

Phonological Awareness Activity Cards

Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a child and says, "Tell me a word that rhymes with *lawn*."

The child says a rhyming word and throws the ball back to the teacher.

Variation:

"Tell me a word that rhymes with *lawn*. I'll give you a hint; when I'm tired, I sometimes [acts out a long yawn]."

Change that Tune

The teacher leads the children in a familiar song but substitutes different sounds in the lyrics.

Example:

Apples and Bananas is sung substituting the long *a* sound in each phrase:

"I like to *ate, ate, ate ayyles and baynaynays.*"

Phonological Awareness Activity Cards

What's in a Name?

The teacher says an animal name. One child is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other children count the syllables that they hear.

The teacher asks: "How many syllables did you hear in . . . ?"

Note: Some children can segment the word into syllables on their own

Sound Blocks

The teacher gives children two blocks that do not have any numbers or letters written on them.

Blocks are placed in a row.

The teacher says: "When I want to say *tap* in two parts, I touch the blocks like this."

[Touch the first block and say /*t*/; touch the second block and say /-*ăp*/.]

The teacher says other words that end in /-*ăp*/. The children touch the blocks as they say the words in two parts.

Phonological Awareness Activity Cards

One at a Time

The teacher slowly says a sentence:
“We are on our way to lunch.”

Children take one step, hop, or skip for each word in the sentence.

Variation:

Children step on one tile square for each word.

Describe It!

Children add words to describe the names of different foods.

These phrases contain words that all begin with the same sound:

jolly juice
round rolls
big bean burrito

Phonological Awareness Activity Cards

Round and Round We Go

The teacher passes around familiar objects and says, "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the child with the object (*basket*) to say the name of the object.

The teacher continues around the room until all of the objects have been named.

Sound by Sound

The teacher says a three- or four-phoneme word such as *cat* or *lamp*.

Children play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:

/k/ /ă/ /t/
or
/l/ /ă/ /m/ /p/

Phonological Awareness Activity Cards (Spanish)

Lanzando rimas

La maestra/o lanza una bola de estambre o una pelota de playa a un niño y le dice:
"Dime una palabra que rime con *luna*."

El niño dice una palabra que rima y regresa la pelota o la bola de estambre lanzándosela a la maestra/o.

Modificación

"Dime una palabra que rime con *luna*.
Te daré una pista. El bebé duerme en la

_____ (*cuna*)."

Sílaba por sílaba

La maestra/o le pide a un niño que diga el nombre de un animal y que aplauda, truene los dedos o dé un golpe suave por cada sílaba que escuche en la palabra.

Los otros niños pueden contar las sílabas que escuchan.

La maestra/o les pregunta:

"¿Cuántas sílabas escucharon en?"

Phonological Awareness Activity Cards (Spanish)

Cubitos de sonidos

La maestra/o les da a los niños dos cubos sin letras ni números escritos en ellos. Los cubos se acomodan en una hilera.

La maestra/o dice: "Cuando quiero decir *cama* en dos partes, yo toco los cubos de esta manera."

(La maestra/o toca el primer cubo y dice /k/; toca el segundo cubo y dice /-ama/.)

La maestra/o dice otras palabras que terminen en *ama* (*rama, lama, dama, gama*). Los niños tocan los cubos al decir la palabra en dos partes.

Modificación

La maestra/o puede separar la palabra en dos sílabas: *ca-ma*, tocando el primer cubo al decir la primera sílaba y tocando el segundo cubo al decir la segunda sílaba.

Una por una

La maestro/o dice una oración lentamente:

"Es hora de salir a recreo."

Los niños dan un paso o un brinco por cada palabra en la oración.

Phonological Awareness Activity Cards (Spanish)

¡Descríbelo!

**Los niños dicen palabras para describir los
alimentos
que han estudiado.**

**Estas frases deberán tener palabras que empiezan
con el mismo sonido:**

**manzana madura
dulce delicioso
naranja nutritiva
carne caliente
leche ligera**

¿Qué te tocó?

La maestra/o entrega objetos familiares a los niños y dice:

**“Quien tenga un objeto que empiece con el sonido /b/,
párese, por favor.”**

**La maestra/o le pide al niño que tiene el objeto que empiece
con el sonido /b/--como por ejemplo *bolsa*—que diga el
nombre del objeto.**

**La maestra/o continúa con el resto de los niños hasta que
todos los objetos se hayan nombrado.**

Phonological Awareness Activity Cards (Spanish)

Cazando sonidos

La maestra/o dice una palabra de tres o cuatro fonemas como *sol* o *gato*.

