

Phonics Intervention Strategy - Sound (Elkonin) Boxes

For: Students in Grade 1 and above who are having difficulty hearing the individual sounds (phonemes) in words and writing the corresponding letters to make the words. These students should be given the MAP “Reading Phoneme Identification” skills checklist assessment, or another phonics assessment (e.g. CORE Phonics) or Spelling Inventory.

Materials: laminated sound box mats (see attached—cut apart on the dotted line), dry erase markers, eraser (or the attached sound box worksheets may be used)

Recommended Duration and Frequency: This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Students should advance to the next word list when s/he can write the letters in sound boxes to correctly spell words a variety of words on a list with 95% accuracy overall for at least 3 consecutive days. Monitor the student’s progress once a week or twice monthly using the Phoneme Segmenting progress monitoring probes found at www.easycbm.com. When the child’s score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms the skill has been transferred to classroom work, have student retake the MAP “Phoneme Identification” skills checklist assessment. If student shows proficiency, intervention can be discontinued.

Steps for Intervention:

1. Select an appropriate word list to use with the student. The lists get progressively harder, so choose one based on the student’s beginning skill level for this task. (See attached for word lists.) You do not need to teach words in the order they are listed, but make sure the student experiences a wide variety of words from the list you are using.
2. Give each student a laminated Sound Box Mat (attached) that is appropriate for the list being used, a dry erase marker, and an eraser (or use the attached sound box worksheets). If you are starting with 2-phoneme words, use the 2-box mat or the 2-box worksheet, etc.
3. At first, pronounce a word from your list slowly. Each sound should be stretched so the student hears the individual sounds (i.e. ssssssss-ooooooo). (Later in the intervention, you will want to be able to say the word normally and have the student do the segmenting.)
4. Have the student repeat the word, counting on his/her fingers the number of sounds s/he hears in the word. If needed, use your fingers to count the sounds for the student.
5. Have the student repeat the word again, phoneme by phoneme, and write the letter corresponding to each phoneme heard in a box from left to right. (You may demonstrate the writing of letters in boxes for a couple words, if the child doesn’t understand.)
6. Record student’s progress on the attached sheet by listing a percentage of words boxed correctly. A word is boxed correctly when the student can spell a word correctly without help, placing one letter (or letter combination) representing a phoneme in each box.
7. When a student has achieved at least 95% accuracy for at least 3 consecutive days on a variety of words (a mixture of vowels or vowel combinations) from one list, begin working on the next word list.

Sample:

Example: “duck” - /d/, /u/, /k/

d	u	ck
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Notes:

- When using sounds boxes, sometimes more than one letter will go in a box:
 - Silent e goes in the same box as the letter preceding it.
 - Vowel combinations that make one sound go in one box (i.e. ai, ey, oa, eigh, ei, etc.)
 - Consonant digraphs go in one box (i.e. sh, ch, wh, th, etc.)
- The lists below contain 2 and 3-phoneme words only. Teacher wishing to extend this intervention may wish to incorporate 4-5 phoneme words of their choosing.

Word Lists:

List A: 2-Phoneme Words (short vowels; no vowel or consonant combinations) –

Short a: at, am, an, as, ax

Short e: Ed, Em, Ev

Short i: in, it, is, if

Short o: on, ox, Oz

Short u: up, us, um

List B: 3-Phoneme Words (CVC words; short vowels) –

Short a: mat, Sam, ram, ran, sat, rat, fat, map, van, mad, ham, tap, pan, dad, jam, had, bat, hat, gas, cap, cat, pat, vat, tam, yam, ban, can, fan, man, ran, tan, tap, lap, nap, rap

Short e: red, leg, beg, pet, pen, wet, ten, bet, jet, web, bed, get, net, let, fed, led, wed, peg, set, vet, den, hen, men, ten

Short i: fin, rip, fit, rib, sit, rid, fig, rim, mid, fib, lip, dim, hid, wig, pin, tin, kit, bib, bin, sin, din, fin, kin, win, dip, hip, nip, rip, hit, pit, wit, kid, did

Short o: rob, fog, log, rot, mom, lot, hot, dog, bog, cop, pop, cob, got, dot, top, bob, cot, pot, gob, job, lob, mob, sob, cog, hog, jog, jot, not, tot

Short u: run, fun, rug, sun, hug, tub, gum, cup, cut, gun, pun, bug, dug, jug, lug, mug, tug, cub, rub, sub, bum, hum, yum, pup, gut, hut, nut

