

If you have any questions, please contact me at jamie@teachmommyteach.com

Thank you for downloading!

You May:

- use these resources in your own home or classroom for non-commercial use.
- print as many copies as you would like.
- share the website link, <https://teachmommyteach.com/>, where this printable can be found, so that others can download the file.

You May **NOT**:

- sell, give away, or share a printed copy. Each person should download separately and print.
- print out a copy for multiple teachers, as in an entire school, co-op, or other group. Each teacher should download separately and print.
- link directly to the pdf. Instead, link to the page on <https://teachmommyteach.com/> or <https://teacherspayteacher.com/> where you found the download.
- claim this or any part of this printable as your own.
- alter this printable and claim it as your own.
- host any of the files on your personal or other websites that can be shared with others.
- Upload this resource to any file sharing sites

Credits!! Thank you Speaking of Images and Open Clipart!



<https://www.teacherspayteachers.com/Store/Speaking-Of-Images>



<https://openclipart.org/>

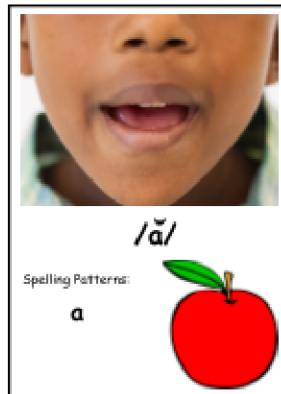
Copyright © 2023 TeachMommyTeach

Index:

Sound Wall?	3
Vowel Valley Teacher Reference	8
Consonant Corner Teacher Reference	9
Vowel Valley Portable Sound Wall	10
Consonant Corner Portable Sound Wall	12
Vowel Valley Portable Sound Wall for Spelling.....	14
Consonant Corner Portable Sound Wall for Spelling	16
Vowel Valley Sound Wall Cards	18
Consonant Corner Sound Wall Cards	23
Vowel Valley Sound Wall Cards with Spelling Patterns	31
Consonant Corner Sound Wall Cards with Spelling Patterns	36
Printable Labels	43

What is a sound wall?

A sound wall helps students focus on the smallest sound (the phoneme) rather than the letter. Word walls focus on the letter. For example, a word wall would show the letter A. Under that A would be words like 'Airplane,' 'Ant,' and 'Australia.' All of those words do start with the letter A, but they do not start with the same sound. A sound wall would show a picture like this:



This shows a picture of the mouth placement for the 'short a' sound. Under the picture there might be spellings to create the 'short a' sound and words that have the 'short a' sound. There would be a separate picture for the 'long a' sound and each of the other 44 different sounds in the English language.

Why use a sound wall instead of a word wall?

Sound walls and word walls each have their own place! You shouldn't use one in place of another. They both have their place in a classroom or homeschool room. Sound walls focus on spelling and phonics. Word walls focus on vocabulary.

A sound wall focuses on sounds and spellings. It is great for beginning readers and spellers! By beginning readers I mean anyone who is learning to read and spell, so if you have an 8th grader working on a spelling list, a sound wall would be beneficial.

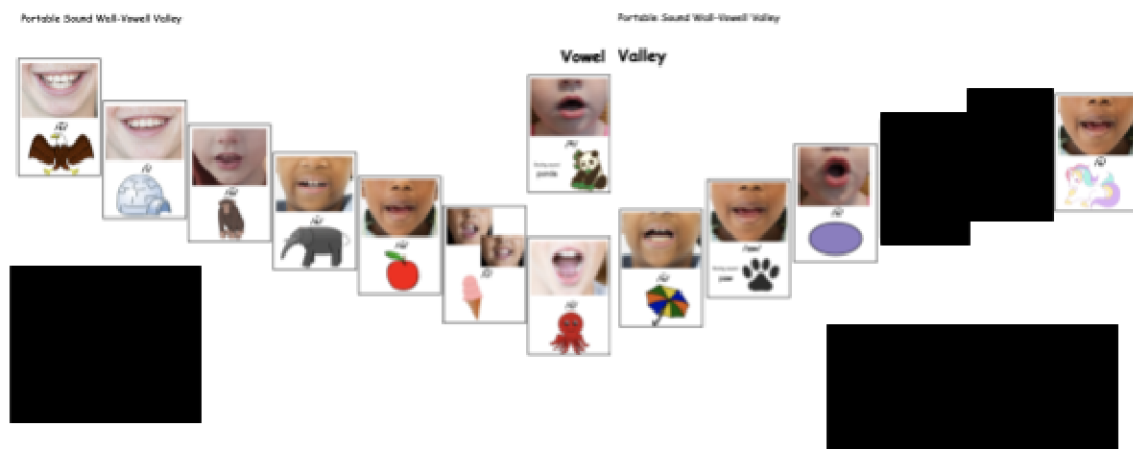
A word wall focuses on vocabulary. Word walls are great for social studies, science, or any other subject's vocabulary. You could use a word wall to show the vocabulary for your 4th grade astronomy learner. You could use a word wall to show the vocabulary for your 10th grader reading a Shakespeare play.

Wouldn't a sound wall be difficult for a child to understand?

Children begin to understand sounds when they form them with their mouths. Have you ever watched a child learn to talk? Most children watch the mouths of those speaking, and consequently learn to talk. One of my children had a delay in speech as a young child. During speech therapy, the therapist would remind my child to watch her mouth, so he could mimic that mouth formation and produce that sound.

As children get older and speaking improves, children can then learn that letters represent those sounds and mouth formations. Therefore sound walls are actually easier for children to use to learn to read than a word wall would be because it is a reference of sound and not a letter which represents many sounds. (Remember that a word wall does have its place too!)

In my experience sound walls are easiest for children to understand and use when introduced systematically. This means that you will not show all 44 phonemes (cards) to a student at once. Only show the phonemes that your student has learned to read. This may mean covering cards that haven't been taught yet or simply not placing them on your wall yet. If you are using a sound wall with spelling patterns, you can cover up spelling patterns on a card that your child has not learned. Below is an example of a sound wall where some is still covered.



How much time should I spend teaching the sound wall? Is there a best way to introduce it?

I use the sound wall as appropriate throughout the day. It is great to use as a reference when learning to read or spell a new sound. It is also like a cheat-sheet. Children can learn to use the sound wall to check to see if their reading or spelling is correct. The amount of time your student will use this will vary day to day depending on his or her needs.