Los niños juegan un juego de palmadas entre ellos o uno a uno con la maestra/o.

Aplauden o se dan palmadas por cada sonido que escuchan en la palabra:

/s/ /o/ /l/ o /g/ /a/ /t/ /o/

Adapted from Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes; Neuhaus Education Center. (1992). *Reading readiness*. Bellaire, TX: Author. All rights reserved. 1-713-664-7676. www.neuhaus.org

Say It and Move It Card



Using Elkonin Sound Boxes

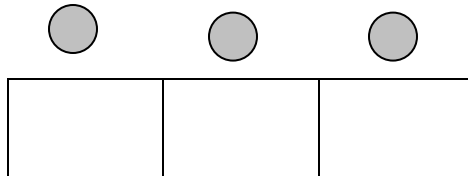
- Have children draw three boxes on a sheet of paper or dry-erase board.



- Distribute counters to children. Have them place counters above the boxes. Model the activities before children begin.
- Follow the same procedure as in "Say It and Move It." For each phoneme, children move a counter to each box in a left-to-right progression.

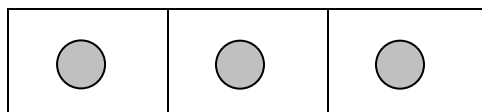
For example:

Say the word *let*.



Children move the counters that represent the sounds they hear in the word:

/l/ /ĕ/ /t/



Children say the word again, sliding their finger below the boxes from left to right: *let*.

Other Activities for Elkonin Boxes

- Ask children to listen for a certain sound in a word. Say a word that has that sound.

Children place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the

Nevada Reading Academy – Phonological Awareness Strategies

middle of the word,
word.

and in the last box if they hear it at the end of the

Nevada Reading Academy – Phonological Awareness Strategies

For example: "Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word, or in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham*."

		●
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Other sample words: *man, lemon, dream, mix, time*.

- Replace the counters with several letters after appropriate letter-sound correspondences have been introduced.

For example, give children the letters: *a, l, p, s,* and *n*.

Have children place the corresponding letters in the boxes for the phonemes as you say words. For example, say: "*Lap*. The cat sat in my *lap*."

s n

l	a	p
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- Have children write letters in the boxes as you dictate words.

For example, say: "Spell the word *big*. The big dog barked at the squirrel.

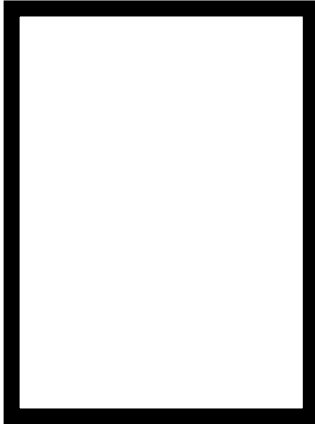
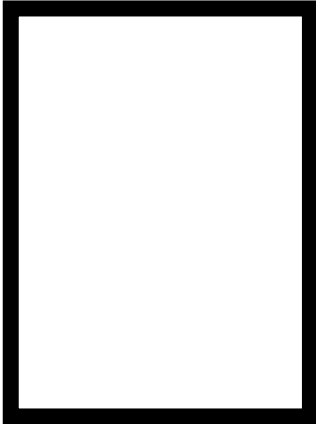
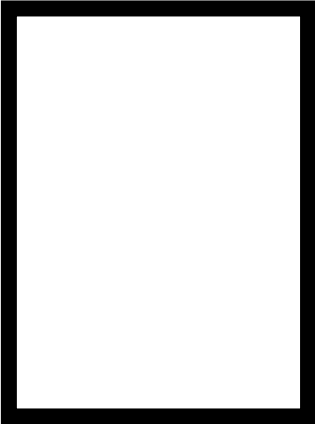
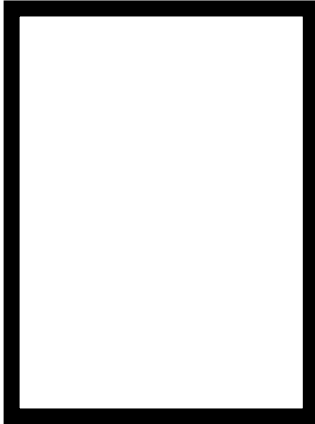
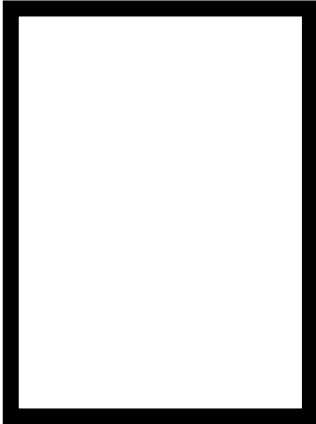
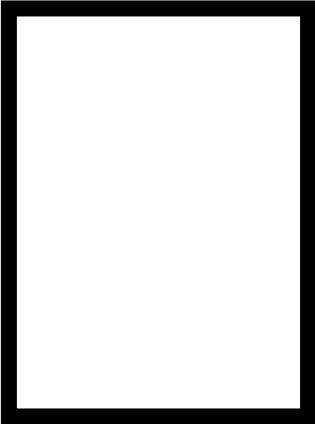
Big. /b/ /i/ /g/."

