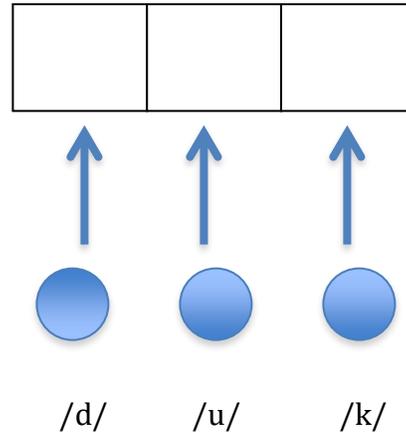


Phoneme Segmentation Intervention Strategy - Sound (Elkonin) Boxes

Sample:

Example with tokens: “duck” - /d/, /u/, /k/



Word Lists:

List A: 2-Phoneme Words - eat, off, am, us, up, egg, why, on, toe, go, is, see, key, to, hi, rye, sigh, bee, fee, he, she, knee, tea, we, do, moo, zoo, boo, you, all, if, ill, me, so, in, an, tie, pie, my, die, new, toy, boy, joy, coy, soy, gee, at, ate, it, oat, use, ease, eyes,

List B: 3-Phoneme Words (initial continuous consonant; may have silent e and digraphs, but no blends) - mat, sam, ram, ran, fin, red, less, rob, rip, line, roll, sock, race, sat, fit, rat, run, fog, mill, fill, Meg, rib, seem, log, lock, rug, sun, move, and, nose, sit, fat, rid, rot, mom, man, fig, fell, map, feet, love, van, mitt, mad, rim, mid, lot, fib, leg, note, lip, lake, read, ship, sack, lead, lock, mate, same, rain, fine, lease, robe, ripe, soak, rack, fight, sight, might, light, mile, rate, file, lake, soon, wrote, feel, meal, seal, sake, rake

List C: 3-Phoneme Words (initial stop consonant; may have silent e and digraphs, but no blends) - hot, ham, dim, dog, bog, beg, pass, pet, cool, wave, coat, tap, cop, pen, tool, hid, hug, wait, time, had, wet, chip, joke, jam, what, wig, pin, ten, well, pan, dad, hill, bell, tin, pill, tub, hush, bet, bob, beg, top, bat, dot, gum, head, wipe, bed, yell, bite, hat, got, gas, get, pull, kit, tune, cob, cap, pop, bib, peek, bet, bake, bike, book, bug, bus, cake, cage, can, cave, chick, comb, cot, cub, cup, cut, deer, duck, game, gate, goat, hose, jack, jeep, jet, juice, kick, pig, path, peak, pot, team, tape, tire, tub, tube, wash, wave, web, wipe

List D: 3-Phoneme Words (begins with blends) - blow, blue, brie, bray, brew, clay, clue, crow, crew, cry, drew, dry, flee, flow, flew, fly, fry, free, fray, fro, glue, glee, glow, grew, gray, grow, play, ply, plow, plea, pry, pray, prow, ploy, sleigh, sly, slow, stay, stow, stew, tree, tray, try, true

List E: 4-Phoneme Words (begins or ends with blends) - crab, flat, sand, band, drab, crack, clack, black, stack, stab, flab, plate, state, slate, hand, land, bend, tend, send, lend, mend, bent, rent, sent, tent, steed, freed, bleed, greed, steed, clean, dream, steam, blood, fried, tried, slide, glide, bride, slight, bright, fright, slime, grime, crime, sting, swing, bring, fling, stock, block, crock, clock, lost, cost, host, most, post, roast, toast, broom, bloom, flown, blown, frown, clown, troll, stole, broil, spoil, truck, stuck, pluck, bump, lump, dump, jump, pump, hunt, runt, punt, want, can't, pant, rant

Sample Sound Box Script

Script to Use When Beginning the Intervention

Teacher: Today we are going to listen for the sounds in words. Being able to hear all the sounds in a word will help you to be a better reader and speller. I will say the word to you, and we will count the sounds we hear. Then we will put a chip into a box every time we hear a sound. Are you ready for a practice word? “Eat”. “Eeeeeeee-t”. Now you say it.

Student: Eeeeeeee-t.

Teacher: Let’s count the number of sounds we hear. “Eeeeeeee (hold up 1 finger) – t (hold up a 2nd finger)”. I hear two sounds. You try it.

Student: “Eeeeeeee (have the student hold up a finger) – t (have the student hold up a 2nd finger)”.

