

Essential Literacy Materials

PORTABLE SOUND WALL

space-saving!

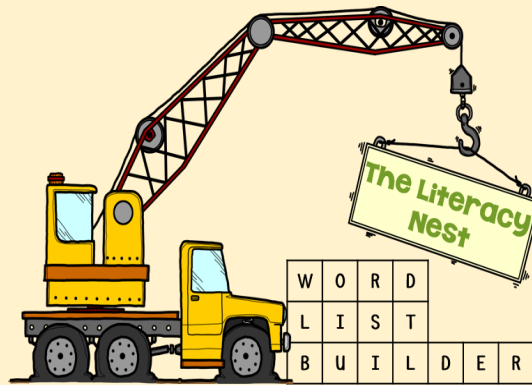
**Sits
easily
on a
table-top
or easel**



Everything you need to get started!

I hope you enjoy this resource! Here are a few ways to stay in touch with me!

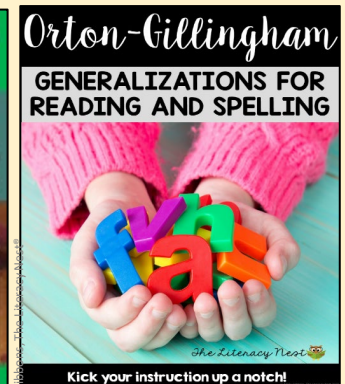
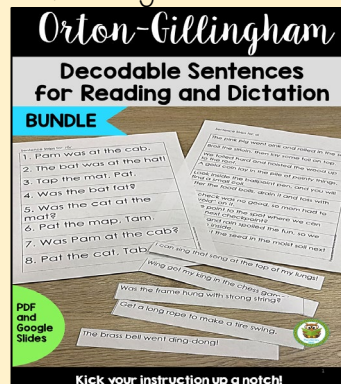
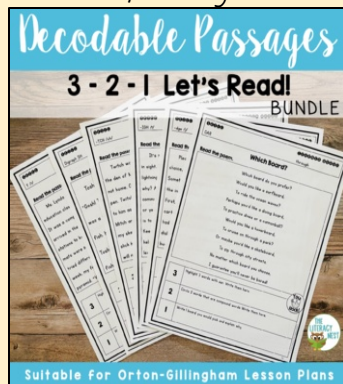
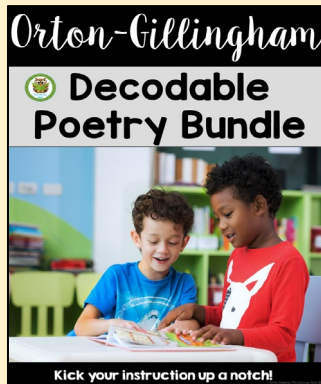
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You may also like the following resources. Click either image below.



[Click here for more Orton-Gillingham resources.](#)

Page #s	Materials
4-6	Teacher Notes (PLEASE READ)
7	Definitions
8	Assembly Instructions
9-14	Directions and Display Options
15-18	Header Cards
19-40	Vowel Valley Cards
41-76	Consonant Cards
77	Credits

Thank you for your purchase!

This is a space-saving resource for educators who don't have a lot of wall space, but still want to display and use a sound wall with their students. Once the initial assembly is complete, you can travel with it, or display it on a tabletop or easel. Please be sure to see the directions for assembly. I've included directions and photos to guide you through the process.

This resource is based on my Orton-Gillingham and LETRS training. I have spent a great deal of time researching the best way to create this portable resource as well as consulted other O-G and LETRS trained teachers while it was being designed.

Finding appropriate mouth pictures for sound production can be challenging. I have found the set I've used to be the best representation, but depending on regional dialects, there may be slight variations. I include a few options for b and p to represent that popping motion for the children who need extra support with sound production.

Continued....

Why use a sound wall?

A sound wall can be a useful visual and reference tool as you teach speech sounds, sound production and their corresponding graphemes. Children who aren't grounded in phonological processing may have a difficult time and confuse speech sounds. This can translate into reading errors and spelling errors over time. By explicitly teaching the phonemes, their articulatory similarities and differences first, then you can transfer into phonemic awareness activities like discrimination, deletion, substitution, blending, segmenting and the most challenging, sound reversal. You will teach the phonemes FIRST. The graphemes (print representations) come next. With lots of practice and reinforcement, your students will be able to match phoneme to grapheme with greater understanding, metacognition and precision.