When introducing the sound wall for the first time, I start with the 'short a' sound. Before I show the 'short a' card, I have my child practice saying the 'short a' sound by watching what my mouth looks like when I say the 'short a' sound. I ask my child if his mouth looks the same. Yes. Then I show my child the 'short a' card. I ask my child if this child is making the 'short a' sound. Yes. Then I show him only the letter A spelling. I tell my child that the letter A sometimes represents the 'short a' sound. Then we make a list of words with the 'short a' sound and the letter A spelling. For example, mat, cat, rag, bag, hat, cap, flap, etc. This list could be made up orally or written down.

Each time I introduce a new sound, I follow the above sequence. I introduce sounds as they appear in my student's reading or phonics lesson. Here's a list of the sequence.

1. Practice making the new sound with your student.
2. Ask your student to describe how your mouth looks when you make that sound.
3. Ask your student if his or her mouth looks the same as yours when you make that sound. (That is the goal!)
4. Show the student the appropriate sound wall card. Ask your child what sound this child on the card is making? (The same sound you've been practicing.)
5. Show your student the spelling for that sound that you are learning.
6. Using a whiteboard or blank piece of paper, write down some words that have that spelling and make that sound. Make sure to write down any new words your student will come across in his or her reading lesson for the day with that spelling.

As children learn more phonics rules, they will learn that more than one spelling pattern often represents one sound, or they will learn that one spelling pattern can often represent more than one sound. For example, the OW spelling can represent the 'ou sound' or the 'long o sound,' or the AY spelling and A-consonant-E spelling can both represent the 'long a sound.' Point this out to children as they learn new phonics rules. You can easily do this with a sound wall by placing OW spelling words under the 'ou sound' mouth picture and the 'long o sound' mouth picture. You can put the words *may* and *make* under the 'long a sound' mouth picture.

Why are the vowels in a valley?

The vowels are in a valley because the valley represents chin placement. You may notice that the tops of the valleys have articulations where the mouth is closer together and the chin is positioned higher. The bottom of the valley is when the chin is positioned lower. Also the sounds on the right side of the valley have a more rounder articulation than the sounds on the left side.

The 'schwa a' is at the top because it is the most common vowel sound in the English language.

There is the 'vowel + R' sound section at the bottom right.

There is the diphthong section at the bottom left. A diphthong is when two different vowels create a single sound in which the sound begins as one vowel sound and moves toward the other vowel sound.

What do stops, nasals, fricatives, affricates, glides, and liquids mean in the consonant corner?

Stops occur when the tongue or lips close off the air, there is a build up of air, and then the air is released.

Nasals occur when the sound is produced through the nose with the mouth closed.

Fricatives (windy sounds) occur when the sound is made by the friction of breath through a small opening in the mouth.

Affricates (windy stops) occur when the sound begins with a stop, but ends with a windy sound.

Glides occur when the consonant sound is vowel-like. The sound glides into a vowel.

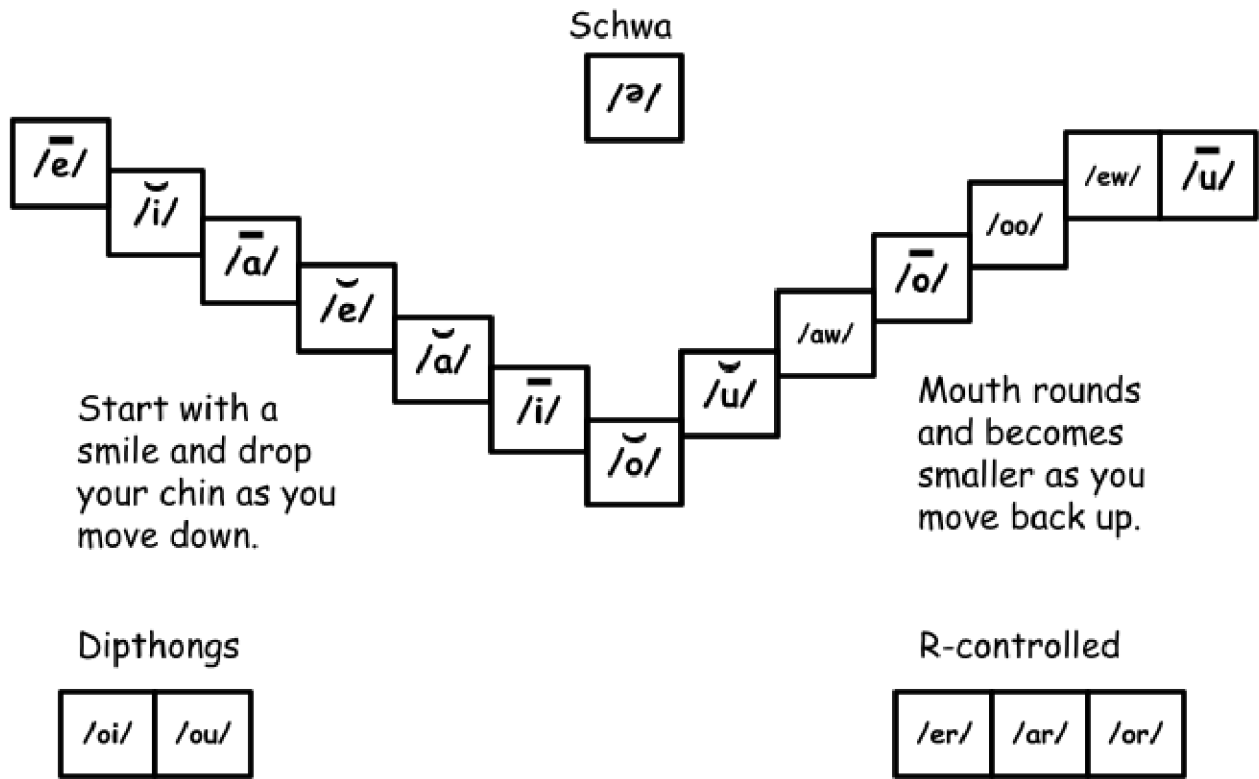
Liquids occur when the tongue creates partial closure to produce a consonant, resonant sound.

More Websites with Sound Wall Information and Resources!

The following is a list of websites that have awesome sound wall information that I have used to further my understanding of sound walls and improve my teaching! I cannot create it all, so I often look to other teachers and creators for printables to aid in my teaching! I am not affiliated with the websites, but I find them of great value!

