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| **Sound Boxes**  **PURPOSE FOR USING THE STRATEGY OR CONCEPT**:  The sound boxes approach helps students focus on writing words correctly by using sounds and predictions. This approach is best used for students who write with ease and have the capability of predicting the correct letters in the correct sequence to form the word. Sound boxes will also help individuals form their own process of word recognition. |
| **CHECK FOR UNDERSTANDING OR STATE PERFORMANCE INDICATOR (SPI):**   * **0101.1.12 Apply phonics generalizations in order to decode words.**    + Understand that the sequence of letters in a written word represents the sequence of  sounds in a word.   (Students will do this by taking turns placing letters in sound boxes to form words and will practice stretching out the sounds of these letters to read the words they make.) |
| **MATERIALS:**   * Writing Paper * Pencils * Suess, Dr. (1957). *The cat in the hat*. New York: Random House. |
| **DIRECTIONS:**  TTW:   1. Read the Cat in the Hat to the students. 2. Explain to students that they are going to hear words and they need to take apart the word into individual sounds. Then they will need to put the sounds back together. 3. Demonstrate to students that words are read left to right by sliding you finger under the word as you read it aloud with them. 4. Have students join along with saying the word and using their fingers to follow along with you. 5. Explain to students that you will show them a picture of something with the word under the picture. Have the students say the word. You would like for them to repeat the word, stretch it out, and say it again. “Say it fast, say it slow, say it fast.” Example: Cat – cc aa tt – Cat 6. Give students 6-8 words to practice a day as time permits. 7. Use Sound Boxes and two sided chips or beans to practice sound identification. 8. Have students push a chip or bean into a Sound Box when they hear a sound. 9. Explain to the students that phonemic segmentation will aid in reading words that they do not know. They can “sound out” what they are reading by going from the whole word to parts of the word.   TLW:   1. Listen to the reading of the story. 2. Say words along with the teacher. 3. Spell the word the Sound Boxes that are seen in the picture. 4. Spell practice words given by the teacher. 5. Slide a bean or chip into the box when each sound in the word is heard. 6. Practice sounding out words in sentences.   **Variations:**   1. Elkonin boxes can be used with more advanced readers to help them gain a further understanding of phonemic awareness and practice spelling from a synthetic phonics point of view. <http://bogglesworldesl.com/elkonin_boxes.htm> 2. **The sound box strategy can also be used to achieve additional objectives for standard 0101.1.12 such as:**    * Use letter-sound matches and structural analysis to decode grade level words.    * Use parts of words (e.g., root/base words, compound words, contractions, prefixes,  suffixes) to decode grade level words.    * Apply long and short vowel rules when decoding text.    * Use sounding out words; chunking words into smaller parts; and looking for blends,  digraphs, word families, etc. as a means of decoding unfamiliar words. |
| **THIS STRATEGY OR CONCEPT ADDRESSES THE FOLLOWING OF GARDNER’S MULTIPLE INTELLIGENCES:**   * Varying Academic Levels: uses whole group discussion to ensure full student participation * Visual learners: uses Elkonin boxes (sound boxes) with chips or beans as visual aids * Auditory learners: provides opportunity for discussion of each word to aid in the comprehension of the sounds in a word * Kinesthetic learners: allows students to experience word sounds through tactile means |

Vocabulary Words

1. Cat
2. Hat
3. Sat
4. Mat
5. Go
6. Not