



Sound Wall Pointers for Set Up and Engagement

 	Stepping Stones	Questions to Consider
	I have identified a space for the sound wall.	<ul style="list-style-type: none"> ✓ Is this location easily accessible for both me and my students? ✓ Is this location readily available to me when teaching? ✓ Will I have to rearrange materials already on the wall to accommodate this space?
	I have identified the materials I will need to build my sound wall.	<ul style="list-style-type: none"> ✓ Do I have sound cards? Consonants? Vowels? ✓ Will I label each category of sounds? ✓ Do I want to include pictures to help students?
	I have a plan for the layout of my sound wall.	<ul style="list-style-type: none"> ✓ Am I going to cluster the consonant sounds? ✓ Does my plan include a V shape for the vowel sounds?
	I have devised a plan for revealing new sounds.	<ul style="list-style-type: none"> ✓ Will I place all cards on wall prior to teaching the sounds? ✓ Will I turn untaught sounds over until explicitly taught? ✓ Will I cover sounds not yet covered explicitly?

	<p>I have established a time during my instruction day for the sound wall.</p>	<ul style="list-style-type: none"> ✓ Have I thought about when you will introduce new sounds? ✓ How will I introduce those sounds with the sound wall? ✓ Will the students place the sound on the wall or will I? <ul style="list-style-type: none"> ✓ Have I established a plan for reviewing the sounds on the sound wall? Will this be sporadically during the day? A set time during your ELA block? <ul style="list-style-type: none"> Part of morning routine?
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Daily Review and Engagement Ideas

1. Point to all of the sounds posted on the consonant chart asking students to repeat them after you. Reminder - they are arranged from the front of the mouth to the back of the mouth.

2. Ask questions:
 - What are the three sounds that are made by the air flowing through the nose? (Point to /m/, /n/, /ng/ until students can respond independently.) •
 - What two sounds are made when I put my top teeth on my bottom lip and blow? (/f/, /v/)
 - Do you feel friction in the airflow when making the /f/ and /v/ sounds? (yes)
 - Which sound is voiced? /s/ or /z/ (/z/)
 - What sound do you make when you ask someone to be quiet? /sh/
 - What are your lips doing when you make the /sh/ sound?
 - Does your breath continue when making this sound or is it a quick stop? (continue)
 - What is your tongue doing when you make the /sh/ sound?

3. Point to all of the sounds on the vowel chart as you say them asking children to repeat each sound.
 - Point to /ă/ give keyword apple as students say the sound as they make a gesture as if holding an apple.
 - Point to the /Ī/ give keyword itch as students say the sound and make the itching gesture.

4. What two sounds are made when I put my top teeth on my bottom lip and blow?

- /f/, /v/
- How do I spell /v/ at the end of a word?

5. Which sound is voiced?

- /s/ or /z/
- What sound do you hear at the end of these words?
- has, was, is
- (point out that many of our function words end with /z/ even though they are spelled with S.)

6. What is the difference between /t/ and /d/?

- If you have explained the fact that -ed has different sounds, you need to connect that regularly with the sound wall connections.
- Make sure to point out that suffix -ed indicates something happened in the past. Build in this morphological information consistently.

7. Point to all of the sounds on the vowel chart as you say them asking children to repeat each sound.

- Point to /ă/ give keyword apple as students say the sound as they make a gesture as if holding an apple.
- Point to the /ĭ/ give keyword itch as students say the sound and make the itching gesture.

8. Use the sound to determine spelling choices that have been introduced.

- What are my choices for spelling /k/?
 - K, c, _ck
 - When do I use _ck?
- What are my choices for spelling /f/?
- When do I use _ff?

9. Say either a consonant or vowel sound and have students repeat the sound. • Students describe how the sound is made.

- For the /ō/, students might say that they make that sound when they visit the doctor, and the doctor says, "Open your mouth wide and say /ō/.

10. Students work with their partners to discuss the phonemes. • Say either a consonant or vowel sound and have Student A repeat the sound while

Student B watches closely how Student A says the sound. • Student B describes how Student A said the sound.

- When Student B finishes describing the sound, both students say the sound a final time.
- Take Turns

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