- The Measured Mom is a great resource for learning about sound walls and anything else in teaching literacy! I have learned so much from The Measured Mom! After checking out her sound wall info, check out her podcast! Here is a link to Anna Geiger's website page with information about sound walls:
<https://www.themeasuredmom.com/how-to-use-a-sound-wall/>
- The Department of Education in Louisiana has created an amazing printable sound wall tutorial and printable resources. It is in the first block of files. Here is a link to the Department of Education in Louisiana's resources:
<https://www.louisianabelieves.com/resources/library/literacy-library/literacy-instruction-intervention-and-extension-library>
- I get much of my PD hours from edweb. It is free, and this website has so many helpful PDs on sound walls and the science of reading in general. Here is a link to edweb's website: <https://home.edweb.net/>

Vowel Valley Teacher's Reference



All vowels are voiced.

Consonant
Corner
Teacher's
Reference

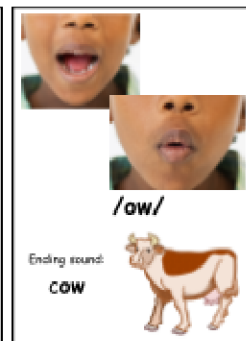
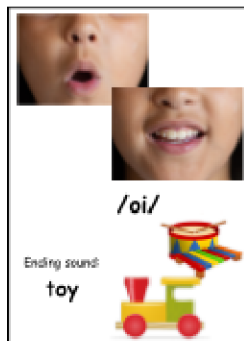
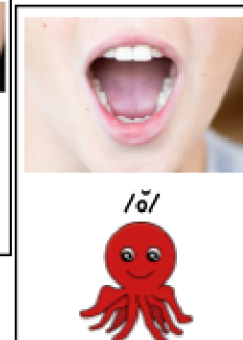
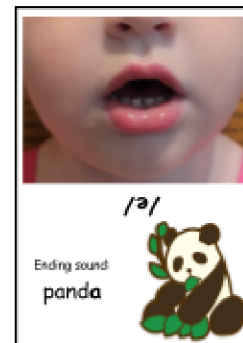
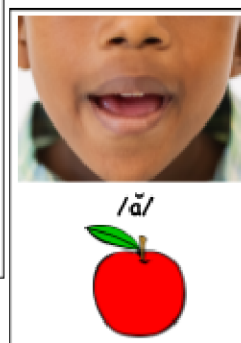
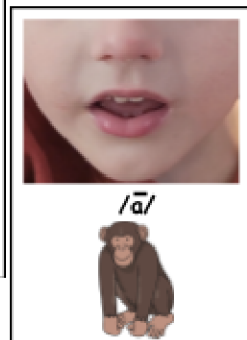
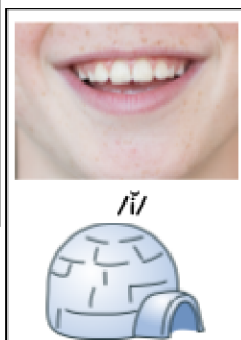
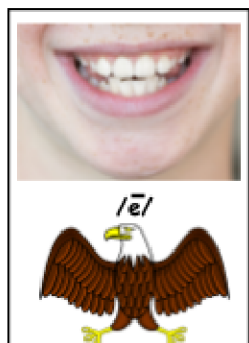
	Stops	Nasals	Fricatives	Affricates	Glides	Liquids
	Air flow is stopped and then released	Air flows through the nose	Air flows through small opening causing friction	Air flows through a small opening causing friction, air flow is stopped, and then released	Air flows openly and the tongue shapes the airflow, and the sound is similar to a vowel	Air flow is slightly blocked by the tongue
Lips together	/p/ /b/	/m/			/wh/ /w/	
Teeth on bottom lip			/f/ /v/			
Tongue sticks out between teeth			/th/ /th/			
Tongue behind teeth	/t/ /d/	/n/	/s/ /z/		/y/	/l/
Tongue pulled back	/k/ /g/	/ng/	/sh/ /zh/ /h/	/ch/ /j/		/r/


 = voiced

When a sound is voiced, you can put your hand on your throat and feel your throat vibrate.
When a sound is voiceless, you can put your hand on your throat and you cannot feel your throat vibrate.

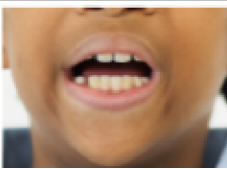
/sh/ is formed with the mouth in more of a round shape than /h/.

