

# Helping Your Kid With Interactive Word Walls

## Handouts



## Sample Word and Sound Walls

### Word Wall Organized by First Letters of Words

<u>Aa</u> all around again about any always America above almost answer	<u>Bb</u> bought been because being	<u>Cc</u> call could city cause course	<u>Dd</u> does down double different	<u>Ee</u> even ever every everyone example	<u>Ff</u> find first from finally father family	<u>Gg</u> gone great group goes girl gym	<u>Hh</u> here how heavy house handle	<u>Ii</u> it's I'm I've important island
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<u>Jj</u>	<u>Kk</u> knock key	<u>Ll</u> letter longer leave later	<u>Mm</u> many mother more most manner mountain	<u>Nn</u> now never nothing night	<u>Oo</u> one only other out opposite onto order often	<u>Pp</u> part people purple possible possibly phone	<u>Qq</u> quickly quiet	<u>Rr</u> river rough round really
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<u>Ss</u> said something sometimes should sew seem sentence	<u>Tt</u> themselves their there these together terrible through thought talk	<u>Uu</u> under use upon uncle	<u>Vv</u> very voice	<u>Ww</u> were what who whenever where watch would write wonder world want	<u>Xx</u>	<u>Yy</u> you your you're yesterday yellow young	<u>Zz</u> zoo zebra
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## Word Wall Organized by First Sounds of Words