For beginning readers, you will teach the sound, the most common key word and note the picture to accompany the key word. Some sound cards have many grapheme representations. Early readers will not need that reference, but over time, it will be helpful as your students begin to solidify grapheme choice. *You may wish to cover the graphemes with a sticky note while teaching the sounds and key words.*

References

This is just one resource to support your instruction, but it will be EXTREMELY beneficial to read further on the topic of phonemes, sound production and sound walls.

- [Speech To Print by Louisa Moats](#)
- [Transitioning to Sound Walls](#)

Continued Reinforcement

Make it multisensory! Call attention to the mouth features and practice oral production. Hand mirrors are very useful for this exercise. After introduction, you can incorporate activities that will help your students utilize the sound wall display, like “How many stops are there?” “Which sound makes the sound of /t/?” Use corrective feedback immediately.

Where To Start

Using an assessment like the P.A.S.T. by Dr. David Kilpatrick will greatly inform your instruction and where your students’ strengths and weaknesses are in their phonological awareness. It’s a brief assessment and free to print online. Depending on the Orton-Gillingham or Wilson training you’ve received, you may wish to refer to the progression your trainer provided. As you introduce a new card from your drill deck, you may use this as an opportunity to add it to the sound wall as well.

Display Options

You have been given **A LOT** of choices in this resource to suit a wide range of needs.

Please use the cards that work best for your students.

BEFORE YOU BEGIN... EVERY CARD HAS TWO SIDES- The card side with a colored border is the student version.

The corresponding card side has no border and the phoneme is in virgules (forward slashes). Before you laminate the cards, glue or double-side tape the student card side to the teacher card side, back to back.

Why did I choose to make cards with two sides? Our beginning readers should be taught in a speech to print format.

By calling their attention to mouth formation and sounds (phonemes) FIRST, then we can teach the print representations (graphemes) of those phonemes. This will ensure this process flows smoothly for them. Additionally, teachers need a reference for themselves. The teacher card sides (no border) offers that assistance.

- Sound cards are designed in two ways: For beginning readers, you will see cards with the mouth formation and a photo of the common key word, As they progress, you may switch to the cards with mouth formations, key word photos, and the grapheme representations in order of frequency. I have NOT listed EVERY possible grapheme choice on the student sides of the cards, but the teacher card sides DO have them.
- I’ve included a few different key word choices. Use what works best for your students.
- Card choices include both the grapheme OR key words spelled with the graphemes in red. They’re in order of frequency.

Sound Wall Terms	Meaning
phoneme	a speech sound
grapheme	a letter or combination of letters that represents a phoneme
vowel	a phoneme that is open and found in every syllable and classified by tongue position
consonant	a phoneme that isn't a vowel and is blocked by air flow with teeth, lips and tongue
Vowel Valley	A visual representation of the tongue position of the different vowel phonemes
diphthong	Vowel phonemes that when produced, have two different mouth positions
r-controlled vowels	a single vowel followed by an r
schwa	a neutral (does not produce its typical short or long) vowel in an unstressed syllable
stop	a consonant phoneme; air flow is stopped when produced
fricative	consonant phoneme that has a hiss or friction when produced
affricate	consonant phoneme that can have similar features to a fricative and a stop
nasal	speech sounds where the air flow is through the nasal cavity
liquid	consonant phoneme that resemble vowel speech sounds, air flow is blocked
glide	consonant phoneme that glides into a vowel phoneme when articulated
combinations	consonant phonemes that have two speech sounds (qu and x)

