95 Phonics Core Program® + Sound Walls with Kid Lips™

This document illustrates how you can embed Tools4Reading Kid Lips instruction into your 95 Phonics Core Program lessons.

Sound Walls vs. Word Walls

Word walls are most often organized by the 26 letters of the alphabet (A-Z), with words arranged using their first letter. Orthography in English is not a 1-to-1 correspondence, but we treat it as such when we use word walls that focus on letters, not phonemes. Word walls can create confusion for children, especially beginning readers.

Conversely, sound walls are organized by the 44 speech sounds (phonemes) of English. With sound walls, children are taught how

each phoneme is articulated and what grapheme(s) represents it. As students become independent in their ability to describe how the phonemes are articulated, their phonemic awareness is strengthened, and they are better able to understand instruction on how to match letters with speech sounds. A sound wall is an anchor resource that helps children find the sounds in words based on articulatory features.

Systematically Designed Sound Wall

A sound wall is systematically organized around the articulatory features of speech sounds and their appropriate grapheme representations. This allows children to find words easily and increases their independent use of the wall. Another great benefit of the structure and design of a sound wall is to give teachers insight into what types of confusion students are experiencing when speaking, reading, and writing and how to provide feedback.

We highly recommend that you organize your consonant sound wall by placement and manner of articulation.

PLACEMENT

The Kid Lips picture cards (phonemes), and place of articulation labels are arranged from the front of the mouth moving to the back of the throat. This represents where in the mouth the phoneme is produced.



FIGURE 1, THE CONSONANT CHART

MANNER

See Figure 1. The Kid Lips picture cards and manner-of-articulation labels are arranged vertically, by categories of speech sounds-stops, nasals, fricatives, affricates, glides, and liquids. This represents the "how and way" a sound is produced.



The Kid Lips picture cards representing the vowel sounds are typically arranged in a "V" shape commonly referred to as Vowel Valley. The picture cards are arranged by mouth formation for each vowel phoneme. (Figure 2).

Begin with a fight smile /e/.

Find with puckered lips /o/ and /vi/.

These are arranged by a slight opening of the mouth.

DIPHTHONGS

The most open sound is /ö/, as in the sound we say when the doctor wants to see our tonsils.

FIGURE 2, VOWEL VALLEY

For both the consonants and vowel sounds, Phoneme/Grapheme Mini Cards are anchored to the Kid Lips picture cards (phonemes) on a sound wall. Al Lieberman's research (1999) indicates that mouth movements (lips, teeth, and tongue) help anchor phonemes into memory. Because the acoustic sounds are so elusive (you say them, and then they're gone), explicitly teaching where the sounds are produced and what your airflow and voice box are doing will enable students to store all 44 speech sounds in their brains for accurate and automatic retrieval when speaking, reading, and writing.

Before building your sound wall, identify a space for it in your classroom. This location should allow you to display your Kid Lips picture cards, phoneme-grapheme mini cards, and labels for place and manner of articulation (Figures 3 and 4). Also, make sure that the space is easily accessible to you and/or your students. Next, plan how you will reveal new phonemes and graphemes. For example, you may want to place all the cards on the wall and uncover each Phoneme/Grapheme Mini Card as it is explicitly taught in the 95 Phonics Core Program.

(See Figure 5.) Or, you may want to add each card as you explicitly teach its sound in the 95 Phonics Core Program. To create visual ease and better organization of your sound wall, it is recommended you create a grid with tape. (Figure 3).

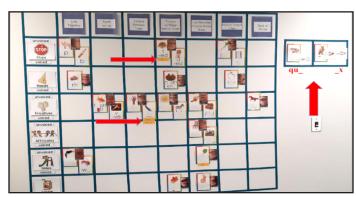


FIGURE 3. KID LIPS PICTURE CARDS WITH TOOLS4READING PHONEME-GRAPHEME
MINI CARDS AND SAMPLE WORDS FOR PHONEMES ALREADY INTRODUCED.

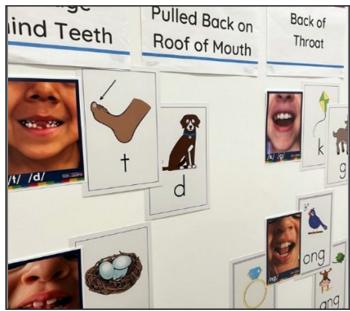


FIGURE 4. KID LIPS PICTURE CARDS WITH 95 PHONICS CORE PROGRAM SOUND-SPELLING CARDS.



FIGURE 5. KID LIPS PICTURE CARDS WITH TOOLS4READING PHONEME-GRAPHEME MINI CARDS; GRAPHEMES THAT HAVE NOT BEEN TAUGHT ARE COVERED.

Do You Have Limited Wall Space?

If you have limited wall space, a sound wall can be displayed on a cabinet (Figures 5 and 6), on a bulletin board, on a dry erase board, or in a corner (Figure 7). Although it is recommended to create a sound wall using both the Kid Lips picture cards and the Phoneme/ Grapheme Mini Cards (or, alternatively, the 95 Core Phonics Sound-Spelling Cards), sound wall posters can be used in smaller spaces. Or, you might opt to display only the Kid Lips picture cards on the wall and use the Sound-Spelling cards during explicit instruction (Figure 8).



FIGURE 6. KID LIPS PICTURE CARDS WITH TOOLS4READING PHONEME/GRAPHEME MINI CARDS;

GRAPHEMES THAT HAVE NOT BEEN TAUGHT ARE COVERED.



FIGURE

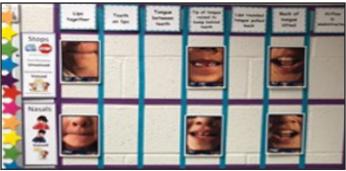


FIGURE 8. CONSONANT CHART-KID LIPS PICTURE CARDS ONLY

Implementation Support

The effectiveness of your phonics instruction can increase when using both the 95 Phonics Core Program and Tools4Reading Kid Lips picture cards. By embedding Kid Lips instruction and a systematically organized sound wall with the evidence-based lessons in the 95 Phonics Core Program, your students will master phonemegrapheme connections more efficiently. Below is a recommendation for how you could structure your weekly lessons using Kid Lips along with the 95 Phonics Core Program.

EXAMPLE

95 Phonics Core Program Grade 1

Lesson 5 (Short Vowel ĕ)

DAY.

Begin with the Instructional
Sequence section from the Kid
Lips Instruction Guide on page
77 (approx. 10 minutes). We
recommend that you use the Kid





Lips picture cards and the Tools4Reading Phoneme/Grapheme Mini Cards to build the sound walls in your classroom.

Following the 10-minute Kid Lips instruction, transition into the 30-minute phonics lesson using the instructional dialogue from the 95 Phonics Core Program Teacher's Edition on page 114.

DAYS 2-5

Facilitate your 30-minute phonics lesson using the instructional dialogue from the 95 Phonics Core Program Teacher's Edition.

We recommend that you use the Sound-Spelling Cards for review in both whole class and small group instruction. Refer to your classroom sound walls frequently for strategic support.



If new phoneme-grapheme connections are taught later in the week, follow the structure described in the Day 1 example above.