b	i	g
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Nevada Reading Academy – Phonological Awareness Strategies

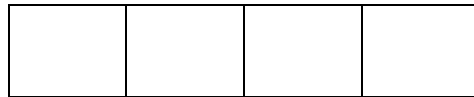
Adapted from Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Elkonin Sound Boxes



Using Elkonin Boxes in Spanish *Usando las cajitas de Elkonin*

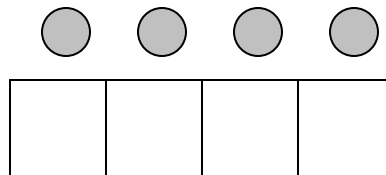
1. Los niños pueden utilizar las cajitas de Elkonin para trabajar con sílabas o con fonemas en español.
2. Esta actividad se realiza con un pequeño número de niños.
3. Entregue a los niños una copia tamaño carta de las cajitas de Elkonin que se muestran a continuación.



Trabajando con fonemas independientes

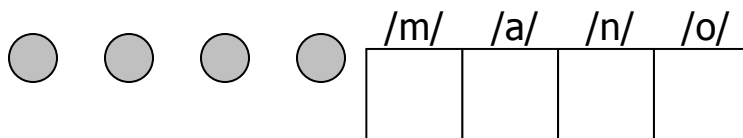
4. Entregue a los niños fichas y pídeles que las coloquen arriba de las cajitas. Modele la actividad antes de que los niños empiecen.
5. Siga el mismo procedimiento que se utiliza para la actividad de "Say it and move it." Para cada fonema, los niños mueven las fichas para ponerlas en cada caja siguiendo un orden de izquierda a derecha.
6. Ejemplo:

Diga la palabra *mano*.



**para
palabra.**

**Los alumnos colocan las fichas en las cajitas correspondientes
representar los sonidos que ellos escuchan en la**



debajo de las

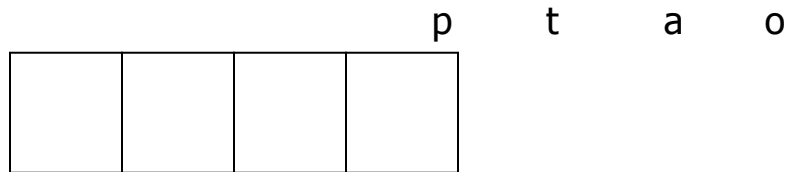
**Los alumnos dicen la palabra de nuevo, moviendo su dedo
cajitas de izquierda a derecha.**

Otras actividades para las cajitas de Elkonin

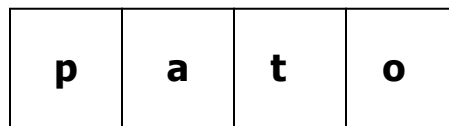
7. Cambie las fichas por varias letras una vez que la correspondencia entre el sonido y la letra se haya enseñado.

8. Ejemplo:

coloquen Distribuya las letras *p, a, o, t* y pida a los niños que las
arriba de las cajitas.



ellos Diga la palabra *pato*.
Los niños mueven las letras para representar los sonidos que
escuchan en la palabra.



debajo Los niños dicen la palabra de nuevo, moviendo su dedo por
de las cajitas de izquierda a derecha.

Adapted from Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*, Baltimore: Brookes.