Vowel




*All vowels are voiced 

Valley

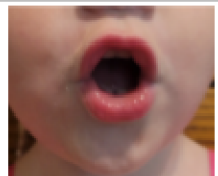


/ũ/




/aw/

Ending sound:
paw

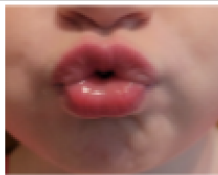


/ō/



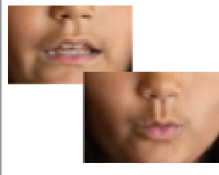

/oo/

Middle sound:
book

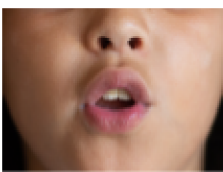


/ew/

Ending sound:
blue




/ū/



/er/

Ending sound:
spider



/ar/

Ending sound:
star

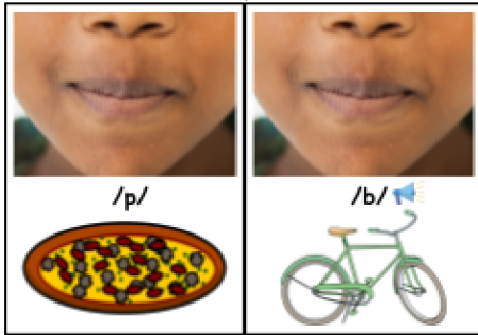


/or/

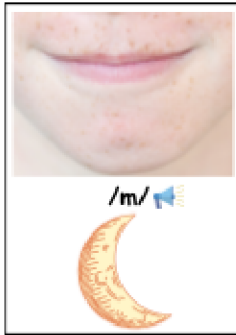
Middle sound:
corn



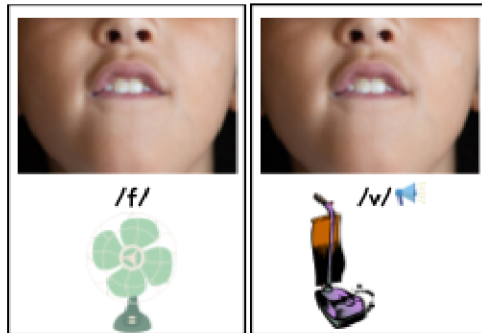
Stops



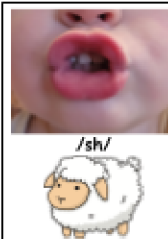
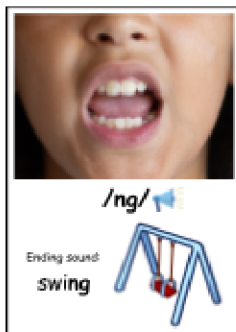
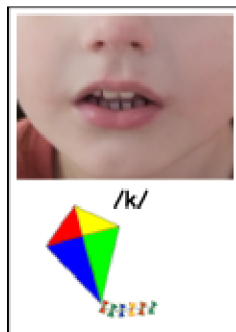
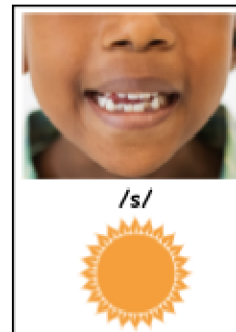
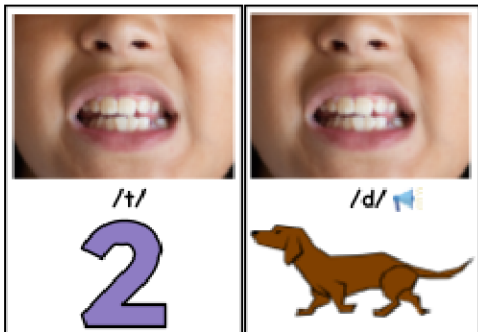
Nasals



Fricatives



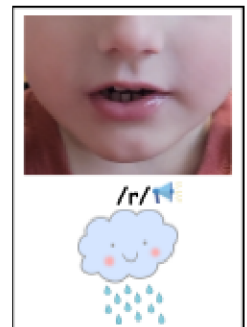
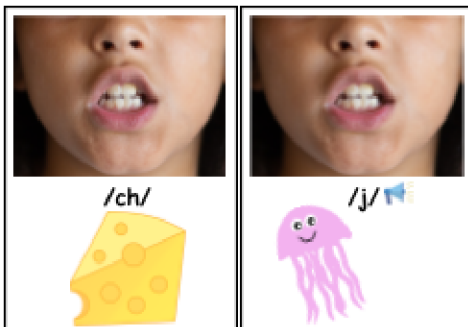
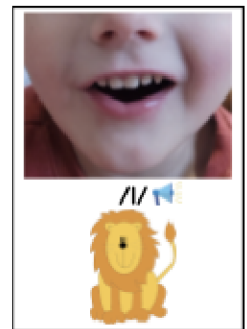
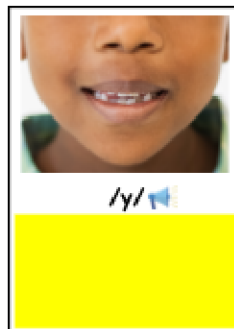
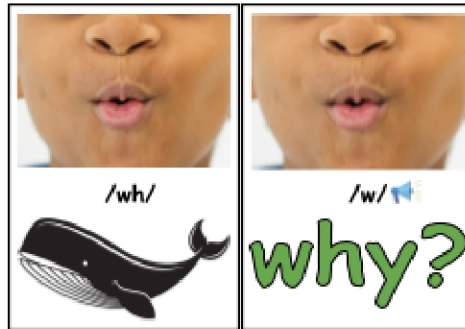
Consonant Corner



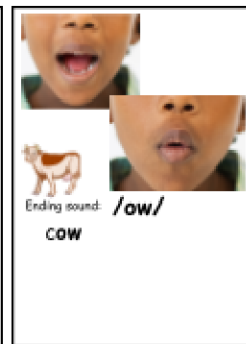
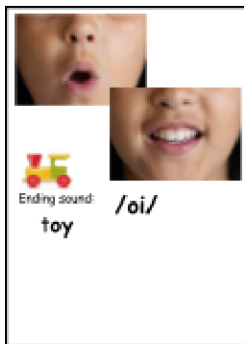
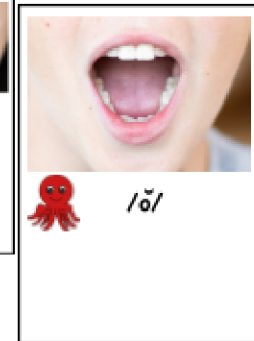
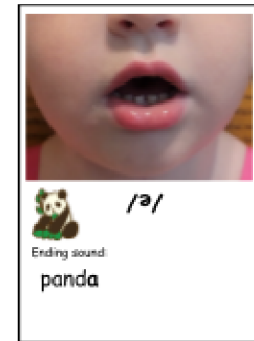
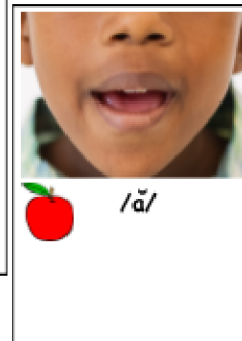
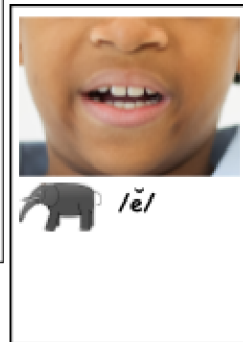
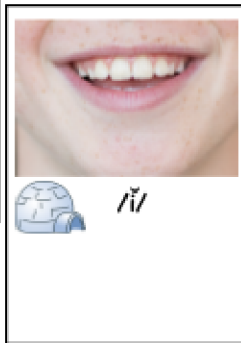
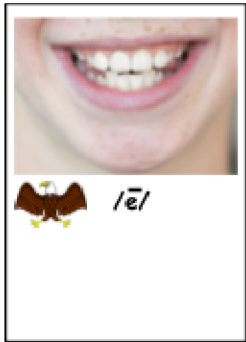
Affricates


Glides

Liquids



Vowel



*All vowels are voiced. 

