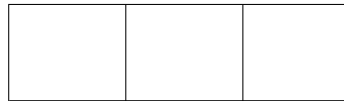


Using Elkonin Sound Boxes

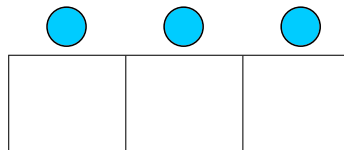
- Have children draw three boxes on a sheet of paper or dry-erase board.



- Distribute counters to children. Have them place counters above the boxes. Model the activities before children begin.
- Follow the same procedure as in "Say It and Move It." For each phoneme, children move a counter to each box in a left-to-right progression.

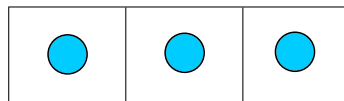
For example:

Say the word *let*.



Children move the counters that represent the sounds they hear in the word:

/l/ /e/ /t/



Children say the word again, sliding their finger below the boxes from left to right: *let*.

Other Activities for Elkonin Boxes

- Ask children to listen for a certain sound in a word. Say a word that has that sound.

Children place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

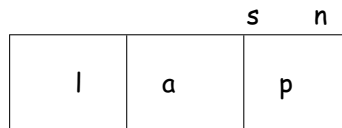
For example: "Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word, or in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham*."



Other sample words: *man, lemon, dream, mix, time*

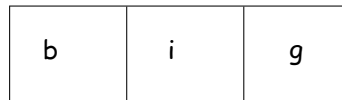
- Replace the counters with several letters after appropriate letter-sound correspondences have been introduced.

For example, give children the letters: *a, l, p, s,* and *n*. Have children place the corresponding letters in the boxes for the phonemes as you say words. For example, say: "*Lap*. The cat sat in my *lap*."



- Have children write letters in the boxes as you dictate words.

For example, say: "Spell the word *big*. The *big* dog barked at the squirrel. *Big*: /b/ /i/ /g/."



Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Using Elkonin Boxes

- Have students draw three boxes on a sheet of paper or dry-erase board.



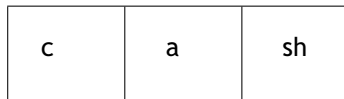
- Distribute letters to students. Have students place letters above the boxes. Model the activities before students begin.
- Follow the same procedure as in "Say It and Move It." For each phoneme, students move a letter to each box in a left-to-right progression.

For example: Distribute the letters *a*, *c*, *h*, and *s*.
Say the word: **cash**

a c h s



Students move the letters that represent the sounds they hear in the word. This example focuses on consonant digraphs.



Students say the word again, sliding their fingers below the boxes from left to right: **cash**.

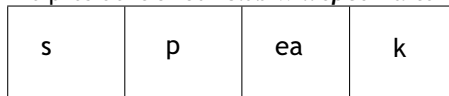
Other Activities for Elkonin Boxes

- Ask students to listen for a certain sound in a word. Say a word that has that sound. Students place a letter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear the sound at the end of the word.

For example: Say, "Listen for the /m/ sound in the following words. Place the letter *m* in the corresponding box: **ham**." Other sample words are *made*, *lemon*, *dream*, *mirror*, and *time*.



- Have students write letters in the boxes as you dictate words. For example: Say, "Spell the word **spea**k: The president of our club will **spea**k after the pledge."



Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.