List C: 3-Phoneme Words (CCVC or CVCC with blends or doubled consonants) –

Short a: glad, pass, sass, hand, sand, bass, lass, mass, pass, band, land, Brad, bran, brat, crab, drab, drag, grab, gram, trap, scab, scan, scat, snag, snap, span, spat, blab, clad, clam, clan, clap, flag, flap, flat, plan, slab, slam, slap

Short e: less, trek, stem, flex, sled, mess, west, best, nest, pest, rest, test, vest, well, bell, dell, fell, sell, tell, left, lets, bets, wets, nets, gets, jets, pets, vets, legs, begs, webs, beds, pegs, hens

Short i: mitt, brim, crib, drip, grid, grim, grip, grit, trim, trip, skid, skin, skit, snip, spin, swim, blip, clip, flip, slid, slim, slip, slit, hiss, miss, kiss, milk, silk, hill, will, bill, kill, dill, fill, mill, pill, till, tiff, fist, list, mist, gift, lift, sift,

Short o: crop, drop, frog, prod, prop, trot, smog, snob, spot, stop, blob, blot, clod, clog, flop, glob, plod, plot, slot, cost, lost, boss, toss, moss, loss, robs, fogs, logs, rots, moms, lots, dog, bogs, cops, pops, cob, dots, tops, bobs, cots, pots, jobs, lobs, mobs, sobs, cogs, hogs, jogs, tots

Short u: drug, drum, grub, snug, club, plug, plum, slug, dust, cuff, bust, must, rust, dust, runs, rugs, suns, hugs, tubs, cups, cuts, guns, puns, bugs, lugs, mugs, tugs, cubs, rubs, subs, bums, pups, guts, huts, nuts

List D: 3-Phoneme Words (CCVC or CVCC with digraphs) –

Short a: chat, chap, that, bath, hang, gang, bang, wrap, bash, rash, cash, dash, gash, hash, lash, mash, sash, gnat, math, path, rang, fang, pang, sang, path, back, rack, pack, sack, lack, tack

Short e: then, them, when, deck, neck, peck, mesh, Beth

Short i: chip, chin, rich, inch, wish, ship, fish, dish, this, thin, sing, king, ring, whip, whiz, whim, knit, kick, lick, pick, tick, Rick, sick, wick, with, ping

Short o: chop, shop, shot, long, song, knot, knob, dock, lock, mock, rock, sock, tock, moth, gong, pong, gosh, Josh, posh

Short u: much, chum, such, chug, shut, rush, luck, buck, duck, puck, tuck, gush, hush, lush, mush, rung, sung, hung, lung

List E: 3-Phoneme Words (CVCe) –

Long a: mate, same, race, rate, fate, mane, made, cake, rake, sake, bake, wave, tape, pane, hate, Kate, base, date, gate, late, came, fame, game, lame, name, tame, cane, lane, sane, vane, fade, wade, cave, Dave, gave, pave, rave, save, cape, nape, tape

Long e: Pete

Long i: fine, ripe, line, site, ride, mile, file, dime, hide, pine, time, bite, kite, tire, wipe, dine, line, mine, vine, pipe, wipe, mite, bide, side, tide, wide, pile, tile, vile, lime, mime, dire, fire, hire, mire

Long o: robe, nose, note, cope, joke, hose, lobe, pose, rose, tote, vote, dope, hope, lope, nope, pope, rope, Coke, poke, woke, bone, cone, hone, lone, pone, tone, dome, home, code, rode, hole, mole, pole, sole

Long u: huge, tube, cube, cute, lube, jute, lute, mute, fuse, muse, duke, Luke, tune, dune, June, fume, dude, Jude, rude, mule, rule, Yule

List F: 2 and 3-Phoneme Words (vowel combinations and diphthongs) -

ay, ai, eigh, ey: say, day, ray, may, hay, bay, lay, pay, way, stay, bray, clay, play, gray, fray, pray, slay, tray, sway, pain, rain, tail, wait, bait, gait, main, bail, fail, Gail, hail, jail, mail, nail, pail, rail, sail, sleigh, neigh, weigh, they, hey

ee, ea, ie: bee, see, tee, fee, gee, knee, feet, beef, keep, free, tree, beet, meet, week, peep, beep, deep, seep, weep, jeep, glee, flee, meek, peek, reek, seek, seen, keen, teen, feel, heel, kneel, peel, reel, wheel, tea, pea, sea, flea, eat, plea, peak, weak, leak, team, seam, team, each, beach, reach, peach, teach, beat, feat, heat, meat, neat, peat, seat, bean, mean, jean, lean, wean, deal, meal, peal, real, seal, teal, veal, zeal, chief, piece