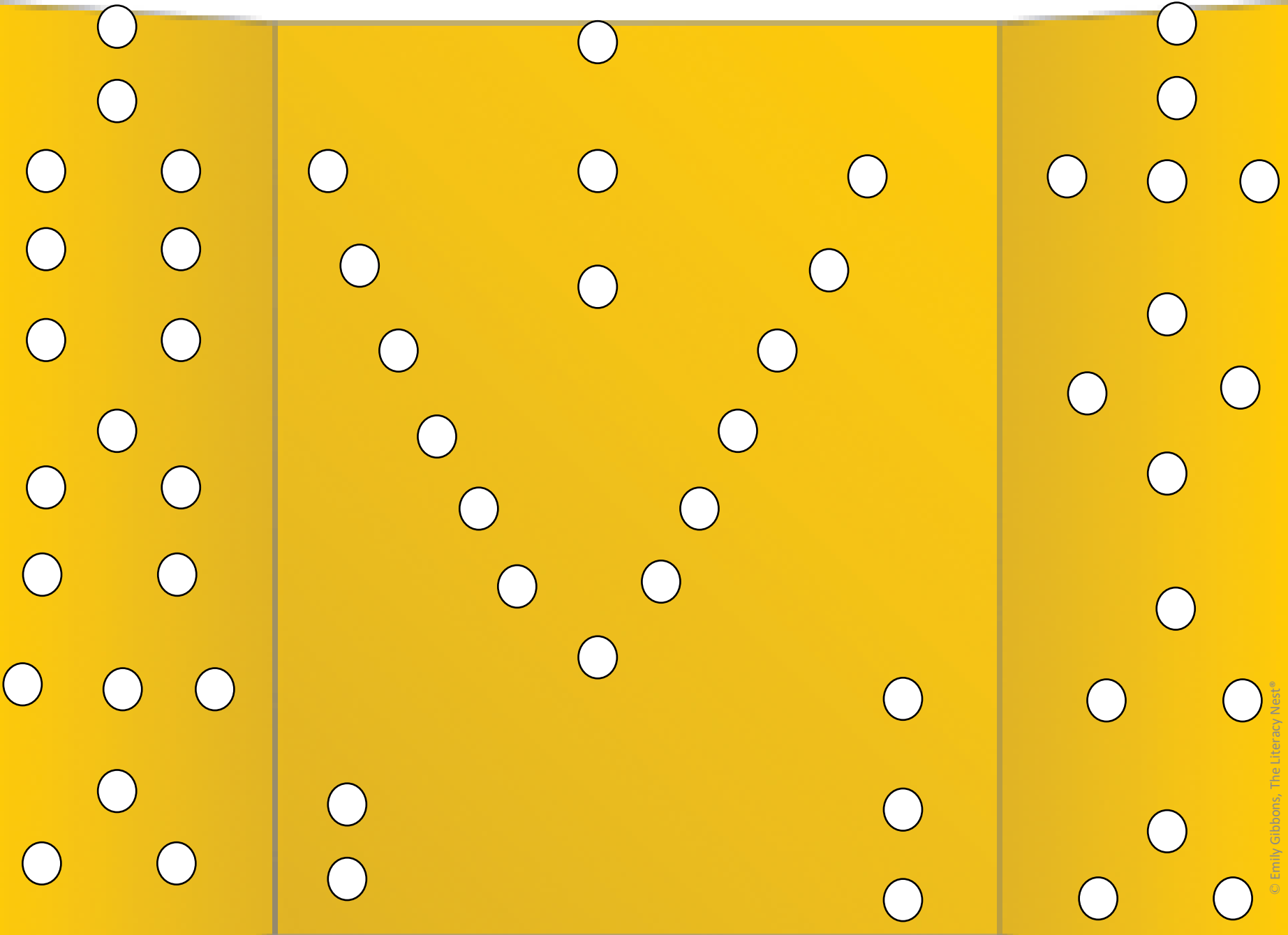
Preparing Your Portable Sound Wall

The initial set-up will take some time, but it's one and done.

It will be worth the effort! 😊

Supplies needed:

- Tri-fold presentation board (most are 28" by 40")
- Pairs of Velcro dots (Plan to have a minimum of 55-60 pairs of Velcro dots. The rough Velcro dots will go on the board. The soft Velcro dots will go on the backs of the cards.)
- Scissors
- Cardstock
- Using a glue stick or double-sided tape, back the student sound cards (with colored borders) to the teacher sound cards (no border)
- Laminated sound cards and heading cards (printed on cardstock)
- One wooden paint stick with one rough Velcro dot at the top to stick a sound card when introducing a phoneme/grapheme (optional)
- See the pages 9-14 for examples and three different display options.



Step 1: Arrange the Velcro dots.

