

## **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 may score below benchmark in AIMSweb Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, R-CBM, or another phonics assessment (i.e. 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 AIMSweb Nonsense Word Fluency or R-CBM. 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, the intervention may 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. Pronounce a word from your list slowly. Each sound should be stretched so the student hears the individual sounds (i.e. ssssssss-oooooo).
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, 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

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:** \_\_\_\_\_

<b>Descriptor - Student</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student has scored below benchmark on the AIMSweb Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, R-CBM, or another phonics assessment (i.e. CORE Phonics) or Spelling Inventory.			
Student is in Grade 1 or above.			

<b>Descriptor - Materials</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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.			

<b>Descriptor - Interventionist</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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 AIMSweb NWF or R-CBM at least twice monthly.			

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

Notes: