

Learn to Read Hmong
Kawm Nyeem Ntawv Hmoob

White Hmong Primer

Developed by Judy Lewis & Lue Yang, 1999
Supported by the Central Valley Foundation, Sacramento CA,
Southeast Asia Community Resource Center,
2460 Cordova Lane, Rancho Cordova CA 95670

Introduction

Thousands of Hmong have learned to read from the simple Hmong primer developed by Yves Bertrais in the 1960s and copied over and over again. With the generous support of the Central Valley Foundation, a nonprofit organization that promotes issues of free speech and immigrant access to the American dream, we have developed this new primer. It is similar to the original in many ways and is also based on the White Hmong dialect. However, it is organized to reveal the regular patterns of the Hmong orthography, to promote the formation of linguistic generalizations.

This primer is for older children, teens, and adults who have learned to read English or another roman-based alphabetic language. It can also be used by non-native Hmong, as long as the instructor is a native speaker. It is based on the most frequently used 425 Hmong words.

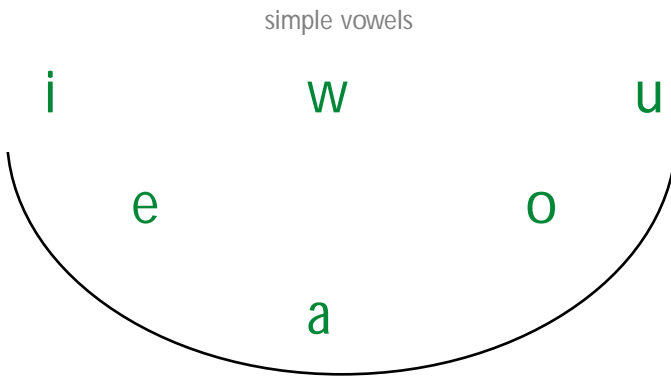
This primer provides the raw materials for learning to decode Hmong and for developing vocabulary in Hmong. There are 25 practice readers that accompany this primer. The stories are based on Aesop's fables or authentic Hmong stories and each one uses only the phonemes learned up to that point in the primer. In the primer, the actual words are black, and the high frequency words are red; nonsense words are grey.

The power of the primer and the practice readers is in the ability of the instructor to engage the learners in the adventure of learning Hmong. Although the development of comprehensive teaching guides was not part of this project, there is a teacher's kit. The kit contains teaching suggestions, blending cards, and high frequency word cards that can be used on an overhead, in games, or in a pocket chart. The Summer Institute of Linguistics (www.sil.org) has resources for organizing literacy development programs. The instructor's guide contains accounts of SIL literacy programs in Africa and Latin America.

All materials are free, via the internet, or at cost, from our center. The Southeast Asia Community Resource Center's website is <http://mills.fcusd.k12.ca.us/ctrsite/index.html> (online resources>literacy development). They are in *pdf* format (you will need Adobe Acrobat 3.0 to open and print them). If you prefer, master sets to copy or printed materials are available at cost from the Southeast Asia Community Resource Center, 2460 Cordova Lane, Rancho Cordova CA 95670, phone (916) 635-6815. All we ask in exchange for free use is that you provide credit and contact information on the distributed materials, that you provide us with information to make future editions better, and that your students contribute to a reservoir of written Hmong.

Vowels

a e i o u w
ai ee ia oo ua
au



nasal vowels

ee oo

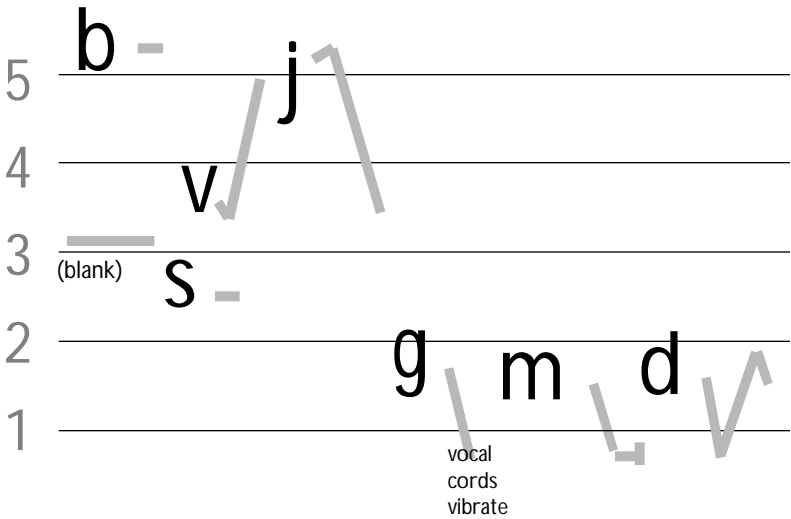
diphthongs (complex) vowels

ia ua
ai aw au

Initials (consonants)