**/ă/**  
answer

**/ā/**

**/aw/**  
all  
almost  
always

**/ar/**

**/b/**  
bought  
been  
because  
being

**/k/**

call  
could  
cause  
course  
key  
quickly  
quietly

**/ch/**

**/d/**  
does  
down  
double  
different

**/ĕ/**

any  
ever  
every  
everyone  
example

**/ĕ/**  
even

**/er/**

**/f/**  
find  
first  
from  
finally  
father  
family  
phone

**/g/**

gone  
great  
group  
goes  
girl

**/h/**

here  
how  
heavy  
house  
handle  
who

**/ī/**

it's  
important

**/ī/**

I'm  
I've  
island

**/j/**

gym

**/l/**

letter  
longer  
leave  
later

**/m/**

many  
mother  
more  
most  
manner  
mountain

**/n/**

knock  
now  
never  
nothing  
night

**/ō/**

opposite  
onto  
often

**/ō/**

only

**/oi/**

**/ow/**

out

**/or/**

order

**/p/**

part  
people  
purple  
possible  
possibly

**/r/**

river  
rough  
round  
really  
write

**/s/**

city  
said  
something  
sometimes  
sew  
seem  
sentence

**/sh/**

should

**/t/**

together  
terrible  
talk

**/th/**

through  
thought

**/th/**

themselves  
their  
there  
these

**/ŭ/**

again  
around  
about  
America  
above  
other  
under  
upon  
uncle

**/ŭ/**

**/ōō/**

**/v/**

very  
voice

**/w/**

one  
were  
what  
whenever  
where  
watch  
would  
wonder  
world  
want

**/y/**

use  
you  
your  
you're  
yesterday  
yellow  
young

**/z/**

zoo  
zebra

**/zh/**

## Sound Wall Organized by Short- and Long-Vowel Sounds

**/ă/**



**a\_**  
ham  
matter  
catch  
gadget  
tackle

**/ĕ/**



**e\_**      **ea\_**  
pen      bread  
beggar      lead  
fetch      breakfast  
edge  
wreck

**/ĭ/**



**i\_**      **\_y\_**  
pin      hymn  
hiss      rythm  
itch  
ridge  
stick

**/ŏ/**



**o\_**  
hot  
dollar  
botch  
dodge  
sock

**/ŭ/**



**u\_**      **o\_**  
cut      mother  
summer      become  
clutch      love  
judge      cover  
pluck

**/ā/**



**a**      **a\_e**  
baby      made  
table      cage  
station      whale

**ay**      **ai\_**  
play      maid  
maybe      wai

**eigh**  
weigh  
eight

**/ĕ/**



**y**      **ee**  
funy      meet  
quickly      greeting  
daddy      free

**e**      **ea**  
even      meat  
retry      feast  
preview

**e\_e**      **ie**  
delete      believe  
these      niece  
scene

**/ĭ/**



**i**      **i\_e**  
title      while  
final      bite  
ripen      dislike  
timeline

**\_y**      **igh**  
why      night  
crying      bright  
sigh

**ie**  
lie  
bowtie

**/ŏ/**



**o**      **o\_e**  
poem      rode  
solo      whole  
also      suppose

**ow**      **oa**  
tow      road  
below      boast  
grown      groan

**oe**  
toe  
foe

**/ū/**



**u**      **oo**  
dual      too  
truth      soon  
student      bedroom

**o**      **u\_e**  
two      tune  
to      rule  
who      attitude

**ue**      **ou**  
true      group  
glue      youth

## Teaching With Word or Sound Walls

Select words from texts you read with your child or words you encounter together.

Students can refer to the word wall as they learn to read and spell words.

- Add words gradually.
- Write words in big letters on different-colored paper to help students distinguish easily confused words, such as *were* and *where*.

### Display words in a highly visible, accessible place.

Being able to easily see the words will help your child when he/she reads and writes.

### Categorize words in a variety of ways.

- You may have many different word or sound walls, such as words placed in alphabetical order or words categorized by topics.
- Content area words from science, social studies, and other informational texts can also be displayed on word boards or charts.
- Words can also be categorized by similar spelling patterns, like *eat* or *ook*, to help your child make connections between sounds in words.

### Provide many opportunities for word- or sound-wall practice.

- Saying, spelling, and writing the words several times a week helps your child recognize words automatically and increases the amount of sight words.
- Practice can be scheduled for short periods several times a week.

### Encourage your child to use the word or sound wall when they independently read and write.

- Regularly model how to use the word or sound wall during reading and writing.
- Individualized word or sound walls can provide your child with a dictionary of words that are personal to them.

Adapted from Cunningham, 2000.

## 10 Word- or Sound-Wall Activities

### Activity 1

“Pretend that you’re a word detective. Number your paper from 1 to 5.

“I’m thinking of a word on the word wall. Try to guess the word. I’ll give you one clue at a time. Listen to each clue and write the word you believe I’m thinking about on your paper. Don’t shout out any words. Be a good detective! Here’s the first clue.

“Clue 1: It’s on the word wall.

“Write the word that you believe I’m thinking beside number 1 on your paper. Everyone should make a guess and write a word each time I give a clue.

“Clue 2: It starts with the sound /k/.

“Write the word you guess next to number 2. If you think it is the word you guessed for clue 1, write the same word again.

“Clue 3: It has two sounds in it.

“Remember to write the same word again, if you believe you have figured it out.

“Clue 4: It has three letters.

“Clue 5: It fits in the sentence: I used a \_\_\_\_\_ to unlock the door.

“Raise your hand if you think you know the word.

“\_\_\_\_\_, tell us the word-wall word you discovered.” (Answer: *key*.)

“Repeat after me.”

Read and spell the word. Have students echo.

### Activity 2

Write the word *night* on the board.

“Can someone read this sound-wall word?”

Select a student to answer.

“If I cover up the first letter, what is the last part of the word?” (Answer: *ight*.)

“*Night* is in the *ight* word family. Words spelled with the same letter pattern can be grouped in word families. Raise your hand if you can think of more words in the *ight* family.”

Call on students to write and spell the words on the board under the word *night*. Possible answers: *light, right, sight, tight, might, knight, fight, fright, and bright*.

“Let’s read and spell all the words we wrote in the *ight* family. Repeat after me.”

Read and spell each word. Have students echo.

### Activity 3

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that begins with the sound /ŭ/.”

Write the sound on the board.

“The word makes sense in this sentence: That was fun, so let’s do it \_\_\_\_\_. (Answer: *again*.)

“Repeat after me.”