Progress Monitoring

- Regularly monitor each child’s phonological awareness progress.
- Progress monitoring of phonological awareness helps to verify that children are reaching specific phonological awareness objectives; to identify children in need of additional instruction or practice; to specify concepts or skills that need more attention; and to recognize when children have or have not acquired phonological awareness knowledge and skills.
- The results of individually administered reading inventories can help you make informed instructional decisions.
- English language learners may have phonological awareness in their native languages, but less proficiency may be observed when phonological awareness is assessed in English.
- English Language Learners should achieve some proficiency in English before they are held accountable for phonological awareness in English.
- Difficulty with the development of phonological awareness is identified as one of the characteristics associated with reading difficulties.

Adapted from the KTRA *Phonological Awareness* presenter notes that are based on: Adams, 1990, 2001; Adams, Treiman, et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Goswami, 2001; Lennon & Siesinski, 1999; NIFL, 2001; NRP, 2000; O’Connor, 1999, 2000; Smith et al., 2001; Smith et al., 1998a; Snow et al., 1998; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000

Phonemic Awareness Progress Check

Student _____ Date _____

Note: This progress check is untimed and administered individually.

Materials: List of words (Create lists that include targeted letter sounds.)

Directions: "Today we are going to say some words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say *dig*, you say /d/ /i/ /g/. Be sure to say the sounds you hear in the word, not the letter names. Let's try a few together."

Practice Items: (Provide assistance if the child needs help on these items.)

1. _____ 2. _____ 3. _____

Word List

Responses

(Do not provide assistance during this portion of the assessment)

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |

14. _____

15. _____

Grouping for Instruction:

- Teach phonological awareness, especially phonemic awareness, in small groups
- Research indicates that small-group instruction is more effective than one-on-one and whole-group instruction
- Small-group instruction seems to be more effective because students benefit from listening to their peers and having more opportunities to participate

Explicit and Systemic Instruction:

- Focus on the aspects of phonological awareness that closely match the types of reading and spelling of emergent readers and writers
- Teach phonological awareness explicitly and regularly

Some students will acquire phonological awareness as they learn to read and some will not.

Focus on the aspects of phonological awareness that closely match the types of reading and spelling of emergent readers and writers.

Children at risk for reading difficulties tend to have poor phonemic awareness.

Explicit instruction in phonemic awareness is critical to their reading success.

- Target one type of phonological awareness during a lesson
- Begin with easier activities and progress to more difficult ones
- Model each activity
- Help students make the connection between letters and sounds as soon as possible

During a lesson target only one type of phonological awareness.

Use words students know and are easy to work with.

Begin with easier activities and progress to more difficult ones.

Some activities will be simply oral, such as songs, chants, and rhymes.

Others will use concrete objects and manipulatives, such as counters, blocks, fingers, puppets, and pictures.

Model each activity.

Help students make the connection between letters and sounds as soon as possible.

Practice, practice, practice!

Make it fun!

Phonological Awareness is not Phonics

- Phonological awareness helps make the connections between letters and sounds
- Students begin to apply their knowledge of phonological awareness and phonics during reading and spelling activities

As soon as letters are added to a phonological awareness activity, it becomes a phonics activity.

Phonological awareness helps make the connections between letters and sounds.

Students begin to apply their knowledge of phonological awareness and phonics during reading and spelling activities.

English Language Learners

- Capitalize on native language ability
- Teach blending, segmenting, and manipulating individual phonemes in syllables
- Accept oral approximations
- Focus on words students already know

Progress Monitoring

- Monitor each child's progress
- Verify that students are learning
- Results from assessment help make informed instructional decisions
- ELL students may have phonological awareness in their native language but not English
- Difficulty with phonological awareness is one of the characteristics associated with reading difficulties

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Order Form

Level #	Title #	Title	Qty	Price	Total

Subtotal: _____
 7.25% Tax: _____
 10% Shipping: _____
 Grand Total: _____

Name _____
 Address _____

 Phone _____

Method of Payment

- Check MasterCard
 Visa American Express
 Purchase Order # _____

Credit Card No. _____ Expire Date _____

Signature _____

Send Payment To:

St. Paul Public Schools
English language Learner Department
360 Colborne St., St. Paul, MN 55102
Phone (651) 767-8320 Fax: (651) 293-5411
Email: ELL@spps.org

