

## Sound Walls vs. Word Walls

Presented by  
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## OBJECTIVES

- ✓ Apply our knowledge of the organization of language to maximize instruction
- ✓ Generate awareness of how to articulate the phonemes in the English language using "Kid Lips"
- ✓ Discuss common spelling patterns and how to connect instruction to phoneme articulation
- ✓ Setting up a sound wall in your classroom for daily use



## Components Making Up Some of The English Language

- ✓ 26 letters in the alphabet
- ✓ 44 speech sounds
- ✓ Over 200 different ways to spell these sounds



## What Does It Take to Retain Words?

- ✓ Need phonemic analysis – segmenting and blending along with manipulation
- ✓ Need to know major grapheme-phoneme correspondences
- ✓ Need to know syllabic sound-spelling patterns
- ✓ Need to be able to read unfamiliar words on their own
  - ✓ Self-teaching hypothesis (Share, 1995)

decoding, analogy, or prediction strategy (Ehri, 2004)



## Current Word Walls

- ✓ The organization is A-Z ...most of the time
- ✓ Words are listed by the first letter
- ✓ Focus tends to be different in every classroom
- ✓ Functions as wall paper





What about <sh> = /sh/?  
<th> = /th/ or /th/

### Limitations Letter Name

- ✓ Letter names
- ✓ Disregard for sound
- ✓ Shape

### Why?

- ✓ We know students need to master the most common words
- ✓ High Frequency Words – Dolch, Fry
  - ✓ Sight Words
  - ✓ Irregular words

### Reading Words from Memory; Orthographic Mapping

- ✓ Process of forming connections

Knowledge of the grapheme-phoneme system provides the glue connecting spelling to pronunciations in memory.

### Bonded Words

- ✓ Evidence that bonded words are read from memory. Once you know a word, the font, color, direction, etc. don't matter
- ✓ BLUE GREEN PURPLE RED ORANGE
- ✓ Seeing a known word (BFF) you recognize instantly
- ✓ Looking for a person in a crowd based on specific characteristics (tall, thin, glasses, bald) takes more time to identify initially

### What Is a Sound Wall?

Anchoring letters in the word to whatever phonological aspects of the word they can notice/be aware of

- ✓ A sound wall is set up according to the articulation of speech sounds.
- ✓ Moving from the front of your mouth to the back of the throat
- ✓ Approaching things from a learner viewpoint rather than a teacher viewpoint
- ✓ Anchor to teach letter – sound knowledge and articulatory gestures
- ✓ Attaching phonemes to orthographic patterns
  - This has everything to do with print



### Why a Sound Wall?

- ✓ Two purposes with a broader application:

1. Attending to articulation
  - Articulatory gestures help to concretize phonemes
2. Attending to the various graphemes and patterns representing phonemes
  - Providing access to and discussion around the various ways we spell words (orthography)



### Why Use a Sound Wall Along with Articulation Pictures?

- ✓ Phonemic Awareness Instruction: Contribution of Articulatory Segmentation to Novice Beginners' Reading and Spelling
  - Castiglioni-Spalten & Ehri, 2003
- ✓ Contribution of Phonemic Segmentation Instruction With Letters and Articulation Pictures to Word Reading and Spelling in Beginners
  - Boyer & Ehri, 2011
- ✓ Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning
  - Ehri, 2014



### Focus on Phonemes and Articulation

- ✓ Hearing sounds in words – “ear”
- ✓ Articulatory gestures – “mouth movements”
  - Ease of processing favors gestures
- ✓ Sounds are ephemeral and disappear as soon as they are heard
  - Liberman (1999) suggests articulatory gestures rather than acoustic features represent phonemes in the brain.
- ✓ Mouth positions are tangible and can be felt, viewed in a mirror, and analyzed by learners (Ehri, 2014)



### /f/ and /v/



Description:

- Place upper teeth on bottom lip .
- Blow until you run out of air.

✓ Unvoiced: /f/ as in fish, does not cause any vibration in the vocal cords as you blow air over your lip with the voice turned off.

✓ Voiced: /v/ as in volcano does cause a vibration and tickles the lip when blowing air over your lip with your voice turned on.

✓ Spanish speakers:

✓ /f/ is not found in final position in Spanish words.

✓ The voiced /v/ is not part of Spanish phonology. Although there may be only slight variations, the letters <b> and <v> are both articulated as /b/.

✓ Explicitly teach students articulation of teeth on lips.

“We cannot be aware of something not perceived at the sensory level to come to consciousness.”