Say and spell the word. Have students echo.

### Activity 4

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that ends with the sound /t/.”

Write the sound on the board.

Write the following on the board: *I will \_\_\_\_\_ a good story.*

“The word makes sense in the sentence I just wrote.”

Fill in the blank with the word: *write*.

“Repeat after me.”

Say and spell the word. Have students echo.

### Activity 5

“Find word-wall words that end with the /er/ sound. Write them on your paper.”

Call on students to say and spell the words as you write them on the board.

“Repeat after me.”

Say and spell the words. Have students echo.

**Activity 6**

“Find five word-wall words that rhyme with *do*.”

Students find the words.

“Repeat after me.”

Say, spell, and read the words. Have students echo, write the words, and read them.

**Activity 7**

“Let’s practice three words from the word wall. On your paper, write *about*, *said*, and *many*.”

Write the words on the board and read them. Have students echo.

“I say *about*, and you say *about*.”

Students echo.

“I spell *about*: *a-b-o-u-t*. Now you spell *about*.”

Students echo.

“I say *said*, and you say *said*.”

Students echo.

“I spell *said*: *s-a-i-d*. Now you spell *said*.”

Students echo.

“I say *many*, and you say *many*.”

Students echo.

“I spell *many*: *m-a-n-y*. Now you spell *many*.”

Students echo.

**Activity 8**

Write the letters *e*, *p*, *p*, *o*, *e*, and *l* on the board.

“The word-wall word I’m thinking of is spelled with these six letters. It makes sense in this sentence: The \_ \_ \_ \_ \_ are watching a movie.”

Write the sentence on the board.

Read the sentence with the answer, *people*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.



**Activity 9**

“Which word on the word wall means ‘over or on top of?’”

If no one guesses the word, provide clues, one at a time.

“Clue 1: The word begins with a letter at the beginning of the alphabet.”

“Clue 2: The word makes sense in this sentence: I keep my head \_\_\_\_\_ water to breathe.”

Read the sentence with the answer: *above*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.

**Activity 10**

“Choose one of the word-wall words.

“Turn and tell your partner the sound it begins with, but not the word.

“Slowly write each letter with your finger on your partner’s back.

“Then, your partner guesses the word.

“Write the word again on your partner’s back, saying each letter aloud together.

“End by saying the word. Take turns.”

Adapted from Cunningham, 2000.

## Word Wall/Pared de palabras: Hints for the Bilingual Classroom

### Create separate word walls for English and Spanish words.

- Consider using separate colors of ink when writing in English and Spanish.
- Mixing words can sometimes create confusion between similar-looking words—for example, *dime* (“dime” in English) and *dime* (“tell me” in Spanish).

### Illustrate both uppercase and lowercase letters on Spanish word walls.

For example, the word wall could model uppercase and lowercase *ch* and *ll* as follows:

<b><u>Ch</u></b>	<b><u>ch</u></b>	<b><u>Ll</u></b>	<b><u>ll</u></b>
Chihuahua	chango	Llegaré	lluvia
Chiapas	chocolate	temprano.	lleno
China	leche		

Note: The digraph *rr* never appears at the beginning of a word. The letter *ñ* appears at the beginning of very few uncommon words in Spanish such as *ñandú* and *ñoño*.

### Include commonly misspelled words, other words you notice students misspelling, and high-frequency words that need accents or dieresis. You can also add basic accent rules.

#### Palabras con acento

mamá  
papá  
está  
había  
tenía  
mío  
día

#### Palabras con diéresis

agüita  
bilingüe  
pingüino  
vergüenza

#### Para hacer preguntas – con acento

¿Qué?  
¿Cuándo?  
¿Quién?  
¿Por qué?  
¿Cuánto?  
¿Dónde?  
¿Cuál?  
¿Cómo?

### Incorporate word walls for commonly used homophones.

haber/a ver (dos palabras)  
haya/halla  
ola/hola  
coser/cocer  
hacer/a ser (dos palabras)  
casar/cazar  
cayó/calló  
azar/asar/azhar

Incorporate word walls to illustrate important spelling patterns in Spanish.