Consonants

Stops



Fricatives



Affricates



Sound
Wall

Vowel Valley



Consonants

Nasals



Glides



Liquids



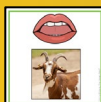
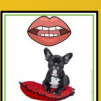
Combinations



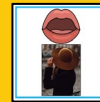
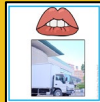
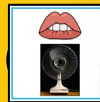
Step 2: Arrange and attach the heading cards.

Consonants

Stops



Fricatives

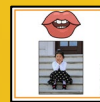
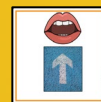
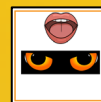
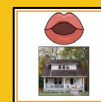
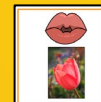
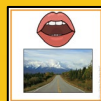
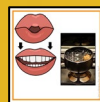
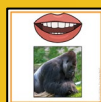
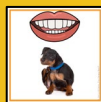


Affricates



Sound Wall

Vowel Valley

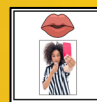


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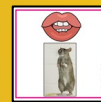
Nasals



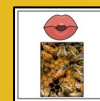
Glides



Liquids

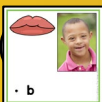


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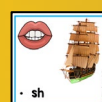
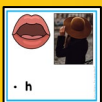
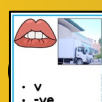
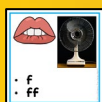
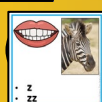
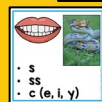


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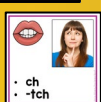
Stops



Fricatives

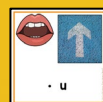
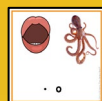
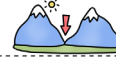


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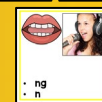
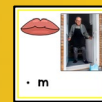
Sound Wall

Vowel Valley

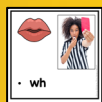
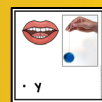


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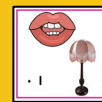
Nasals



Glides



Liquids



Combinations

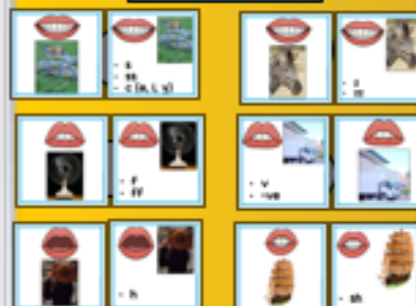


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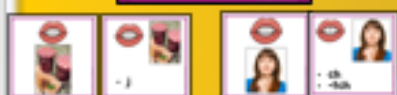
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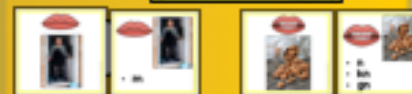
Sound Wall

Vowel Valley



Consonants

Nasals



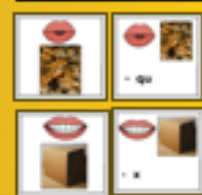
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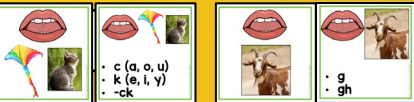
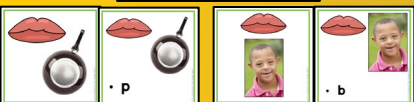
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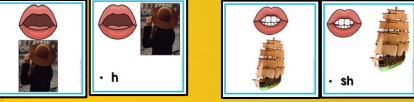
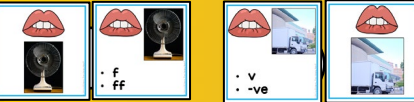
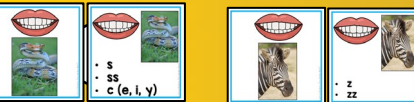
Display option 3 will need extra Velcro dots.
Display option 3: Arrange and attach the heading cards.