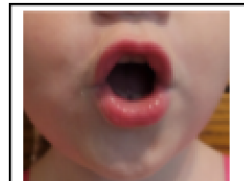
Valley




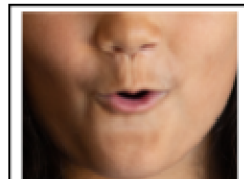
 /ũ/
Ending sound:
paw




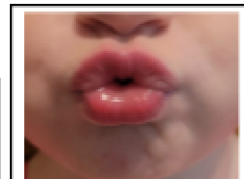
 /aw/
Ending sound:
paw




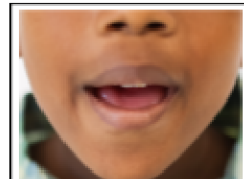
 /o/
Ending sound:
book




 /oo/
Middle sound:
book




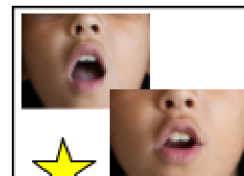
 /ew/
Ending sound:
blue



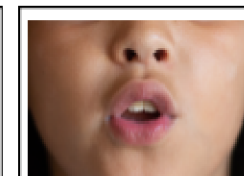
 /ū/
Ending sound:
paw




 /er/
Ending sound:
spider

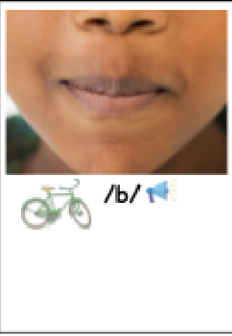
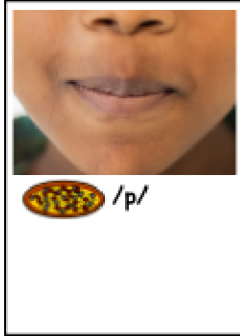


 /ar/
Ending sound:
star

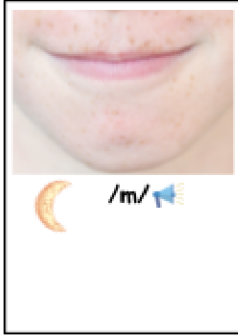


 /or/
Middle sound:
corn

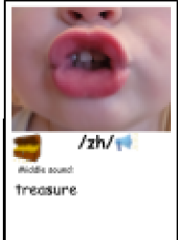
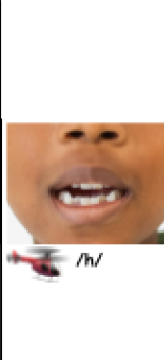
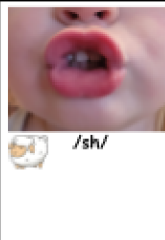
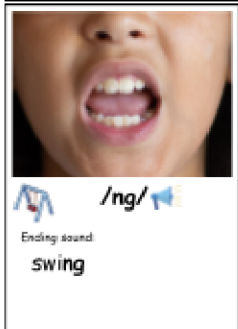
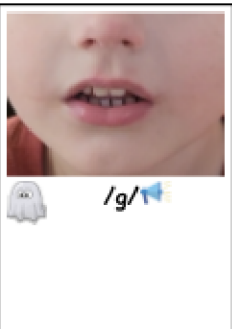
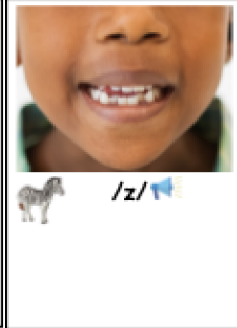
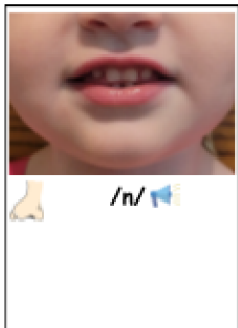
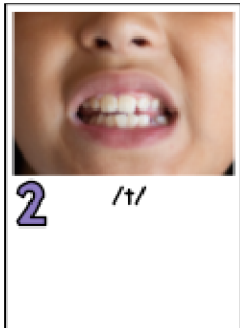
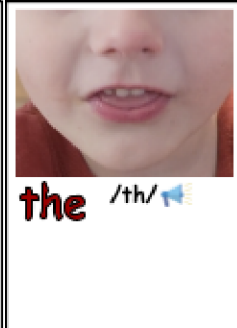
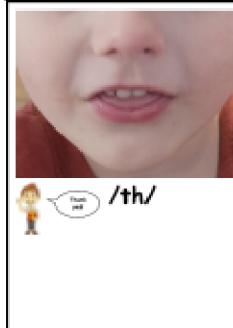
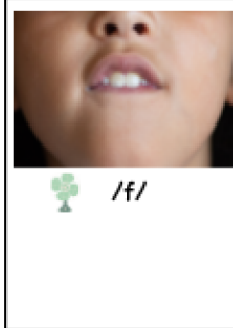
Stops



Nasals



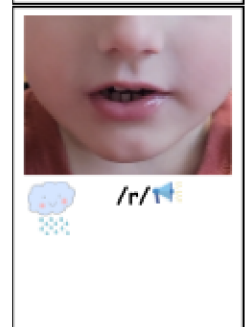
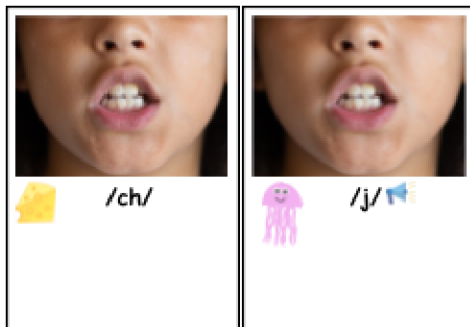
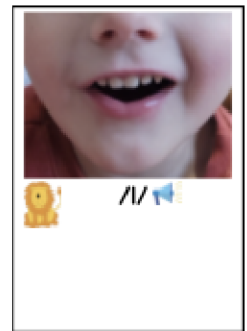
Fricatives



