

Helping Your Kid With Interactive Word Walls

Handouts



Sample Word and Sound Walls

Word Wall Organized by First Letters of Words

<u>Aa</u>	<u>Bb</u>	<u>Cc</u>	<u>Dd</u>	<u>Ee</u>	<u>Ff</u>	<u>Gg</u>	<u>Hh</u>	<u>Ii</u>
all	bought	call	does	even	find	gone	here	it's
around	been	could	down	ever	first	great	how	I'm
again	because	city	double	every	from	group	heavy	I've
about	being	cause	different	everyone	finally	goes	house	important
any		course		example	father	girl	handle	island
always					family	gym		
America								
above								
almost								
answer								

<u>Jj</u>	<u>Kk</u>	<u>Ll</u>	<u>Mm</u>	<u>Nn</u>	<u>Oo</u>	<u>Pp</u>	<u>Qq</u>	<u>Rr</u>
	knock	letter	many	now	one	part	quickly	river
	key	longer	mother	never	only	people	quiet	rough
		leave	more	nothing	other	purple		round
		later	most	night	out	possible		really
			manner		opposite	possibly		
			mountain		onto	phone		
					order			
					often			

<u>Ss</u>	<u>Tt</u>	<u>Uu</u>	<u>Vv</u>	<u>Ww</u>	<u>Xx</u>	<u>Yy</u>	<u>Zz</u>
said	themselves	under	very	were		you	zoo
something	their	use	voice	what		your	zebra
sometimes	there	upon		who		you're	
should	these	uncle		whenever		yesterday	
sew	together			where		yellow	
seem	terrible			watch		young	
sentence	through			would			
	thought			write			
	talk			wonder			
				world			
				want			

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 rhythm
itch
ridge
stick

/ŏ/



o_
hot
dollar
batch
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 wail

eigh
weigh
eight

/ē/



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

e **ea**
even meat
retry feast
preview

e_e **ie**
delete believe
these niece
scene

/ī/



i **i_e**
title while
final bite
ripen dislike
timeline

_y **igh**
why night
crying bright
sigh

ie
lie
bowtie

/ō/



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:

Ch	ch	Ll	ll
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

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

Prefijos

<u>in-</u> (que no puede ser)	<u>bi-</u> (dos, doble)
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:

	<u>Spanish: no capitals</u>	<u>English: capitals</u>
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> alma ala amor alabastro alcancia	<u>Bb</u> beber benéfico banco buscar basura	<u>Cc (duro)</u> cal casa calle coyote cuna	<u>Cc (suave)</u> cielo cenar cine cenote	<u>Dd</u> día dinero diente donar duro donde	<u>Ee</u> elefante enano Europa enfrente	<u>Ff</u> feo fiesta fabuloso futuro foco	<u>Gg (duro)</u> gato gorra gusano
<u>Gg (suave)</u> girar genio geranio gitano	<u>Hh</u> helio hembra hombre husmear	<u>Ii</u> isla inhumano interior individuo	<u>Jj</u> jirafa jinete junta Jamaica jamón	<u>Kk</u> kilo kimono karate	<u>Ll</u> letra libro luna loza lana lagarto	<u>Mm</u> madre misión medio moneda música manzana	<u>Nn</u> nada negro nido nota nunca
<u>Ññ</u> ñandú niño niñería	<u>Oo</u> oso ombligo ola oído oreja oruga	<u>Pp</u> parte persona pálido poner posición piñata	<u>Qq</u> queso quitar quemar quizás	<u>Rr</u> río rosa rumba rana rosado	<u>Ss</u> semilla silla soñar suma sanar	<u>Tt</u> timón tenedor taza teléfono tuna	<u>Uu</u> usado una unicornio uña
<u>Vv</u> veloz varios vino vivo volcán venenoso	<u>Ww</u> watts Wilmer kiwi whiskey wapití	<u>Xx</u> xilófono existir excavar xerografía	<u>Yy</u> yunque yate yema yoga Yucatán yuca	<u>Zz</u> zumo zacate zancudo zapato zorro 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.