Consonants

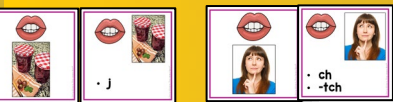
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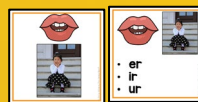
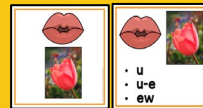
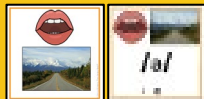
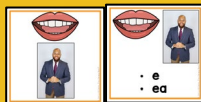
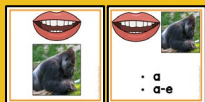
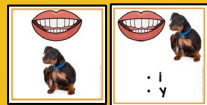
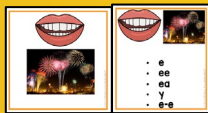


Affricates



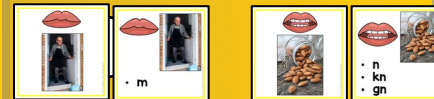
Sound Wall

Vowel Valley

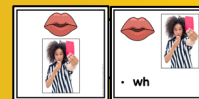
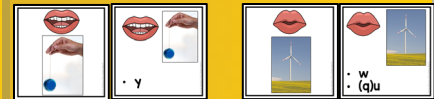


Consonants

Nasals



Glides



Liquids



Combinations



Display option 3 will need extra Velcro dots.
Display option 3: Arrange and attach the heading cards.

Sound Wall

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Vowel Valley



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Stops



A rectangular sign with a blue border and a dashed white line. The word "Consonants" is written in a large, bold, black font.

Consonants

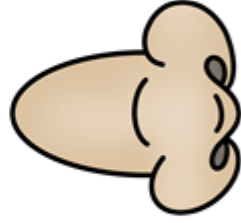
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A rectangular sign with a blue border and a dashed white line. The word "Consonants" is written in a large, bold, black font.

Consonants

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Nasals



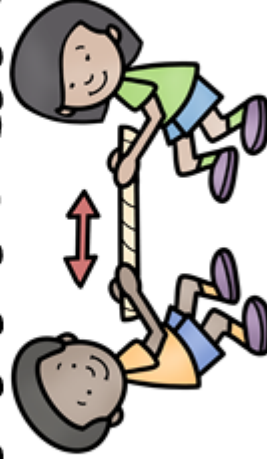
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Fricatives



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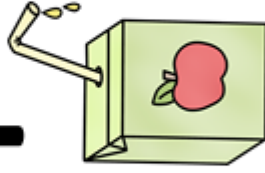


Glides



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Combinations



Vowel Valley

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| • a | • baby |
| • a-e | • ape |
| • ai | • rain |
| • ay | • play |

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- | | |
|--------|---------|
| • eigh | • eight |
| • ei | • vein |
| • ey | • hey |
| • ea | • steak |

/ā/

- | | |
|-------|--------|
| • a | • baby |
| • a-e | • ape |
| • ai | • rain |
| • ay | • play |

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- | | |
|--------|---------|
| • eigh | • eight |
| • ei | • vein |
| • ey | • hey |
| • ea | • steak |



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- e
- ea

/ě/

- e • Ed
- ea • bread

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/ě/

- e • Ed
- ea • bread

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- e
- ea

/ě/

- e • edge
- ea • bread

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/ě/

- e • edge
- ea • bread

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© Emily Gibbons, The Literacy Nurt



© Emily Gibbons, The Literacy Nurt

• a

/ă/

• apple

© Emily Gibbons, The Literacy Nurt

/ă/

• apple

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- i
- i-e
- igh
- y

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/i/

- | | |
|-------|----------|
| • i | • spider |
| • i-e | • pine |
| • igh | • light |
| • y | • cry |

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/i/

- | | |
|-------|----------|
| • i | • spider |
| • i-e | • pine |
| • igh | • light |
| • y | • cry |

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- | | |
|-------|--------|
| • ie | • pie |
| • y-e | • type |

- | | |
|-------|--------|
| • ie | • pie |
| • y-e | • type |



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© Emily Gibbons, The Literacy Nest®

• o



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• o
• (w)a
• (qu)a

/ō/

/ō/

/ō/

• o
• (w)a
• (qu)a
• a(lm)
• octopus
• swat
• squat
• calm

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• o
• (w)a
• (qu)a
• a(lm)
• octopus
• swat
• squat
• calm

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• o
• (w)a
• (qu)a
• a(lm)
• octopus
• swat
• squat
• calm

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© Emily Gilman, The Literacy Nook®

• u



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• u
• o

/ū/

- u
- o
- oo
- ough
- up
- love
- flood
- rough

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/ū/

- u
- o
- oo
- ough
- up
- love
- flood
- rough

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/ū/

- u
- o
- oo
- ough
- up
- love
- flood
- rough

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- aw
- au
- all
- (w)a

/aw/

- | | |
|---------|-----------------|
| • aw | • saw |
| • au | • August |
| • all | • wall |
| • (w)a | • water |
| • ought | • bought |