plain	aspirated	pre-nasalized	both
c	ch	nc	nch
d	dh		
f			
h			
k	kh	nk	nk
l			hl
m			hm
ml			hml
n			hn
p	ph	np	nph
pl	plh	npl	nplh
q	qh	nq	nqh
r	rh	nr	nrh
s			
t	th	nt	nth
ts	tsh	nts	ntsh
tx	txh	ntx	ntxh
v			
x			
xy			
y		ny	hny
z			

Tone Marks



If English was a tonal language, then this would be an example of how tone carries meaning.

- v Now? (question)
- Now (neutral answer)
- j Now! (exclamation)

Using the materials: level 2, "t" (page 11)

Background: Use 'o' as a neutral vowel for pronouncing the initial consonant ('o'-'to'-'tov'). Students who do not pronounce phonemes or tones correctly have not had enough auditory practice. Use the command "point to" or "circle" as much as you use "say" or "read." Use writing as a way for students to learn and perform; analyze mistakes to monitor which students are experiencing trouble with which phonemes – and use that information to plan the next lesson.

Warm up (5-10 minutes): "Follow along while I read these words: tab, taj, tav, ta, tas, tam, tad, tag... (keep going to the end). Okay, now point to 'tas.' Point to 'te.' Now 'tes.' Point to the word that means 'answer'." (Continue, watch to see if students are able to recognize the word you read. If not, read words that are next to each other until students can tell which one you are pronouncing.) "Okay, now read the words aloud." (Ask students to read a line all together, then one at a time. Go across; go down). Point to words: "Read this."

Vocabulary (15 minutes): "All these could be words but they're not. The lightest ones are not real words. The dark ones are real words. Let's see if you know what they mean." (Talk about the meanings; use Heimbach's dictionary; emphasize high frequency words—in red, if you have color.) Dictate real words. Practice quick recognition with flash cards. Use word cards to build multi-part words, phrases, or sentences. Have students copy these to study for the next day's dictation.

Reader (20 minutes): Go to the reader after all the primer pages for that level have been done. Ask students to read together; ask students to read a line or a page; ask students to predict what happens on the next page; read and re-read until students can recognize chunks of text. Spend time discussing what the text means. Use the questions to encourage students to understand and extend the story and its lesson (assign each student one of the questions before the story begins.)

Reader Level	Phonemes	
1		a, e, i, o, u, w
2	t	
3	l	
4	d, m, p	
5	f, h, k	
6	s, v, x	ia, ua
7	n, y, z	ee, oo
8	q, r	ai, au
9	c	aw
10	ts	
11	tx	
12	nk, np	
13	nt, nts, ntx	
14	nc, nr	
15	ny, xy	
16	nq	
17	dh, kh, ph, th	
18	ch, qh, rh	
19	tsh, txh	
20	pl, plh	
21	hl, hm	
22	hn, hny	
23	ml, hml	
24	nch, nph, npl, nplh, nqh, nrh, nth	
25	ntsh, ntxh	

a



ab aj **av** a as am ad ag

e



eb ej ev e **es** em ed eg



ib

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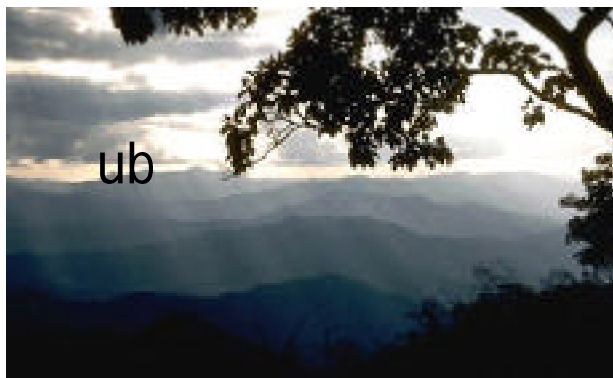
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w