Affricates

Glides

Liquids

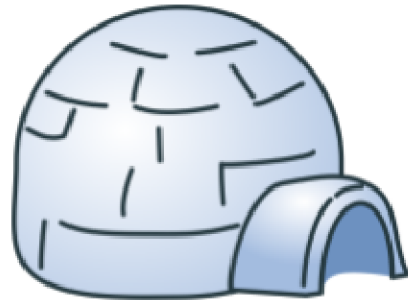




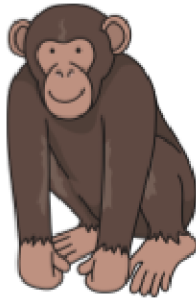
/ē/ 



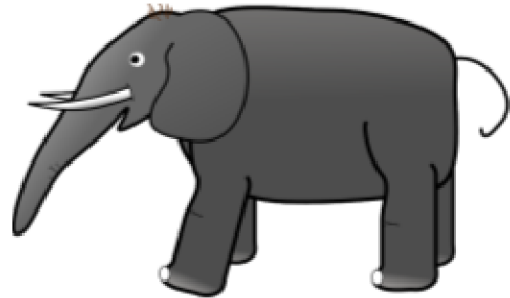
/ī/ 



/ā/ 

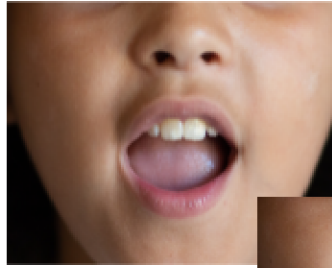
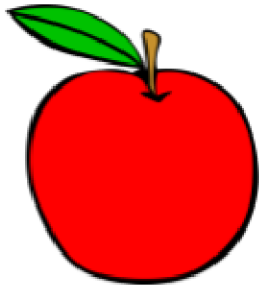


/ē/ 





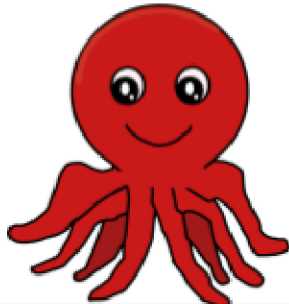
/ă/ 



/i/ 



/o/ 



/ü/ 





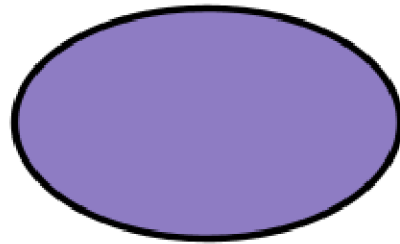
/aw/ 

Ending sound:

paw



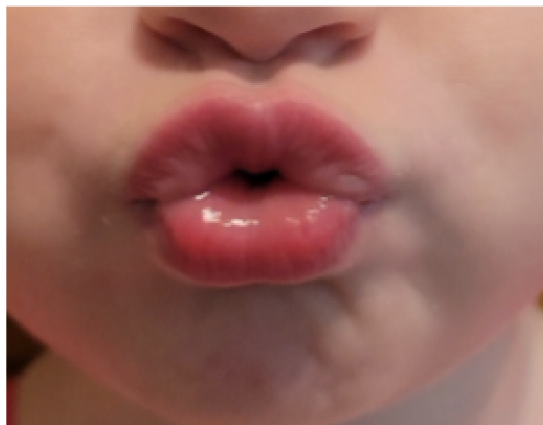
/o/ 



/oo/ 

Middle sound:

book



/ew/ 

Ending sound:

blue





/ū/ 



/e/ 

Ending sound:
panda



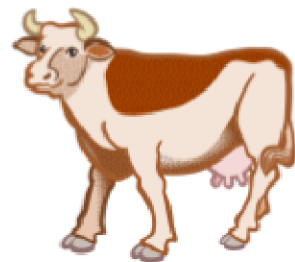
/oi/ 

Ending sound:
toy



/ow/ 

Ending sound:
COW

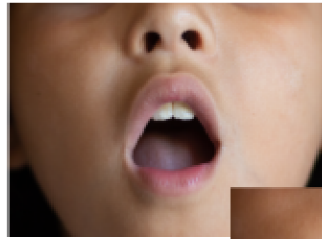
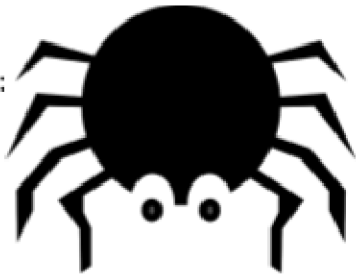




/er/ 

Ending sound:

spider



/ar/ 

Ending sound:

star



/or/ 

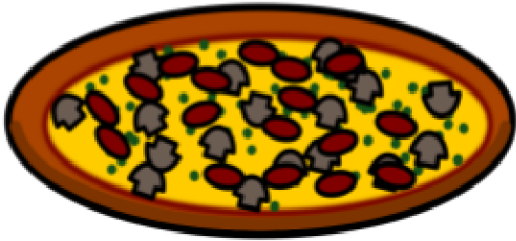
Middle sound:

corn





/p/



/b/ 



/t/

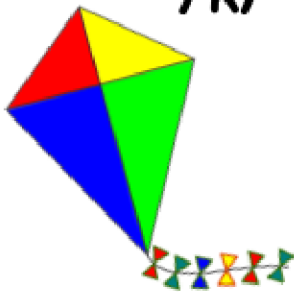


/d/ 





/k/



/g/



/m/



/n/



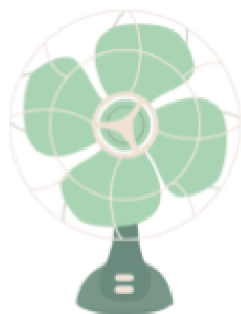


/ng/ 

Ending sound:
swing



/f/



/v/ 





/th/



Thank you!



/th/ 

the



/s/



/z/ 





/sh/



/zh/ 

Middle sound:
treasure



/h/

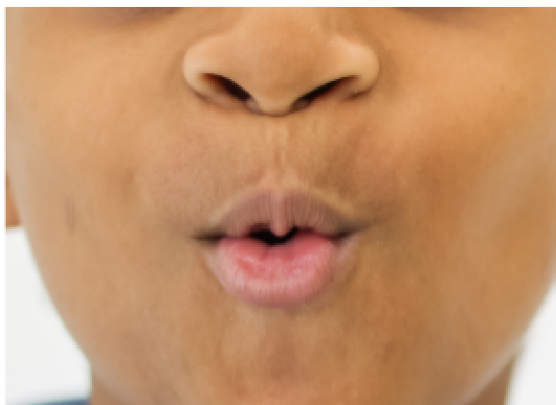




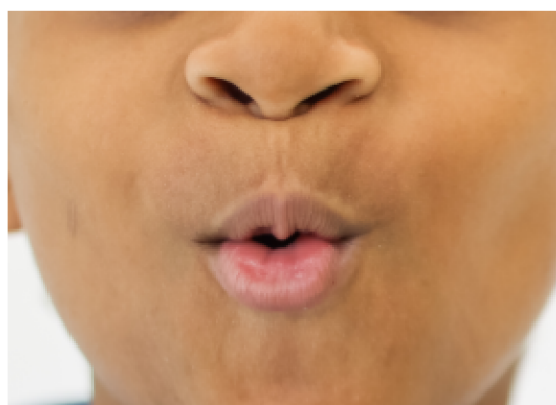
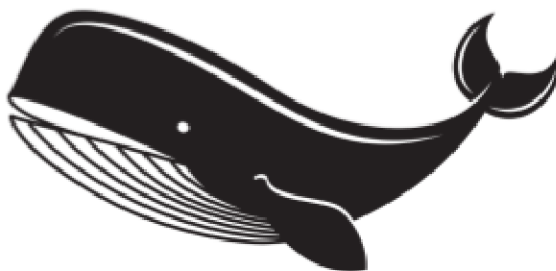
/ch/