Hmong Reading Level Books Price Guide

Item	Price
1 book	\$3.00
1 set of 1 book from each title and Level (total of 100 books) Includes Benchmark assessments	\$300
A complete guided reading set of Series 1: Level 1-10 (total of 600 books) <i>There are 6 books per title</i> Includes Benchmark assessments	\$1,800

Ordering Information

Saint Paul Public Schools
English Language Learner Department
360 Colborne St., St. Paul, MN 55102
Phone (651) 767-8320 Fax: (651) 293-5411
Email: ELL@spps.org



St. Paul Public Schools English Language Learner Department

Hmong Reading Level Books

Series 1: Level 1-10

<p>Npauj Npaim</p>	<p>Kev Tos Txais Qhua</p>	<p>Thaum Ub thiab Nim No</p>
<p>Peb Lub Zos</p>	<p>Kuv Txiv Wb Mus Yos Hav Zoov</p>	<p>Kuv Xyaum Kis Las</p>
<p>Paj Huam</p>	<p>Tus Tsov thiab Tus Mos Lwj</p>	<p>Caij Nplooj Zeeg</p>
<p>Thaj Teb Npleg</p>		

See Inside for a Complete List of Books and Ordering Information

St. Paul Public Schools / English Language Learner Department

Early Emergent Readers Level and Title (Beginning Level)

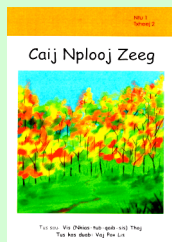
Level 1

1. Dej
2. Huab Cua
3. Kev
4. Cov Khaub Ncaws
5. Cov Khoom Noj ★
6. Lus Rov
7. Tsev
8. Tsiaj Nyeg
9. Tus Miv
10. Vaj Tsiaj



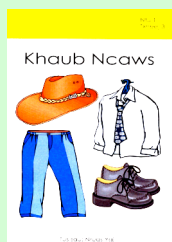
Level 2

1. Caij Nplooj Zeeg
2. Cov Pob Ua Si
3. Cuab Yeej Kawm Ntawv
4. Dej Num Hauv Tsev
5. Kuv Lub Tob Hau
6. Kuv Npaj Mus Kawm Ntawv ★
7. Kuv Txawj Tsav
8. Kuv Xyaum Kis Las
9. Nws Nyob Hauv Qab Dab Tsi?
10. Tsiaj Txawj Ua Dab Tsi?



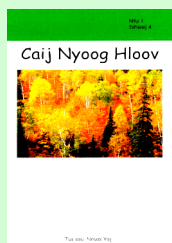
Level 3

1. Khaub Ncaws
2. Kuv Pab Kuv Pog ★
3. Kuv Txiv Wb Mus Yos Hav Zoov
4. Nqaij
5. Nyob Tom Teb Muaj Dab Tsi?
6. Tawm Hauv
7. Thaum Ub thiab Nim No
8. Tsiaj Muaj Qab Hau
9. Tsiaj Txawj Ua Dab Tsi
10. Txiv Hmab Txiv Ntoo



Level 4

1. Caij Nyoog Hloov
2. Kuv Nyiam Kuv Tus Kheej ★
3. Lub Caij Ntuj So
4. Lub Caij Pw
5. Lub Tiaj Ua Si
6. Mus Ua Si Pem Hav Zoov
7. Peb Mus Ncig Ua Si
8. Poj Qaib Mus Teb
9. Pw Hav Zoov
10. Yam Txiv Kuv Nyiam Noj



Emergent Readers Level and Title (Intermediate Level)

Level 5

1. Cov Chaw Tsiaj Nyob
2. Dej Tseem Ceeb
3. Hav Teb Txiv Av Pauj
4. Kuv Cov Hniav
5. Kuv Lub Cev
6. Kuv Pog thiab Kuv Yawg ★
7. Lub Tsev Ntoo
8. Mus Nuv Ntses
9. Peb Mus Da Dej
10. Thaj Teb Npleg



Level 6

1. Caij Tshab Kauj Vab
2. Huab Cua Zoo Li Cas
3. Kuv Tus Npawg Wb
4. Lub Neej Yaj Sab
5. Muab Tsim Dua
6. Mus Ncig Teb Chaws
7. Niam Hnub ★
8. Thaj Teb Pob Kws
9. Tub Me thiab Tus Qaib Cov Txwv
10. Tus Tsov thiab Tus mos lwj



★ These are the benchmark books for each level

Levels have been matched to equivalent grade levels and Fountas and Pinnell English reading levels.