ie, y, igh: pie, die, vie, lie, tie, try, fry, my, by, cry, why, fly, pry, ply, dry, sky, sight, fight, light, might, night, knight, right, tight

oa, ow, oe: oat, coat, boat, goat, moat, oats, soap, soak, coal, foal, toad, load, road, loaf, foam, roam, loam, loan, moan, coax, hoax, bow, low, mow, row, sow, tow, flow, crow, grow, snow, stow, blow, glow, slow, bowl, own, sown, bows, lows, mows, rows, sows, tows, toe, foe, hoe, Joe, woe, doe, toes, foes, hoes, woes, does, floe

ew, ue, oo: dew, few, new, pew, yew, chew, brew, grew, crew, drew, flew, stew, due, cue, hue, rue, sue, clue, blue, glue, true, moo, zoo, boo, too, coo, goo, woo, food, cool, fool, pool, tool, boot, toot, choose, hoop, loop, loose, mood, book, cook, hook, look, nook, rook, took, good, hood, wood, hoof, roof, woof, root

oy, oi: boy, coy, joy, Roy, soy, toy, Troy, ploy, oil, boil, coil, toil, foil, roil, soil, coin, loin, void

ou, ow: bow, cow, how, now, pow, sow, wow, brow, prow, down, gown, town, owl, cowl, fowl, howl, yowl, cow, sows, wows, out, bout, doubt, lout, pout, rout, tout, noun, loud, mouse, house, louse, south, mouth

aw, augh, au: caw, jaw, law, paw, raw, saw, claw, draw, yawn, dawn, fawn, lawn, pawn, hawk, awl, bawl, gnaw, caught, taught, haul, maul, Paul, taut, auto, cause

Sample Sound Box Script

Script to Use When Beginning the Intervention

Teacher: Today we are going to listen and write letters that stand for the sounds in words. Being able to hear and write 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 write a letter into a box every time we hear a sound. Are you ready for a practice word? “at. /a/ /t/”. Now you say it.

Student: /a/ /t/

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

Student: /a/ (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 /a/. What letter says /a/?

Student: A.

Teacher: A says /a/, so write an “a” in the first box. (Student writes “a”.)

Teacher: The second sound was /t/. What letter says /t/?

Student: T.

Teacher: Yes, T says /t/, so write a “t” in the second box. (Student writes “t”.)

Teacher: /a/, /t/. What is the word?

Student: At.

(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 write letters in boxes for each sound? Here we go! Your first word is “fin”. Make each sound you hear and tell me how many there are.

Student: /f/ /i/ /n/. Three sounds.

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

Student: /f/ (Student writes an “f” in the first box on the left.) /i/ (Student writes an “i” in the second box.) /n/ (Student writes an “n” in the last box.)

Teacher: Good work. /f/, /i/, /n/. What was the word?

Student: “fin”

Sound (Elkonin) Box Mats

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Sound (Elkonin) Boxes - 2-Phoneme Words

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Sound (Elkonin) Boxes - 3-Phoneme Words

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Phonics Intervention/Sound (Elkonin) Boxes - Recording Sheet

Student Name: _____ **Date:** _____

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

A word is counted as correct when the student can spell a word correctly, placing one letter (or letter combination) representing a phoneme in each box

Word	Score	
	(Circle "1" only if the student has spelled the word correctly without help and written only one phoneme in each sound box.)	
1.	0	1
2.	0	1
3.	0	1
4.	0	1
5.	0	1
6.	0	1
7.	0	1
8.	0	1
9.	0	1
10.	0	1
11.	0	1
12.	0	1
13.	0	1
14.	0	1
15.	0	1

TOTAL SCORE (add 1's) = _____

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

Phonics Intervention/Sound (Elkonin) Boxes - Integrity Check

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

Descriptor - Student	Yes	No	N/A
Student has scored below benchmark on the MAP "Reading Pnoneme Identification" skills checklist assessment, or another phonics assessment (i.e. CORE Phonics) or Spelling Inventory.			
Student is in Grade 1 or above.			

Descriptor - Materials	Yes	No	N/A
Student has been given the appropriate sound box mat or worksheet for the list selected.			
Student has been given a writing utensil, and if needed, an eraser.			
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 steps 3, 4, & 5 for implementing the intervention.			
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, modeling the task if necessary.			
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 consecutively on a variety of words within one word list.			
Student's progress is monitored using the MAP "Reading Phoneme Identification" skills checklist assessment.			

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

Notes: