VERB they sit as two, they are situated as two, they come together as two

uncover

pâskinam VERB s/he uncovers s.t., s/he turns s.t. over; s/he turns the page

understand

nisitohtam VERB s/he understands; s/he understands s.t.

until

isko PARTICLE SO far, up to, up until

us

kiyânaw PRONOUN we, us; we-and-you

use

âpacihtâw VERB s/he uses s.t., s/he makes use of s.t.

usually

mâna PARTICLE usually, habitually, always; used to

very

mêtoni PARTICLE very, really

walk

takohtêw VERB s/he arrives walking

wash

kâsîham VERB s/he wipes s.t. up, s/he washes s.t.

we

kiyânaw PRONOUN we, us; we-and-you

when

ispîhk PARTICLE when

where

tânitê PARTICLE where, whereabouts

while

aciyaw PARTICLE for a short while, a short time, a little while

whispers

kîmwêw VERB s/he whispers

white

wâpiski- PREVERB white

who

awîna PRONOUN who, whose

whose

awîna PRONOUN who, whose

win

otahowêw NOUN s/he wins, s/he wins in gambling
paskiyâkêw VERB s/he wins things, s/he is the winner

wing

otahtahkwan NOUN his/her wing (plural: otahtahkwana)

winner

otahikêwin NOUN winner
paskiyâkêw VERB s/he wins things, s/he is the winner

wipe

kâsîham VERB s/he wipes s.t. up, s/he washes s.t.

wish

pakosêyimêw VERB s/he wishes it for s.o.

with

asicî PARTICLE with, together with, along with, in a group, accompanied by; against
wîci- PREVERB together with

woman

iskwêw NOUN woman (plural: iskwêwak)

word

itwêwin NOUN word; the saying so, such speech (plural: itwêwina)
pîkiskwêwin NOUN word, expression, phrase; what is being said, speech, talk, conversation; lecture; language; voice; syllable of syllabary (plural: pîkiskwêwina)

write

masinaham VERB s/he writes s.t.; s/he marks s.t. by tool; s/he draws s.t.
nêhiyawastâw VERB s/he writes s.t. in Cree, s/he translates s.t. into Cree

writer

omasinahikêw NOUN writer (plural: omasinahikêwak)

writing

masinahikêwin NOUN writing; letter, character

Acknowledgements

The important work of reclaiming “stolen words” goes on in Cree language classrooms every day. Thanks to Gabrielle Grimard and Second Story Press for supporting translation of the book into Plains Cree, and for allowing us to build a glossary and lessons around it that will help Cree children and families recover some of what was taken.

Thanks also to Dr. Arok Wolvengrey of First Nations University for permission to use his [*nêhiyawêwin: itwêwina / Cree: Words. A Cree-English dictionary*](#) as the basis for this guide. Dr. Wolvengrey’s work also forms the foundation of the online *itwêwina* Plains Cree Dictionary (<https://itwewina.altlab.app/>), built and maintained by [Alberta Language Technology Lab \(ALTLab\)](#), in collaboration with the [First Nations University](#) and [Maskwacîs Education Schools Commission \(MESC\)](#) with whom the [Cree Literacy Network](#) is proud to collaborate.