Fluent Readers Level and Title (Advanced Level)

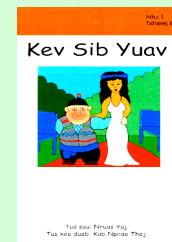
Level 7

1. Cov Khoom Noj
2. Ib Cov Paj Dawb Dawb Poob Los
3. Kho Mob
4. Lub Neej Hauv pas Dej
5. Mus Nuv Ntses
6. Nas thiab Yawg Tsov Ntxhuav
7. Npauj Npaim ★
8. Nyiaj thiab Yeej
9. Ua Tsaug
10. Xav Lav Txiv Hmab Txiv Ntoo



Level 8

1. Kev Sib Yuav
2. Lub Taub
3. Me Nyuam mos
4. Neeg Ceev Xwm
5. Neeg Ua Hauj Lwm Rau Hauv Zos
6. Npws Loo ★
7. Nrog Tsaug
8. Paj Huam
9. Pog Wb Hnub
10. Zej Zog



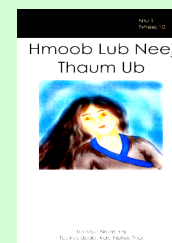
Level 9

1. Ib Tug Tub Lub Neej
2. Mus Noj Peb Caug
3. Neeg Yug Tsiaj
4. Noj Mov Hav Zoov
5. Tsab Cov Plaub Hau Daj
6. Tshauv Ntev Li Cas
7. Tsov thiab Qav Kaws ★
8. Tus Nquab thiab Nws Lub Zes
9. Ua Liaj
10. Zab Dag



Level 10

1. Hmoob Lub Neej Thaum Ub
2. Kev Tos Txais Qhua
3. Liab thiab Kooj
4. Lub Hnub thiab Lub Hli
5. Mus Nyob Txawv Teb Chaws
6. Nab thiab Qav ★
7. Ntsuag
8. Ntxhais Tsim Txiaj
9. Ob Niam Txiv Noog
10. Tus Tsov thiab Tus Twm



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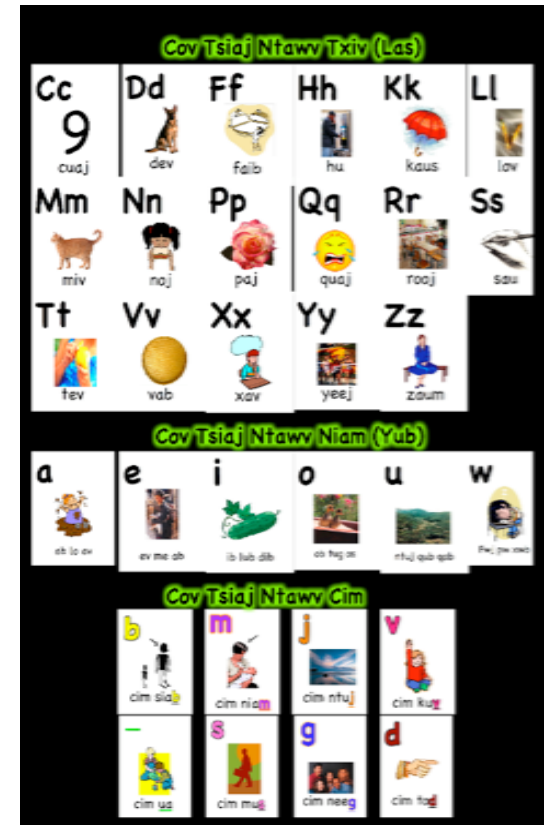
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Order Form

Item #	Description	Qty	Price	Subtotal
Order total: _____				
	7.25% Tax: _____			
	10% Shipping: _____			
	Total: _____			
Name _____				
Address _____				
Phone _____				
Method of payment:				
<input type="checkbox"/> Check <input type="checkbox"/> Visa <input type="checkbox"/> Master Card <input type="checkbox"/> American Express <input type="checkbox"/> Purchase Order # _____				
Credit Card No. _____		Expire Date _____		
Signature _____				
Send Payment To:				
St. Paul Public Schools English Language Learner Department 360 Colborne St. St. Paul, MN 55102 (651) 767-8320 Fax: (651) 293-5411 Email: ELL@spps.org				