### Phonemes Not Represented by Alphabet Charts or Word Walls

/ch/	/sh/	/zh/
/ng/	/th/	/th/
/wh/	/oi/	/ou/
/ar/	/er/	/or/
/öö/	/ōō/	/aw/

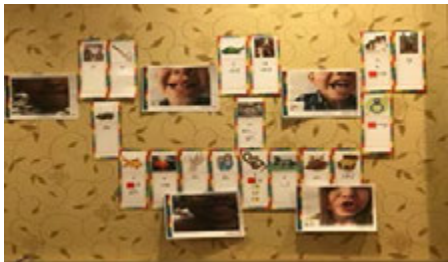
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### Sound Wall with Kid Lips

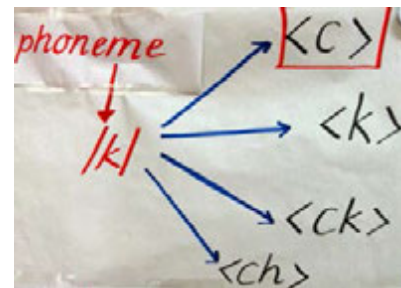
- ✓ The mouth pictures support students learning about the articulation and the sounds.
- ✓ Link phonemes and graphemes to facilitate efficient and effective learning.



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Lyn Anderson - Beyond the Word

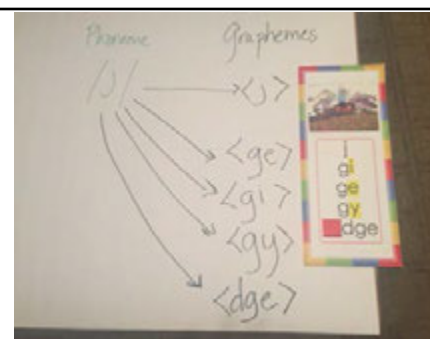
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phoneme /k/

<C>	<k>	<ck>	<ch>
cow	make	smack	school
construct	Kate	shock	
made	cake	trick	
color	book	back	
care	think	pack	
caught	take	duck	
cool	peek		
came	week		
can	dark		
can	cool		
can	like		

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### The relationship between phonemes and graphemes is related by predictable circumstances

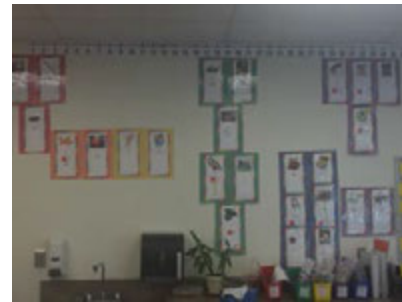
#### ✓ Permissible sequences of letters and patterns

- Can you list a few?
- Word specific orthographic knowledge = was not wuz
- General orthographic knowledge = keep not kepe

#### ✓ Inadmissible sequences

- Can you list a few? km, nle, aa,
- Inventive spelling? Thumbs up or down

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### Vowel Phonemes



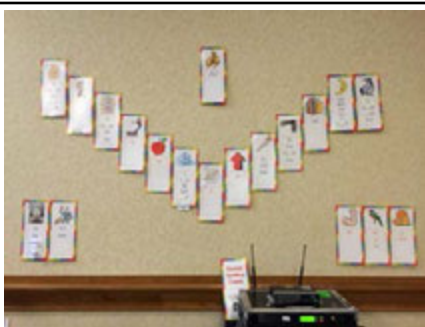
Description: Mouth is slightly open with the tongue lifted high and the lips are tight in a smile.

- A photographer asks you to say 'cheese' because it causes your mouth to create a tight smile.

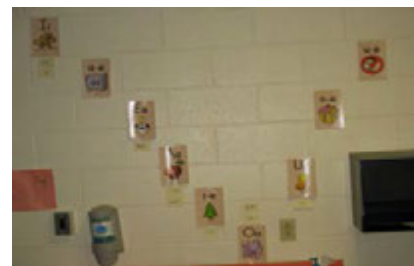
Voicing: All vowels are voiced

The tongue is high in the mouth and at the front when producing the long e sound.

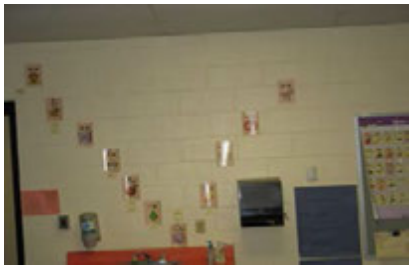
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## Teacher Knowledge

- ✓ Be smarter than your program
- ✓ Understand how the language works
- ✓ Understand the written system
- ✓ Understand the phonological system
- ✓ Use assessments to combine these elements into good daily instruction to be more effective and efficient.

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Thank you!  
It's time for a prize.

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The lucky winner is.....

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## References

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