**mb – Antes de b va m**

septiembre  
noviembre  
cambiar  
sombra

**nv – Antes de v va n**

invierno  
invitar  
invento  
envidia

**s**

septiembre  
silla  
semilla  
sombra

**c**

cielo  
cena  
cimiento  
peces

**z**

zanahoria  
zancudo  
zumbido  
cazar

Word walls can also exemplify word parts needed for Spanish word study.

**Sufijos**

<b><u>-ción</u></b> <b>(acción realizada)</b>	<b><u>-ita, -ito</u></b> <b>(diminutivo)</b>	<b><u>-ble</u></b> <b>(que puede ser)</b>	<b><u>-ero</u></b> <b>(profesión, oficio)</b>
transportación	gatito	visible	ganadero
comunicación	perrito	creíble	panadero
educación	casita	vencible	banquero
canCIÓN	carrito	curable	vaquero
contaminación	pescadito	comible	jardinero

**Prefijos**

<b><u>in-</u></b> <b>(que no puede ser)</b>	<b><u>bi-</u></b> <b>(dos, doble)</b>
invisible	bilingüe
increíble	bicolor
invencible	bimensual
incurable	bicultural
incomible	bicicleta

To facilitate transition, use word walls that contrast English and Spanish conventions.

Words capitalized in English but not in Spanish:

	<b><u>Spanish: no capitals</u></b>	<b><u>English: capitals</u></b>
Days of the week	miércoles	Wednesday
Months of the year:	junio	June
Languages:	español	Spanish

Punctuation in English and Spanish:

**In English,**  
**one question mark or exclamation point**

What a beautiful day!  
Where are you from?

**In Spanish,**  
**two question marks or exclamation points**

¡Qué hermoso día!  
¿De dónde eres?

Adapted from Escamilla, 2000.

## Spanish Word Wall By Beginning Letter

<u>Aa</u>	<u>Bb</u>	<u>Cc (duro)</u>	<u>Cc</u> (suave)	<u>Dd</u>	<u>Ee</u>	<u>Ff</u>	<u>Gg</u> (duro)
alma	beber	cal	cielo	día	elefante	feo	gato
ala	benéfico	casa	cielo	dinero	enano	fiesta	gorra
amor	banco	calle	cenar	diente	Europa	fabuloso	gusano
alabastro	buscar	coyote	cine	donar	enfrente	futuro	
alcancia	basura	cuna	cenote	duro		foco	
				donde			

<u>Gg</u> (suave)	<u>Hh</u>	<u>Ii</u>	<u>Jj</u>	<u>Kk</u>	<u>Ll</u>	<u>Mm</u>	<u>Nh</u>
girar	helio	isla	jirafa	kilo	letra	madre	nada
genio	hembra	inhumano	jinete	kimono	libro	misión	negro
geranio	hombre	interior	junta	karate	luna	medio	nido
gitano	husmear	individuo	Jamaica		loza	moneda	nota
			jamón		lana	música	nunca
					lagarto	manzana	

<u>Ññ</u>	<u>Oo</u>	<u>Pp</u>	<u>Qq</u>	<u>Rr</u>	<u>Ss</u>	<u>Tt</u>	<u>Uu</u>
ñandú	oso	parte	queso	río	semilla	timón	usado
niño	ombligo	persona	quitar	rosa	silla	tenedor	una
niñería	ola	pálido	quemar	rumba	soñar	taza	unicornio
	oído	poner	quizás	rana	suma	teléfono	uña
	oreja	posición		rosado	sanar	tuna	
	oruga	piñata					

<u>Vv</u>	<u>Ww</u>	<u>Xx</u>	<u>Yy</u>	<u>Zz</u>
veloz	watts	xilófono	yunque	zumo
varios	Wilmer	existir	yate	zacate
vino	kiwi	excavar	yema	zancudo
vivo	whiskey	xerografía	yoga	zapato
volcán	wapití		Yucatán	zorro
venenoso			yuca	zumbido

Note: The Spanish alphabet has only 27 letters. The digraphs *ch*, *ll*, and *rr* are not part of the Spanish alphabet.