/j/ 



/wh/

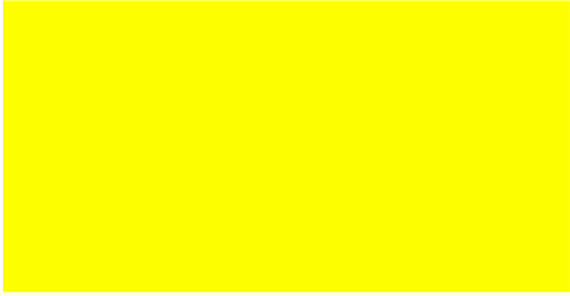


/w/ 

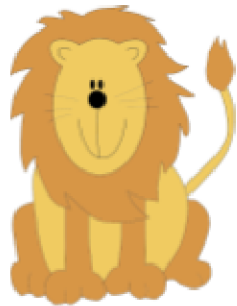
why?



/y/ 




/r/ 



/r/ 




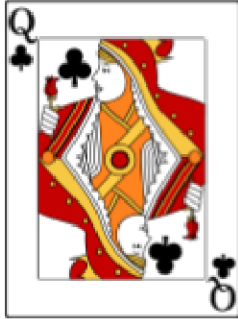
These are extra cards that do not necessarily need to go on your sound wall, but may be helpful in explaining the sounds that certain letters' represent.



/q/

Q is almost always next to U.


QU represents the /k/ and /w/ sounds



/x/

/x/ represents the /k/ and /s/ sounds.

Ending sound:
fox





/ē/ 

Spelling Patterns:

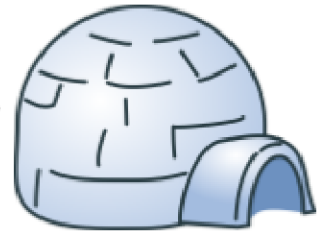
e y
ee ea
e-e ie
ey i



/ī/ 

Spelling Patterns:

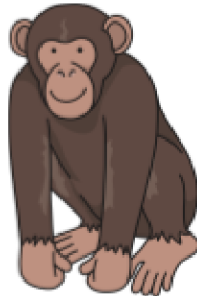
i i-e
y ui
ai ei



/ā/ 

Spelling Patterns:

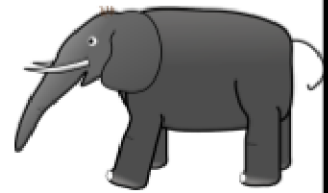
a a-e
ai ay
eigh e
ea ei



/ĕ/ 

Spelling Patterns:

e
ea

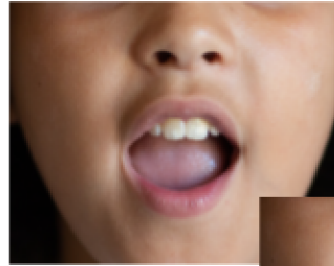
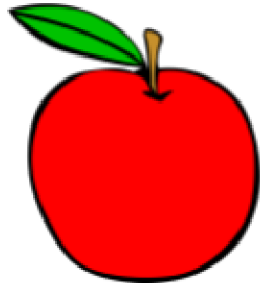




/ă/ 

Spelling Patterns:

a



/i/ 

Spelling Patterns:

i-e

i

y

igh

ie

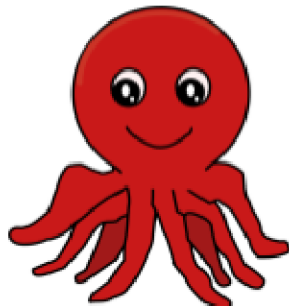
y-e



/ō/ 

Spelling Patterns:

o



/ū/ 

Spelling Patterns:

u





/aw/ 

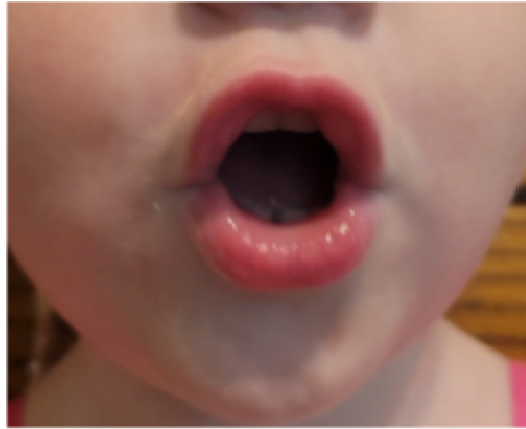
Spelling Patterns:

aw



Ending sound:

paw



/o/ 

Spelling Patterns:

o

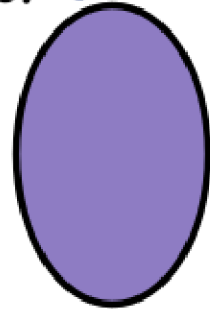
o-e

oa

ow

ou

oe



/oo/ 

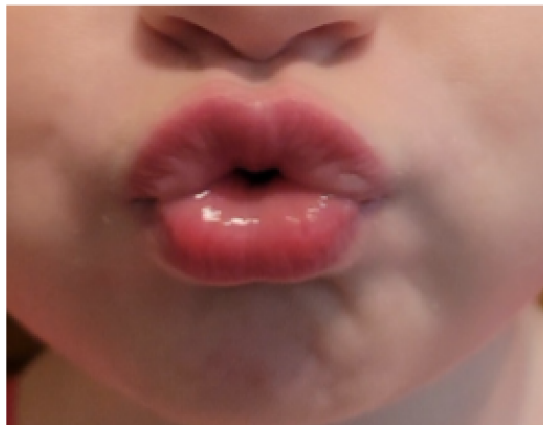
Spelling Patterns:

