

# Vowel Valley

**/ē/**  
e e-e ee  
ea y

**/ī/**  
i  
y

**/ā/**  
a a-e  
ai ay

**/ĕ/**  
e  
ea

**/ă/**  
a

**/ī/**  
i i-e  
igh y

**/ō/**  
o

**/ē/**  
e e-e ee  
ea y

**/ə/**  
a e i  
o u

**/ā/**  
a a-e  
ai ay

**/ĕ/**  
e  
ea

**/ă/**  
a

**/ī/**  
i i-e  
igh y

**/ō/**  
o

**/aw/**  
au aw  
augh

**/ō/**  
o o-e  
oa ow

**/ö/**  
oo  
u

**/ōō/**  
u u-e oo  
ew ue

**/ū/**  
u u-e  
ew ue

**/oi/**  
oi  
oy


































**/ou/**  
ou  
ow








**/er/**  
er ir  
ur

**/or/**  
or  
ore


**/ar/**  
ar

# Consonant Wall

Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue Behind Top Teeth	Lips Rounded & Teeth Pulled Back	Back of Tongue Lifted	Back of Throat
						
 /p/ p  /b/ b   /m/ m mb mn	 /f/ f  /v/ v	 /th/ th  /th/ th	 /t/ t -ed  /d/ d -ed   /s/ s  /z/ z s   /n/ n kn gn pn   /l/ l	 /sh/ sh ti ci si ch  /zh/ s si ge z   /ch/ ch tch  /j/ j g dge   /y/ y i   /r/ r wr	 /k/ c k ck ch  /g/ g   /ŋ/ ng n	 /h/ h
  /w/ w  /wh/ wh						

	
	
 /kw/ kw	 /ks/ ks  /gz/ gz

## A few notes:

- The following are voiced and should have a  placed in the corner of the card:

*/b/, /m/, /w/, /v/, /th/, /d/, /n/, /z/, /l/, /zh/, /j/, /y/, /r/, /g/, /η/, /gz/*

- Cover any graphemes that have not been taught yet. This could be as simple as placing a sticky note over it. This does not mean cover the whole card. Instead, cover just the spellings on the bottom portion of the card that you have not explicitly taught. You will uncover them as they are taught. Do not hang advanced spellings (on square sheet) if they will not appear in your scope and sequence.
- /qu/, /ks/ and /gz/ are unique because they are comprised of two phonemes. These should be placed in their own category, in the bottom right hand corner of the consonant wall. The provided example shows them below and separate from the rest of the concepts, but this is only due to formatting restrictions.
- Watch the recording of our webinar on [sound walls](#)! You will need to first register at no cost. You will then receive access to a library of videos. Select the one on Sound Walls. We discuss word walls v. sound walls, steps to getting started, and building class routines/activities using a sound wall.