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/aw/

- | | |
|---------|-----------------|
| • aw | • saw |
| • au | • August |
| • all | • wall |
| • (w)a | • water |
| • ought | • bought |

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- o
- o-e
- oa
- ow

/ō/

- o
- o-e
- oa
- ow
- ough
- oe
- go
- home
- boat
- snow
- bough
- toe

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/ō/

- o
- o-e
- oa
- ow
- ough
- oe
- go
- home
- boat
- snow
- bough
- toe

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• oo

/oo/

- book
- put
- could

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/oo/

- book
- put
- could

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- u
- u-e
- oo
- ew

/ū/

- | | |
|-------|---------|
| • u | • tulip |
| • u-e | • rule |
| • oo | • food |
| • ew | • chew |
| • ui | • suit |
| • ou | • soup |

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/ū/

- | | |
|-------|---------|
| • u | • tulip |
| • u-e | • rule |
| • oo | • food |
| • ew | • chew |
| • ui | • suit |
| • ou | • soup |

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- u
- u-e

/yū/

- | | |
|-------|------------------|
| • u | • music |
| • u-e | • m <u>u</u> le |
| • ew | • <u>fe</u> w |
| • ue | • statu <u>e</u> |
| • eu | • <u>fe</u> ud |

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/yū/

- | | |
|-------|------------------|
| • u | • music |
| • u-e | • m <u>u</u> le |
| • ew | • <u>fe</u> w |
| • ue | • statu <u>e</u> |
| • eu | • <u>fe</u> ud |

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Schwa

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- -en
- i
- e
- -us
- -al
- -et
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© Emily Gibbons, The Library Must®

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- **Alaska**

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- a
- **Alaska**

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Schwa

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/ə/

• a

/ə/

- Alaska • circus
- bacon • signal
- mitten • basket
- holiday • dove
- elect

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/ə/

- a • Alaska

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/ə/

- a • Alaska

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Diphthongs

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- oi
- oy

/oi/

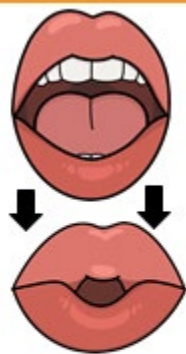
- oi
- oy
- **boil**
- **toy**

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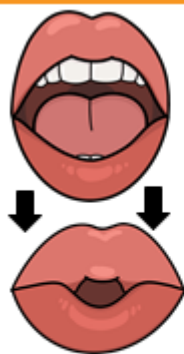
/oi/

- oi
- oy
- **boil**
- **toy**

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© Emily Gilman, The Literacy Nook®

- ou
- ow

/ou/

- ou
- ouch
- ow
- plow

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/ou/

- ou
- ouch
- ow
- plow

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R-Controlled Vowels

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© Emily Gilbreath, The Literacy Nest®

- er
- ir
- ur



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/er/

- er
- ir
- ur
- her
- bird
- hurt

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/er/

- er
- ir
- ur
- her
- bird
- hurt

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© Emily Gibbons, The Literacy Nest®

• ar

/ar/

• ar • car

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/ar/

• ar • car

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© Emily Gibbons, The Literacy Nook®

• or

/or/

• or • horn

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/or/

• or • horn

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Stops

NOTE: I've included two mouth formation options for b and p. This is NOT meant to misinform students by schwa'ing the sounds of b and p and saying BUH or PUH. You should *always* take care *not* to unnecessarily schwa sounds. I included the mouth formation option to show closed mouth to open. This is to call attention to the "lip popping" motion that happens when the mouth forms b or p. This is especially helpful for children who need this direct and explicit teaching.

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• p

/p/

• /p/ • pan

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/p/

• /p/ • pan

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Stops

NOTE: I've included two mouth formation options for b and p. This is NOT meant to misinform students by schwa'ing the sounds of b and p and saying BUH or PUH. You should *always* take care *not* to unnecessarily schwa sounds. I included the mouth formation option to show closed mouth to open. This is to call attention to the "lip popping" motion that happens when the mouth forms b or p. This is especially helpful for children who need this direct and explicit teaching.