wb



wb

wj

wv

w

ws

wm

wd

wg



t

tub

tab	taj	tav	ta	tas	tam	tad	tag
teb	tej	tev	te	tes	tem	ted	teg
tib	tij	tiv	ti	tis	tim	tid	tig
tob	toj	tov	to	tos	tom	tod	tog
tub	tuj	tuv	tu	tus	tum	tud	tug
twb	twj	twv	tw	twv	twm	twd	twg

l

lov



lab	laj	lav	la	las	lam	lad	lag
leb	lej	lev	le	les	lem	led	leg
lib	lij	liv	li	lis	lim	lid	lig
lob	loj	lov	lo	los	lom	lox	log
lub	luj	luv	lu	lus	lum	lud	lug
lwb	lwj	lww	lw	lws	lwm	lwd	lwg



d

dev

dab	daj	dav	da	das	dam	dad	dag
deb	dej	dev	de	des	dem	ded	deg
dib	dij	div	di	dis	dim	did	dig
dob	doj	dov	do	dos	dom	dod	dog
dub	duj	duv	du	dus	dum	dud	dug
dwb	dwj	dww	dw	dws	dwm	dwd	dwg

m

miv



mab	maj	mav	ma	mas	mam	mad	mag
meb	mej	mev	me	mes	mem	med	meg
mib	mij	miv	mi	mis	mim	mid	mig
mob	moj	mov	mo	mos	mom	mod	mog
mub	muj	muv	mu	mus	mum	mud	mug
mwb	mwj	mwv	mw	mws	mwv	mwd	mwg



p

paj

pab	paj	pav	pa	pas	pam	pad	pag
peb	pej	pev	pe	pes	pem	ped	peg
pib	pij	piv	pi	pis	pim	pid	pig
pob	poj	pov	po	pos	pom	pod	pog
pub	puj	puv	pu	pus	pum	pud	pug
pwb	pwj	pwv	pw	pws	pwm	pwd	pwg

f

fab



fab	faj	fav	fa	fas	fam	fad	fag
feb	fej	fev	fe	fes	fem	fed	feg
fib	fij	fiv	fi	fis	fim	fid	fig
fob	foj	fov	fo	fos	fom	fod	fog
fub	fuj	fuv	fu	fus	fum	fud	fug
fwb	fwj	fwv	fw	fws	fwm	fwd	fwg



h

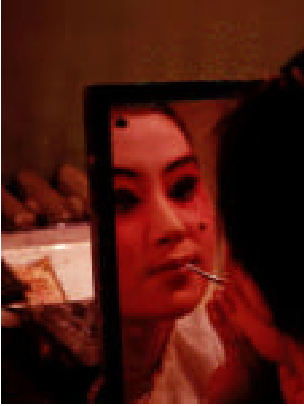
hu

hab	haj	hav	ha	has	ham	had	hag
heb	hej	hev	he	hes	hem	hed	heg
hib	hij	hiv	hi	his	him	hid	hig
hob	hoj	hov	ho	hos	hom	hod	hog
hub	huj	huv	hu	hus	hum	hud	hug
hwb	hwj	hww	hw	hws	hwm	hwd	hwg

k



kab	kaj	kav	ka	kas	kam	kad	kag
keb	kej	kev	ke	kes	kem	ked	keg
kib	kij	kiv	ki	kis	kim	kid	kig
kob	koj	kov	ko	kos	kom	kod	kog
kub	kuj	kuv	ku	kus	kum	kud	kug
kwb	kwj	kwv	kw	kws	kwm	kwd	kwg



