

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.

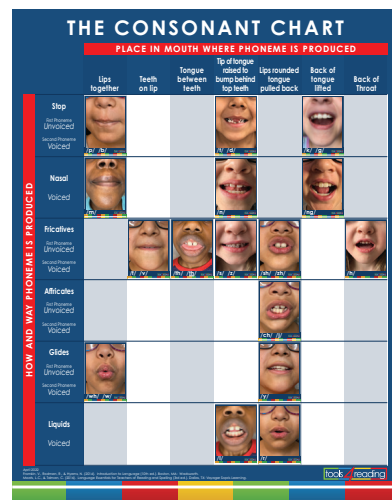


FIGURE 1, THE CONSONANT CHART

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.

SYSTEMATICALLY DESIGNED SOUND WALL

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).

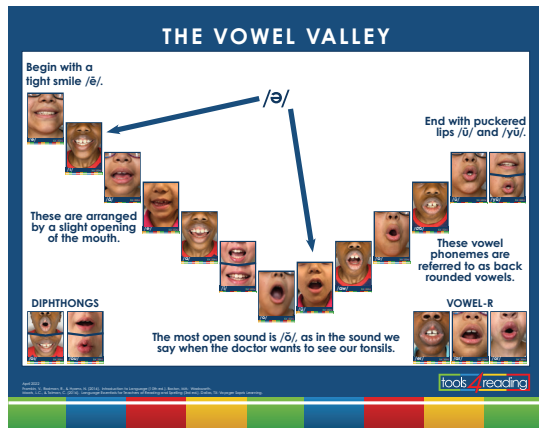


FIGURE 2, VOWEL VALLEY

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.

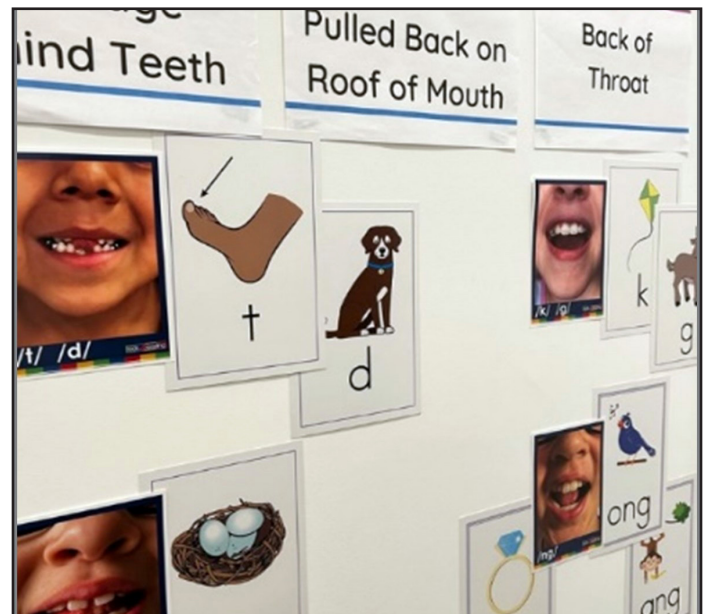


FIGURE 4. KID LIPS PICTURE CARDS WITH 95 PHONICS CORE PROGRAM SOUND-SPELLING CARDS.

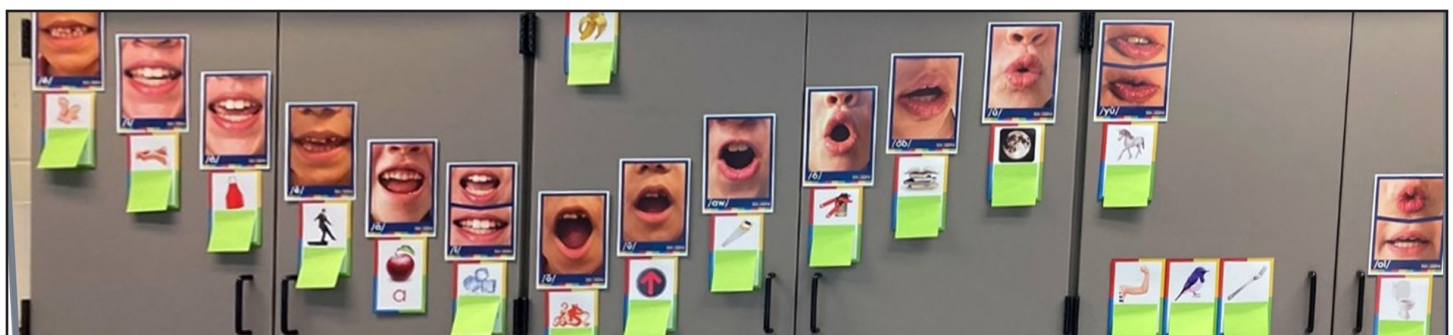


FIGURE 5. KID LIPS PICTURE CARDS WITH TOOLS4READING PHONEME-GRAPHEME MINI CARDS; GRAPHEMES THAT HAVE NOT BEEN TAUGHT ARE COVERED.