Item	Size	Price
<u>Posters</u>		
#1 Single Consonants	12x18	\$2.00
#2 Single and Double Vowels	12x18	\$2.00
#3 Tone Markers	12x18	\$2.00
#4 Double Consonants	12x18	\$2.00
#5 Triple and Quadruple Consonants	12x18	\$2.00
#6 Beginning Alphabet Poster	12x18	\$2.00
#7 Single Vowels with Tone Markers Progression	12x18	\$2.00
#8 Double Vowels with Tone Markers Progression	12x18	\$2.00
<u>Desk Strips</u>		
#9 Basic Desk Strip	5 1/2x17	\$1.00
#10 Mid Level Desk Strip	5 1/2x17	\$1.00
#11 Full Alphabet Desk Strip	5 1/2x17	\$1.00
<u>Alphabet Flash Cards</u>		
#12 A Set of Alphabet Flash Card	3 1/2x5	\$10.00
#13 A Set of Alphabet Flash Card	5x7	\$15.00
#14 A Set of Alphabet Flash Card	8 1/2x11	\$20.00
There are 82 different cards in each set		
<u>Sets</u>		
#15 One Set of 8 Posters		\$15.00
#16 One Set of 12 Desk Strips		\$10.00
#17 All 3 Sets of Flash Cards (#12, #13, #14)		\$40.00
#18 A Complete Set of Items #15, #16, #17		\$65.00

Hmong Alphabet Posters, Flash Cards and Desk Strips



See Inside For More Posters and Information

Hmong Alphabet Posters, Flash Cards, and Desk Strips

Posters



#1 Single Consonants
12x18



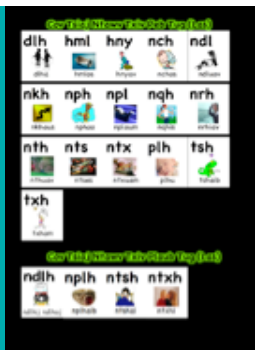
#2 Single and Double Vowels
12x18



#3 Tone Markers
12x18



#4 Double Consonants
12x18



#5 Triple and Quadruple Consonants
12x18



#6 Beginning Alphabet Poster
12x18

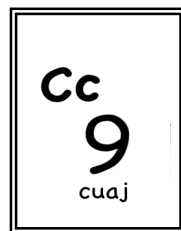
Posters and Flash Cards



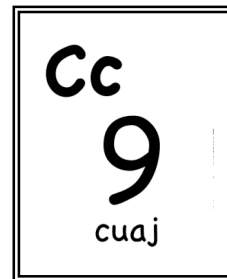
#7 Single Vowels with Tone Markers Progression
12x18



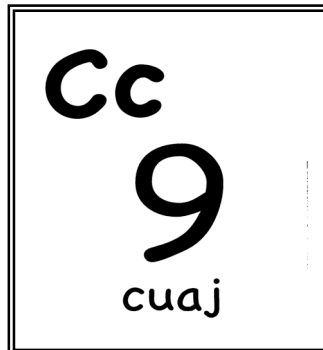
#8 Double Vowels with Tone Markers Progression
12x18



#12 Alphabet Flash Cards
3 1/2X5 82 cards



#13 Alphabet Flash Cards
5X7 82 cards

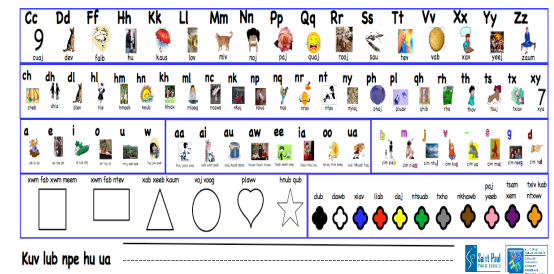


#14 Alphabet Flash Cards
8 1/2X11 82 cards

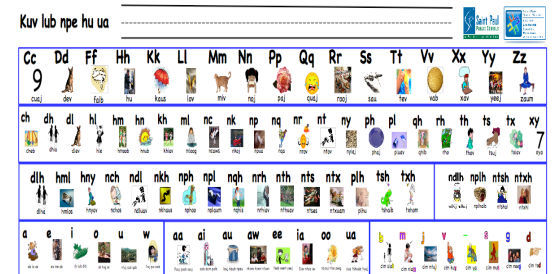
Desk Strips



#9 Basic Desk Strip 5 1/2x17



#10 Mid Level Desk Strip 5 1/2x17



#11 Full Alphabet Desk Strip 5 1/2X17