

Portable Word Walls!

(Hanser, 2003)

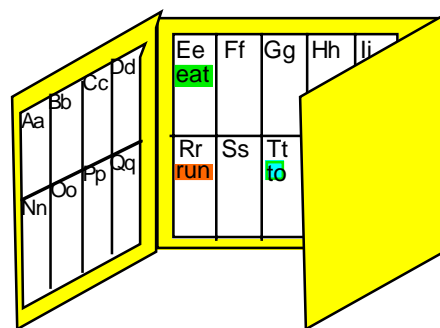
Word walls can be a powerful instructional support for students learning to read and write. Excellent resources for teaching and using word walls are:

- Cunningham, P. M., Allington, R. (2003). *Classrooms That Work: They Can ALL Read and Write*, Boston, MA: Allyn & Bacon.
- Cunningham, P. M. (2000). *Phonics They Use*, NY: Longman.
- Cunningham, P. M. (2000). *Systematic Sequential Phonics They Use*, Carson-Dellosa Publishing Company.

To be successful with using a word wall, students need to have quick access to it during reading & writing activities throughout the day. For many students, this means that the word wall must be portable!!

Materials/Equipment Needed:

- 2 File Folders (Can be colored for visual contrast)
- Scissors
- Ruler
- Laminate or Contact Paper
- Tape-Packing Tape or Scotch Tape
- Paper word wall columns



Making the Portable Word Wall:

1. Open up the 2 file folders and place them next to each other.
2. Overlap the file folders to create the 3 panels of your word wall.
3. Adjust the file folders so that the center panel is ~11".
4. Tape the file folders in place.
5. Tape or glue stick down the paper word wall columns.
6. Cover entire word wall with laminate or contact paper.

Adding Words to the Portable Word Wall:

1. Randomly color the words.
2. Optional: Glue file folder scraps onto the back of words to increase ease in manipulating.
3. Cutout the words to be attached to word wall. Can highlight the shape of the word and letters by cutting out the contour of the word.
4. Laminate or cover with contact paper (do this AFTER you have cut apart words so that edges are sealed)
5. Add small piece of HOOK Velcro onto back of word.
6. Add small piece of LOOP Velcro onto word wall (when placing on word wall, allow for adding more words)

Accessing the Word Wall:

If the student is unable to touch the word they want...there is alternative access! A combination of eye gaze and partner assisted scanning can be used to support student in selecting a word. The student can eye gaze to the panel that contains the word they want. They can then look up or down to indicate if the word is in the top or bottom columns. The facilitator may then use partner assisted scanning to support student in selecting word. In the selected area, the facilitator points slowly and consistently to each of the words. When they are pointing to what the student wants, the student uses a predetermined signal (smile, eye gazing up, single message device programmed with "that one!") to make a selection. Can adjust to meet student's needs.

From: Write To Talk CD, Musselwhite & Hanser, 2003. For more information, see www.aacintervention.com

Aa	Bb	Cc	Dd
Nn	Oo	Pp	Qq

Ee

Ff

Gg

Hh

Rr

Ss

Tt

Uu

li

Vv

Jj	Kk	Ll	Mm
Ww	Xx	Yy	Zz

Sample Portable Word Wall Words (54 size font)

Randomly color code words using the ABC tool in Microsoft Word. Cut out contour of word to emphasize shape of word. Laminate and apply small piece of hook (rough) velcro to back. (Optional: Before cutting individual words, can glue paper down to file folder and then cut. Makes words thicker-may make it easier for kids to manipulate them.) Attach to portable word wall. Words can be easily removed for word wall activities or for compare/contrast activities during reading/writing. For more details, see: Cunningham, P. (2000). Systematic Sequential Phonics They Use, Carson-Dellosa Publishing.

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