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/p/

• /p/ • **p**an

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/p/

• /p/ • **p**an

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• b

/b/

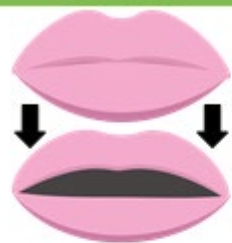
• b • boy

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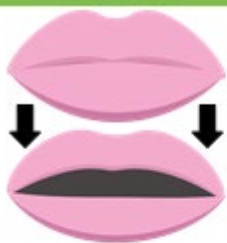
/b/

• b • boy

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• **b**

/b/

• **b** • **boy**

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/b/

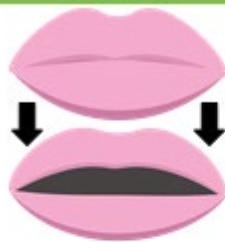
• **b** • **boy**

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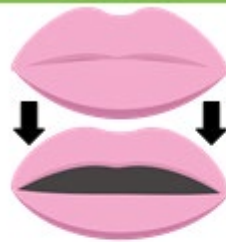


• b

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• b

/b/

• b • ball

© Emily Gilman, The Literacy Nest®

/b/

• b • ball

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/b/

• b • ball

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• t
• -ed

/t/

• t • top
• -ed • jumped

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/t/

• t • top
• -ed • jumped

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- d
- -ed

/d/

- d
- dog
- -ed
- sailed

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/d/

- d
- dog
- -ed
- sailed

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- c (a, o, u)
- k (e, i, y)
- -ck

/k/

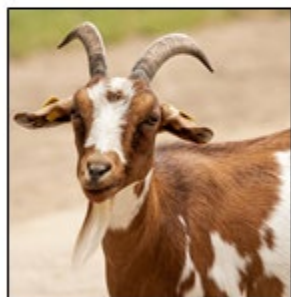
- c (a, o, u) • **cat**
- k (e, i, y) • **kite**
- -ck • **clock**
- **chorus**

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/k/

- c (a, o, u) • **cat**
- k (e, i, y) • **kite**
- -ck • **clock**
- **chorus**

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• g
• gh

/g/

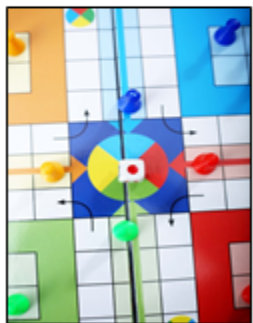
• g • goat
• gh • ghost

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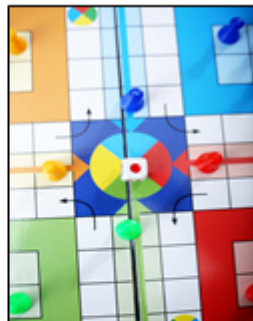
/g/

• g • goat
• gh • ghost

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• g
• gh

/g/

• g • game
• gh • ghost

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/g/

• g • game
• gh • ghost

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Nasals

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- m



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- m
- mb
- mn

/m/

- m
- mb
- mn
- **man**
- **comb**
- **hymn**

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/m/

- m
- mb
- mn
- **man**
- **comb**
- **hymn**

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/m/

- m
- mb
- mn
- **man**
- **comb**
- **hymn**

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- n
- kn
- gn

/n/

- n
- kn
- gn
- nut
- knot
- gnome

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/n/

- n
- kn
- gn
- nut
- knot
- gnome

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- ng
- n

/ng/

- ng
- n
- sing
- sink

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/ng/

- ng
- n
- sing
- sink

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Fricatives

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- s
- ss
- c (e, i, y)
- sc

/s/

- | | |
|------|----------|
| • s | • snake |
| • ss | • hiss |
| • c | • cereal |
| • sc | • scene |

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/s/

- | | |
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| • s | • snake |
| • ss | • hiss |
| • c | • cereal |
| • sc | • scene |

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- z
- zz



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- z
- zz
- se
- s
- x

/z/

- z
- zz
- se
- s
- x
- zebra
- buzz
- rose
- his
- xylophone

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/z/

- z
- zz
- se
- s
- x
- zebra
- buzz
- rose
- his
- xylophone

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/z/




- z
- zz
- se
- s
- x
- zebra
- buzz
- rose
- his
- xylophone

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© Emily Gilmore, The Literacy Nook®