# Activities for Spanish Word Walls

## Activity 1

Clave #1: (Muestre cinco dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cinco letras.

Clave #2: Mi palabra empieza con la letra *d*. (Escriba la letra *d* en el pizarrón.)

Clave #3: Mi palabra completa la oración: *Me gusta ir a la finca \_\_\_\_\_ viven mis abuelos.*  
(Respuesta: *donde*)

Repitan la palabra *donde*. Deletreen la palabra.

## Activity 2

Clave #1: (Muestre dos dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene dos sílabas.

Clave #2: Mi palabra termina con la letra *n*. (Escriba la letra *n* en el pizarrón.)

Clave #3: Mi palabra completa la oración: *El \_\_\_\_\_ hizo erupción con mucha fuerza cerca de la isla de Hawaii.* (Respuesta: *volcán*)

Repitan la palabra *volcán*. Deletreen la palabra.

## Activity 3

(Demuestre los pasos primeramente en la cámara para documentos.)

Imaginen que son detectives y van a identificar la palabra que estoy pensando. Escriban números del 1 hasta el 5 en su hoja. Estoy pensando en una palabra misteriosa y la palabra está en la pared de palabras. Les voy a dar una clave a la vez. Escuchen cada clave y escriban la palabra que creen es la palabra misteriosa después de cada clave.

Clave #1: Mi palabra está en la pared de palabras y tiene tres sílabas. Escriban la palabra que creen que sea la que estoy pensado al lado del # 1.

Clave #2: Mi palabra termina con la letra *a*. Escriban la palabra al lado del #2. Si piensan que es la misma palabra que adivinaron en el número 1, escriban la palabra otra vez.

Clave #3: Mi palabra tiene la sílaba *za*. Escriban la palabra al lado del #3.

Clave #4: Mi palabra tiene siete letras. Escriban la palabra al lado del #4.

Clave #5: Mi palabra completa la oración: *La \_\_\_\_\_ es una fruta deliciosa.* Levanten la mano si saben la palabra. (Respuesta: *manzana*)

Repitan la palabra *manzana*. Deletreemos la palabra juntos.

**Activity 4**

(To use with a word wall illustrating suffixes)

Busquen dos palabras que rimen con oración. (Respuestas: *transportación* y *canción*)

Repitan las palabras y deletreen las palabras.

**Activity 5**

(To use with a word wall illustrating suffixes)

Clave #1: Estoy pensando en una palabra que tiene el sufijo *-ero*.

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *El \_\_\_\_\_ usa un traje negro para trabajar en el banco todos los días.* (Respuesta: *banquero*)

Repitan la palabra y deletreen la palabra.

**Activity 6**

(Escriba las letras *i*, *r*, y *o* en el pizarrón.)

Clave #1: Estoy pensando en una palabra que tiene esas tres letras.

Clave #2: Completa la oración: *Me gusta nadar en el \_\_\_\_\_.* (Respuesta: *río*)

Repitan la palabra y deletreen la palabra.

**Activity 7**

Clave #1: Estoy pensando en una palabra que es un nombre de un animal.

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *Una \_\_\_\_\_ tiene un cuello muy largo.* (Respuesta: *jirafa*)

Repitan la palabra y deletreen la palabra.

**Activity 8**

(For students to work in pairs)

Una persona de la pareja escoge una palabra secreta pero NO se la dice a su amigo. Dile a tu amigo la letra con que empieza la palabra secreta. Escribe la palabra en la espalda de tu amigo lentamente. Tu amigo tiene que adivinar la palabra. Escribe otra vez diciendo cada letra y cuando terminas dile a tu amigo la palabra. Tomen turnos al hacerlo otra vez.

Adapted from Cunningham, 2000.