


Transitioning from Word Walls to Sound Walls




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The Science of Sound Walls

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Science of Reading

=

Cognitive psychology

+

Neuroscience


+

Linguistics

+

Education

#ScienceofReading



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The Learning to Read Challenge

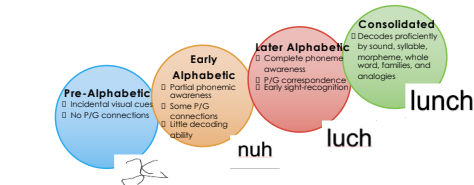
- Learning to read is not natural.
- Our writing system adds another layer of complexity to an already not natural task.
 - 44 Phonemes (speech sounds)
 - 26 Letters
 - 250+ ways of representing speech sound
- Reading is a complex multifaceted skill that requires years of instruction and practice.



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Ehri's Phases of Word Reading Development

- Sound walls are a tool for moving students from pre-alphabetic to later alphabetic phase.



(Source: Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning Ehri, 2014)



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"There is reason to believe that sounds processed by the ear are less central than **articulatory gestures** produced by mouth movements in saying words. According to the motor theory of speech perception (Liberman, 1999), **articulatory gestures** rather than acoustic features represent phonemes in the brain. Also, ease of processing favors gestures. Whereas sounds are ephemeral and disappear as soon as they are heard, **mouth positions are tangible** and can be felt, viewed in a mirror, and analyzed by learners." Ehri, 2015



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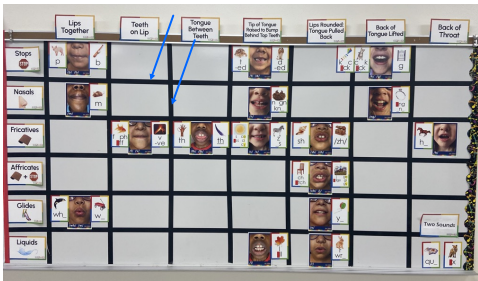
Moving from Speech to Print



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Confusing for Developing Readers



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Sound Walls...

- help students perceive and produce all 44 English phonemes.
- make the phoneme-grapheme connection clear.
- can be used as a scaffold when students get confused with their speech, reading, and writing.
- are a resource for English Learners.
- give teachers insight into how their students are processing language.

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A Focus on Phonemes

- Spoken word recognition, pronunciation, and interpretation depend on accurately processing phonemes.
- Proficient reading and spelling are strongly associated with the ability to identify, remember, separate, combine, and manipulate phonemes, and to do so rapidly and without effort. **THIS IS PHONEMIC PROFICIENCY!**

(Source: Speech to Print, 2020)

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Sound Wall Template

25 consonant phonemes

THE CONSONANT CHART

18 + 1 vowel phonemes

THE VOWEL VALLEY

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Our Speech Sounds – Consonant Phonemes

- Place of Articulation
 - Where in the mouth the sound originates
- Manner of Articulation
 - What we do with our breath and our vocal cords
 - This is important to explain and review consistently with your students.
 - Do not be afraid to use the terms on the left-hand side of the consonant chart.

THE CONSONANT CHART

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Producing Vowel Phonemes

- 5 vowel letters – 18 vowel phonemes
- Where in the mouth is the sound being produced?

Front

Smile

Middle

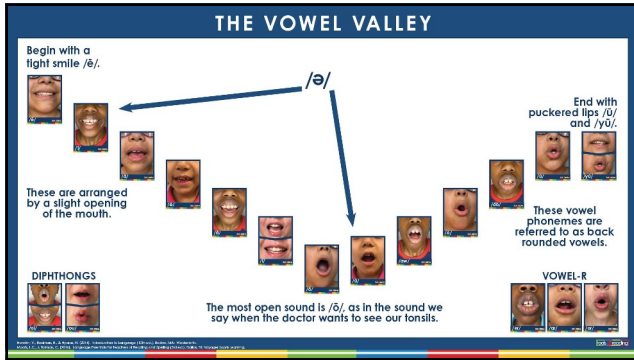
Open

Back

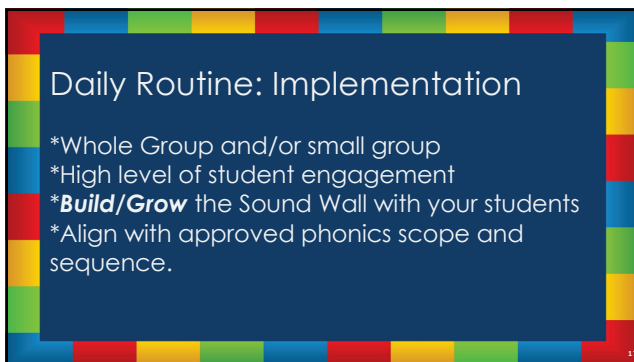
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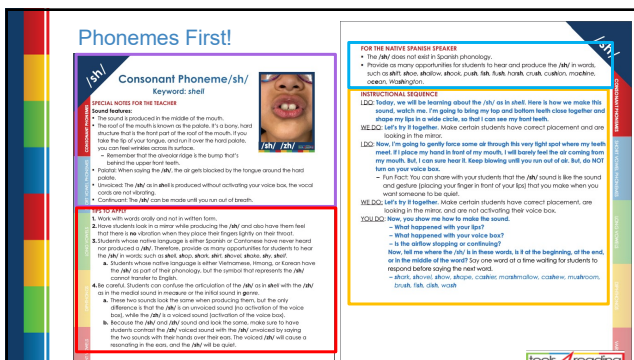
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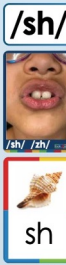
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18