ia

ia*v*

iab iaj iav ia ias iam iad iag

diab diaj **diav** dia dias diam diad diag

fiab fiaj fiav fia fias fiam fiad fiag

hiab hiaj hiav hia hias hiam hiad hiag

kiab kiaj kiav kia kias kiam kiad kiag

liab lij liav lia lias liam liad liag

miab mij miav mia mias miam miad miag

piab pij piv pia pias piam piad piag

tiab **tiaj** **tiv** tia **tias** **tiam** tiad **tiag**

ua

ua



uab uaj uav **ua** **uas** uam uad uag

duab duaj duav **dua** duas duam duad duag

fuab fuaj fuav fua fuas fuam fuad fuag

huab huaj huav hua huas huam huad huag

kuab kuj kuav **kua** kuas kuam kuad kuag

luab **luaj** luav lua luas luam luad **luag**

muab **muaj** muav mua muas muam muad muag

puab puaj puav pua **puas** puam puad **puag**

tuab **tuaj** tuav **tua** tuas **tuam** tuad **tuag**



S

suab

sab	saj	sav	sa	sas	sam	sad	sag
seb	sej	sev	se	ses	sem	sed	seg
sib	sij	siv	si	sis	sim	sid	sig
sob	soj	sov	so	sos	som	sod	sog
sub	suj	suv	su	sus	sum	sud	sug
swb	swj	swv	sw	sws	swm	swd	swg
siab	siaj	siav	sia	sias	siam	siad	siag
suab	suaj	suav	sua	suas	suam	suad	suag

V

vab



vab	vaj	vav	va	vas	vam	vad	vag
veb	vej	vev	ve	ves	vem	ved	veg
vib	vij	viv	vi	vis	vim	vid	vig
vob	voj	vov	vo	vos	vom	vod	vog
vub	vuj	vuv	vu	vus	vum	vud	vug
vwb	vwj	vvv	vw	vws	vwm	vwd	vwg

viab	viaj	viav	via	vias	viam	viad	viag
vuab	vuaj	vuav	vua	vuas	vuam	vuad	vuag



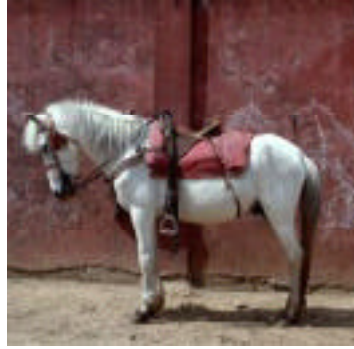
X

xauv

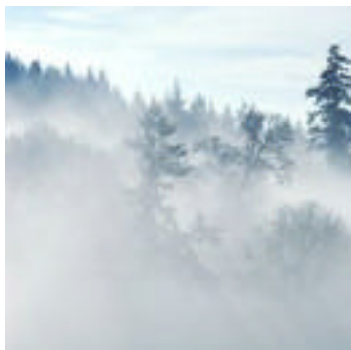
xab	xaj	xav	xa	xas	xam	xad	xag
xeb	xej	xev	xe	xes	xem	xed	xeg
xib	xij	xiv	xi	xis	xim	xid	xig
xob	xoj	xov	xo	xos	xom	xod	xog
xub	xuj	xuv	xu	xus	xum	xud	xug
xwb	xwj	xwv	xw	xws	xwm	xwd	xwg
xiab	xiaj	xiav	xia	xias	xiam	xiad	xiag
xuab	xuaj	xuav	xua	xuas	xuam	xuad	xuag

ee

eeb nees



eeb	eej	eev	ee	ees	eem	eed	eeg
deeb	deej	deev	dee	dees	deem	deed	deeg
feeb	feej	feev	fee	fees	feem	feed	feeg
heeb	heej	heev	hee	hees	heem	heed	heeg
keeb	keej	keev	kee	kees	keem	keed	keeg
leeb	leej	leev	lee	lees	leem	leed	leeg
meeb	meej	meev	mee	mees	meem	meed	meeg
peeb	peej	peev	pee	pees	peem	peed	peeg
seeb	seej	seev	see	sees	seem	seed	seeg
teeb	teej	teev	tee	tees	teem	teed	teeg
veeb	veej	veev	vee	vees	veem	veed	veeg
xeeb	xeej	xeev	xee	xees	xeeem	xeed	xeeeg



oo

iab oo

oob ooj oov oo oos oom ood oog

doob dooj doov doo doos doom dood doog

foob fooj foov foo foos foom food foog

koob kooj koov koo koos koom kood koog

hoob hooj hoov hoo hoos hoom hood hoog

loob looj loov loo loos loom lood loog

moob mooj moov moo moos moom mood moog

poob pooj poov poo poos poom pood poog

soob sooj soov soo soos soom sood soog

toob tooj toov too toos toom tood toog

voob vooj voov voo voos voom vood voog

xoob xooj xoov xoo xoos xoom xood xoog