• th

© Emily Gilmore, The Literacy Nook®

/th/



• th • thumb



• th • there

/th/



• th • thumb



• th • there



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© Emily Gilman, The Literacy Mouse®

• th

/th/

• th • thumb

• th • there

/th/

• th • thumb

• th • there



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- sh



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- sh
- ss
- s
- ch
- sc
- ti, si, ci

/sh/

- sh
- ss
- s
- ch
- sc
- ti, si, ci
- ship
- pressure
- sugar
- charade
- conscious
- partial, mission, special

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/sh/

- sh
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- ship
- pressure
- sugar
- charade
- conscious
- partial, mission, special

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- pressure
- sugar
- charade
- conscious
- partial, mission, special

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© Emily Gibbons, The Literacy Mouse®

- si
- s



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- si
- z
- s
- ge

/zh/

- si
- z
- s
- ge
- television
- seizure
- measure
- genre

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/zh/

- si
- z
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- seizure
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- genre

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- ge
- television
- seizure
- measure
- genre

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- f
- ff



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- f
- ff
- ph
- gh

/f/

- f
- ff
- ph
- gh
- fan
- pu**ff**
- **ph**one
- tou**gh**

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/f/

- f
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- fan
- pu**ff**
- **ph**one
- tou**gh**

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- pu**ff**
- **ph**one
- tou**gh**

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- f
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- **ph**one
- tou**gh**

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- fan
- pu**ff**
- **ph**one
- tou**gh**

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- fan
- pu**ff**
- **ph**one
- tou**gh**

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© Emily Gibbons, The Literacy Nook®

• h

/h/

• h • hat

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/h/

• h • hat

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© Emily Gibbons, The Literacy Mouse®

- v
- -ve

/v/

- v
- **van**
- -ve
- **have**

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/v/

- v
- **van**
- -ve
- **have**

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Affricates

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© Emily Gilman, The Literacy Nest®

- ch
- -tch

/ch/

- ch
- chin
- -tch
- witch

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/ch/

- ch
- chin
- -tch
- witch

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- j
- g
- -dge
- -ge

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/j/

- j
- g
- -dge
- -ge
- jam
- giraffe
- fudge
- age

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/j/

- j
- g
- -dge
- -ge
- jam
- giraffe
- fudge
- age

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- j
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- -dge
- -ge

/j/

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|--------|-------------------|
| • j | • j ug |
| • g | • g iraffe |
| • -dge | • fu dge |
| • -ge | • a ge |

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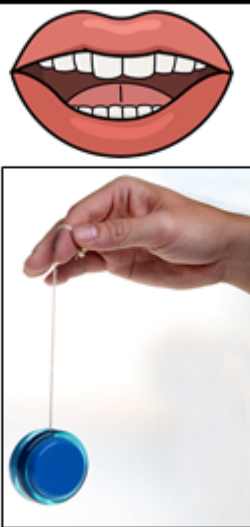
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| • g | • g iraffe |
| • -dge | • fu dge |
| • -ge | • a ge |

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Glides

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• y



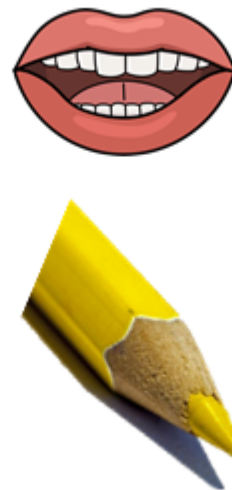
© Emily Gilkison, The Literacy Nook®

/y/

• y

• yo-yo

© Emily Gilkison, The Literacy Nook®



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Glides

© Emily Gibbons, The Literacy Nurt®



© Emily Gibbons, The Literacy Nurt®

• y



© Emily Gibbons, The Literacy Nurt®

/y/

• y

• yo-yo

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/y/

• y

• yo-yo

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• y

© Emily Glendon, The Literacy Nurt®

/y/

• y

• yellow

© Emily Glendon, The Literacy Nurt®

/y/

• y

• yellow

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© Emily Gibbons, The Literacy Nurt

• wh

/wh/

• wh • whistle

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/wh/

• wh • whistle

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- w
- (q)u

/w/

- wh • **w**ind
- (q)u • **q**uest

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Liquids

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Combinations

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