

**EXPLICIT INSTRUCTION GUIDE FOR ELKONIN BOXES
IN THE PHONEMIC AWARENESS READING STRAND**

MATERIALS: mat with connected Elkonin boxes (with or without a picture), blank chips, chips with targeted letter sounds, list of 2, 3, or 4 sound words

Set Context (WHAT) – Identify Strategy and Establish Purpose (WHY): (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

We are going to practice segmenting the sounds we hear in words and today we are also going to use some chips with letters on them so we have to listen to decide if we hear that letter sound at the beginning of a word or the end of the word.

Teacher Models/Demonstrates Strategy and Thinking (HOW): “I DO”: (Teacher talks through the task as he/she performs it, “think aloud”)

I am going to put one chip above each square. I also have a chip with a ‘m’ on it and I know that the letter m makes the /m/ sound. So I know that I need to listen to hear where the /m/ sound is in the word. My word is map. I hear the /m/ sound at the beginning of map so I know that the chip with the letter m on it needs to go in the first box: m.....a.....p, map. I put the ‘m’ chip in the first box and a blank chip in the next 2 boxes. My word only had 3 sounds so the last box is empty.

Student Guided Practice: “WE DO” (Teacher and student(s) perform the task together)

Let’s try a word together. Put a chip above each box. What letter is on one of our chips? M. What sound does M make? /m/ Good. We are listening for the /m/ sound. Our first word is mat. Where do you hear the /m/ sound? Beginning. Good, it is at the beginning of the word. Let’s do the whole word now. M....a....t. Good, we put the chip with the letter m in the first box and two blank chips in the next 2 boxes. Let’s try another word: ram. Where do you hear the /m/ sound in this word? At the end. Good, the /m/ sound is at the end of this word. Let’s try the whole word, ram. Ready, r.....a.....m, ram. Very good, we put blank chips in the first two boxes and the m chip in the last box.

Student Application: “YOU DO”: (Student(s) apply process or strategy; teacher monitors for transfer)

Now each of you can try some words on your own. Give each student a couple of turns completing words independently. (Mac, rim, bam, mad, Cam, mop, mug, Tim) If a student makes an error, stop them and say **My turn**. Model the correct way to segment the word and have the student try again.

Observation and Data Collection: (Provide additional modeling based on observation. What data will you collect to determine student progress? Quantitative (measurable) and/or Qualitative (observable))

Are students able to correctly segment the sounds of words using the Elkonin boxes? Are students able to identify where they hear targeted sounds in words?

Activity Extensions

Use chips with other targeted letter sounds, including vowel sounds. Present chips with 2 or 3 different targeted sounds for students to choose between. Include 2 sound, 3 sound, and 4 sound words.