oo



Middle sound:

book



/ew/ 

Spelling Patterns:

ew

oo

u-e

ou

ue

eu



Ending sound:

blue



/ū/ 

Spelling Patterns:

u u-e
ue eu
ew



/e/ 

Spelling Patterns:

a
o
u



Ending sound:
panda



/oi/ 

Spelling Patterns:

oi
oy



Ending sound:
toy



/ow/ 

Spelling Patterns:

ou
ow



Ending sound:
cow



/er/ 

Spelling Patterns:

er

ir

ur

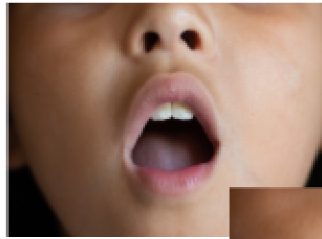
or

ear



Ending sound:

spider



/ar/ 

Spelling Patterns:

ar

arr



Ending sound:

star



/or/ 

Spelling Patterns:

or

oar

our



Middle sound:

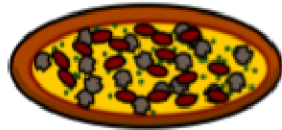
corn



/p/

Spelling Patterns:

p
pp



/b/ 

Spelling Patterns:

b
bb



/t/

Spelling Patterns:

t tt
ed bt



/d/ 

Spelling Patterns:

d
dd
ed

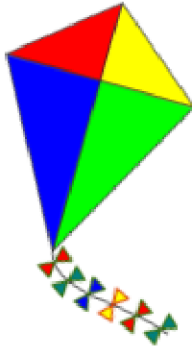




/k/

Spelling Patterns:

c k
ck ch
q qu



/g/ 

Spelling Patterns:

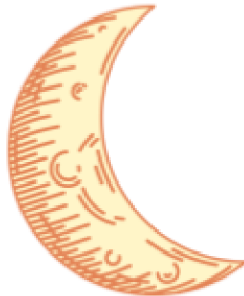
g
gg
gue



/m/ 

Spelling Patterns:

m
mm
mb



/n/ 

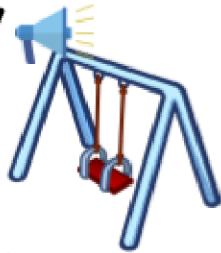
Spelling Patterns:

n nn
kn pn
gn





/ng/



Spelling Patterns:

ng

Ending sound:

swing



/f/

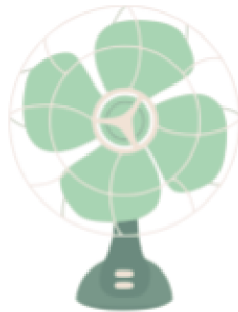
Spelling Patterns:

f

ff

ph

gh



/v/

Spelling Patterns:

v

f





/th/

Spelling Patterns:

th



/th/ 

Spelling Patterns:

th

the



/s/

Spelling Patterns:

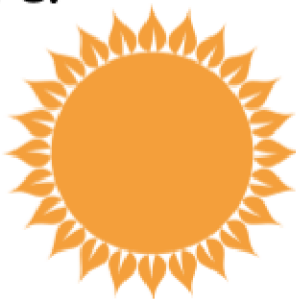
s

ss

c

sc

ps



/z/ 

Spelling Patterns:

z

s

es

ss

zz





/sh/

Spelling Patterns:

sh ti(on)
ci(al)
si(on)



/zh/

Spelling Patterns:

si(on)
ge
s



Middle sound:

treasure



/h/

Spelling Patterns:

h
wh





/ch/

Spelling Patterns:

ch
tch

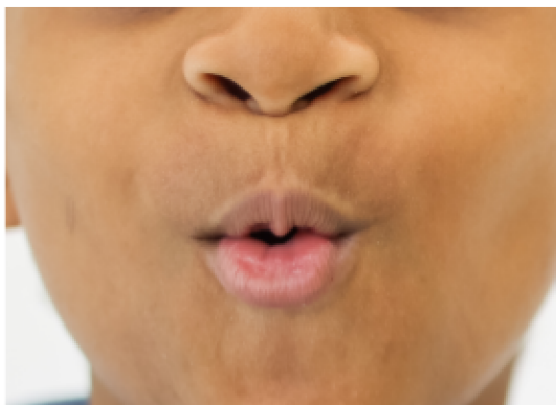


/j/

Spelling Patterns:

j
dge

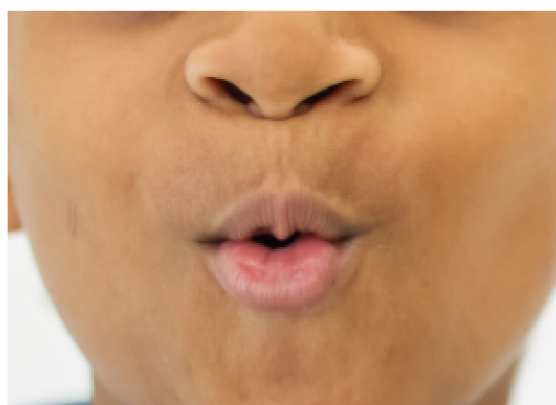
g
ge



/wh/

Spelling Patterns:

w
wh



/w/

Spelling Patterns:

w
wh

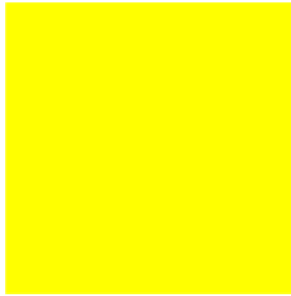
why?



/y/ 

Spelling Patterns:

y
i



/l/ 

Spelling Patterns:

l le
ll el



/r/ 

Spelling Patterns:

r rr
wr rh



Vowel Valley

R-controlled

Schwa

Diphthongs

Start with a smile and drop your chin as you move down.

Mouth rounds and becomes smaller as you move back up.

Consonant Corner

Stops

Nasals

Fricatives

Liquids

Affricates

Glides

Air flow is stopped and then released

Air flows through the nose

Air flows through small opening causing friction

Air flows through a small opening causing friction, air flow is stopped, and then released

Air flows openly and the tongue shapes the airflow, and the sound is similar to a vowel

Air flow is slightly blocked by the tongue

Lips together

Teeth on bottom lip

Tongue sticks out between teeth

Tongue behind teeth

Tongue pulled back