

Building a Sound Wall

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Stepping Stones	✓	Questions to Consider
Identify a space for the sound wall.		<ul style="list-style-type: none">• Is this location easily accessible for both my students and me?• If placed out of reach, do I have a flashlight or laser pointer to point out sounds?
Gather the materials needed to build sound walls.		<ul style="list-style-type: none">• Do I have Kid Lips cards?• Do I have mini phoneme-grapheme cards?• Do I have labels for place and manner of articulation?
Devise a plan for revealing new sounds and graphemes.		<ul style="list-style-type: none">• Will I place all cards on the wall prior to teaching the sounds?• Will I turn untaught sounds/graphemes over until explicitly taught?
Established a time during the instructional day for the sound wall.		<ul style="list-style-type: none">• Have I thought about when to introduce new sounds?• How will I introduce those sounds with the sound wall?• Have I established a plan for reviewing the sounds on the sound wall? Will this be sporadically during the day? A set time during my ELA block? Part of morning routine?



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Implementing Sound Walls

Beginning of the Year	<p>Follow the scope and sequence in the Kid Lips Instructional Guide when introducing each phoneme. This can happen Day 1 of school and can be a part of getting to know each other. Use the first sound in students' names to highlight each phoneme as you explicitly introduce, model, and practice.</p> <ol style="list-style-type: none">1. Turn to the page that includes everything you need to know about the phoneme you are teaching, and introduce the sound using the script in blue.2. Place the Kid Lips Card on your sound wall pointing out place and manner of articulation. Keyword picture cards can be posted, but cover graphemes that have not been taught/mastered.3. Review previously taught sounds and place/manner of articulation each day so that students begin to understand the structure and organization of the sound wall (This will come in handy as they begin to utilize the sound wall as a tool to reference as they spell words).
After Introducing ALL Phonemes	<p>Once all Kid Lips picture cards are posted/revealed on your sound wall, you can design sound wall conversations around phonemes you see your students confusing in their speech, reading, and spelling.</p> <ol style="list-style-type: none">1. Identify the phoneme(s) your students are confusing on your sound wall.2. Using hand-held mirrors, discuss place and manner of articulation as you compare and contrast the phoneme(s) your students are confusing.3. Provide students with phonological awareness warm-up activities related to your target phoneme using your Sound Wall Solutions manual. <p>Common confusions to consider: voiced vs. unvoiced, phonemes similar in place and manner of articulation (located in the same column or row on your sound wall).</p>
During Phonics Lessons	<ol style="list-style-type: none">1. Begin with a review of the phoneme you will teach in your phonics lesson by revisiting the blue script in your Kid Lips Instructional Guide.2. Provide your students with a phonological awareness warm-up related to your phonics lesson by turning to the focus phoneme in your Sound Wall Solutions manual.3. Introduce the new phonics skill by revealing the target grapheme on your sound wall. Emphasize the connection between the phoneme and grapheme on the sound wall and continue the phonics lesson in your core program.

THE CONSONANT CHART

PLACE IN MOUTH WHERE PHONEME IS PRODUCED

HOW AND WAY PHONEME IS PRODUCED	PLACE IN MOUTH WHERE PHONEME IS PRODUCED						
	Lips together	Teeth on lip	Tongue between teeth	Tip of tongue raked to bump behind top teeth	Lips rounded tongue pulled back	Back of tongue lifted	Back of Throat
Stop							
Not Phoneme							
Unvoiced							
Voiced							
Nasal							
Voiced							
Fricatives							
Not Phoneme							
Unvoiced							
Voiced							
Affricates							
Not Phoneme							
Unvoiced							
Voiced							
Glides							
Not Phoneme							
Unvoiced							
Voiced							
Liquids							
Voiced							

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