/sh/

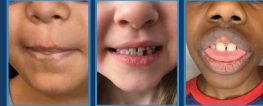
sh

PHONICS FOCUS
Our focus sound for today is /sh/. /sh/ is a consonant sound. The keyword picture for /sh/ is shell. Say shell.
What is the first sound you hear in shell? Yes, /sh/.


EARLY	LATER	CONSOLIDATED
<p>Shells come from the ocean. Many shells are homes for ocean animals. What sound do you hear at the beginning of shell? Yes, /sh/. For our activity today we are going to shake up some words by changing some of the phonemes, or sounds, in the word.</p> <p>120 Watch me the word is shell. /sh/ -ell. Change -ell to -ock. The word is shock. I will call out a word, you echo. We will use our fish to represent the onset and rime of the word. I will tell you which part of the word to shake up, then we will say the new word. Ready?</p> <ul style="list-style-type: none"> Shock: /sh/ -ock. Change -ock to -oke. The word is? Yes, shake. Shame: /sh/ -ame. Change -ame to -ark. The word is? Yes, shark. Sharp: /sh/ -arp. Change -arp to -e. The word is? Yes, she. Shout: /sh/ -out. Change -out to -out. The word is? Yes, shout. Dish: /d/ -ish. Change /d/ to /f/. The word is? Yes, fish. 	<p>Let's segment and blend words with /sh/. I will say a word; you echo. We will segment them blend the phonemes in the word. Next we will identify the position of /sh/.</p> <ul style="list-style-type: none"> Shell: /sh/ /h/ /l/ shell. Where's the /sh/? Yes, initial position. Splash: /h/ /p/ /l/ /sh/ splash. Where's the /sh/? Yes, final position. Cash: /k/ /s/ /h/ /h/ cash. Where's the /sh/? Yes, final position. Shelf: /sh/ /h/ /l/ /f/ shelf. Where's the /sh/? Yes, initial position. Cashier: /h/ /k/ /s/ /h/ /i/ /r/ cashier. Where's the /sh/? Yes, medial position. Leash: /l/ /h/ /h/ /s/ /h/ leash. Where's the /sh/? Yes, final position. 	<p>Let's manipulate sounds in words with /sh/. I will say a word; you echo. Then we will manipulate the sounds to make new words. Listen carefully.</p> <ul style="list-style-type: none"> Say park. Switch /p/ to /sh/ and the word is _____.? Yes, shark. Where's the /sh/? Yes, initial position. Say ape. Add /sh/ to the beginning and the word is _____.? Yes, shape. Say ache. Add /sh/ to the beginning and the word is _____.? Yes, shake. Say aim. Add /sh/ to the beginning and the word is _____.? Yes, shame. Say lee. Add /sh/ to the end and the word is _____.? Yes, leach. Say shoulder. Delete /h/ and the word is _____.? Yes, older. Say shower. Delete /sh/ and the word is _____.? Yes, hour. Say shout. Delete /sh/ and the word is _____.? Yes, out.

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Sound Questions for Consonants



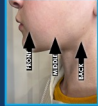
What is blocking the air flow?
Lips? Teeth? Tongue?



Is my voice box on or off?



Is the air flow continuous?
Does the air flow stop?
Does the air go through my nose?













Is the sound made in the front / middle / back of my mouth?

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Fricatives

First Phoneme
Unvoiced

Second Phoneme
Voiced

Teeth on Lip	Tongue Between Teeth	Tip of Tongue Down to Bump Behind Top Teeth	Lips Rounded, Tongue Pulled Back	Back of Throat
				
				

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Adding Words to the Sound Wall

/th/ /tʰ/

thin, thick, bath, broth, that, these, the, them

/sh/ /zh/

ship, shack, she, show, wish, wishes

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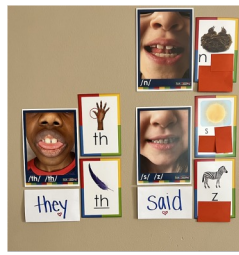
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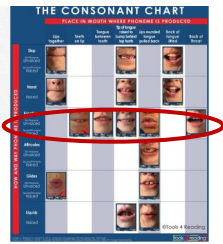
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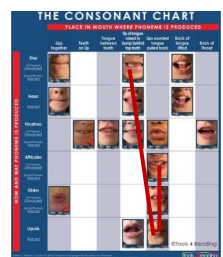
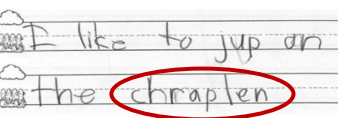
the dinosaur had a wife
and no new alf and the
dinosaur at night



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[illegible]


I would be a chinchilla
because I could be coopy.
I could shoot webs.
I could live in a cave.
I could live in the dark.



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[illegible]

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