Teacher: Good. We both heard two sounds. The first sound was “eeeeeee”. Let’s say “eeeeeee” and put a chip in the first box for that sound.

Teacher and Student: “Eeeeeeee”. (Student puts chip in first box on left.)

Teacher: The second sound was /t/. Let’s say /t/ and put a chip in the 2nd box.

Teacher and Student: /t/ (Student puts chip in 2nd box.)

Teacher: Great! “Eeeeeeee-t”. The word is “eat”.

(Continue in this way until the student understands the task.)

Script to Use After Student Understands the Task

Teacher: Are you ready to count more sounds in words and put chips in boxes for each sound? Here we go! Your first word is “blow”. Make each sound you hear and tell me how many there are.

Student: /B/ /l/ /oh/. Three sounds.

Teacher: Great, there are three sounds. Make the sounds again, and put a chip in each box for each sound.

Student: /B/ (Student places a chip in the first box on the left.) /l/ (Student places a chip in the second box.) /oh/ (Student places a chip in the last box.)

Teacher: Good work. /B/, /l/, /oh/. What was the word?

Student: “Blow.”

Sound (Elkonin) Box Mats

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Sound (Elkonin) Boxes - Recording Sheet

Student Name: _____ Date: _____

List Used (circle one): List A List B List C List D List E

A word is counted as correct if the student performs BOTH of these skills accurately: (1) Student counts the number of phonemes in the word, and (2) Student says each sound in the word and moves a token into a box for each sound.

| Word | Student Counts the Number of Phonemes (Circle One) | | Student Moves Tokens for Each Phoneme (left to right) (Circle One) | | Score (Circle "1" only if both "yeses" are circled in the row) | |
|------|--|----|--|----|--|---|
| | YES | NO | YES | NO | 0 | 1 |
| 1. | YES | NO | YES | NO | 0 | 1 |
| 2. | YES | NO | YES | NO | 0 | 1 |
| 3. | YES | NO | YES | NO | 0 | 1 |
| 4. | YES | NO | YES | NO | 0 | 1 |
| 5. | YES | NO | YES | NO | 0 | 1 |
| 6. | YES | NO | YES | NO | 0 | 1 |
| 7. | YES | NO | YES | NO | 0 | 1 |
| 8. | YES | NO | YES | NO | 0 | 1 |
| 9. | YES | NO | YES | NO | 0 | 1 |
| 10. | YES | NO | YES | NO | 0 | 1 |
| 11. | YES | NO | YES | NO | 0 | 1 |
| 12. | YES | NO | YES | NO | 0 | 1 |
| 13. | YES | NO | YES | NO | 0 | 1 |
| 14. | YES | NO | YES | NO | 0 | 1 |
| 15. | YES | NO | YES | NO | 0 | 1 |

TOTAL SCORE (add 1's) = _____

PERCENTAGE OF ACCURACY (TOTAL SCORE/TOTAL # OF WORDS X 100) = _____

Sound (Elkonin) Boxes – Integrity Check

Interventionist: _____ **Date:** _____ **Grade Level:** _____ **Tier:** _____
Integrity Monitor: _____

| Descriptor - Student | Yes | No | N/A |
|---|------------|-----------|------------|
| Student shows need for letter sound support per the Primary MAP Growth assessment. | | | |
| Student is in Grade K or 1, or is older and has been assessed using the MAP “Reading Sound Identification” skills checklist assessment. | | | |

| Descriptor - Materials | Yes | No | N/A |
|---|------------|-----------|------------|
| Student has been given the appropriate sound box mat for the list selected. | | | |
| Student has been given the tokens needed to perform the task. | | | |
| Interventionist has a word list. | | | |
| Interventionist has a recording sheet. | | | |

| Descriptor - Interventionist | Yes | No | N/A |
|---|------------|-----------|------------|
| Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.) | | | |
| Interventionist follows the 7 steps for implementing the strategy. | | | |
| The word list selected seems appropriate for the student’s skill level. | | | |
| Interventionist scores the student responses accurately on the recording sheet. | | | |
| Interventionist assists the student if s/he has difficulty. | | | |
| The intervention is conducted at least 3 times per week for 10-15 minutes. | | | |
| Student is advanced to the next word list when reaching 95% accuracy 3 times. | | | |
| Student’s progress is monitored using the MAP “Reading Letter Sound” skills checklist assessment. | | | |

Sound (Elkonin) Boxes Integrity Check Summary: _____ of _____ applicable components are observed.

Notes:

(Ideas for this intervention borrowed from the RtI Center: scred.k12.mn.us; Elkonin Boxes Integrity Checklist)