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Reading Strategy Lesson Plan

Lesson: Sound Boxes- Phoneme-grapheme correspondences

Length: 20-30 minutes

Source: *Reading Rockets*: http://www.readingrockets.org/strategies/elkonin_boxes

Age or Grade Level Intended: College students/1st grade

Academic Standard(s):

English/ Language Arts:

- 1.1.4 Phonemic Awareness: Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.

Performance Objectives:

- Given a set of sound boxes and marker chips, the students will segment the beginning, middle, and ending sounds in 5 single-syllable words.
- Given a note card with 6 words written on it and a set of sound boxes with marker chips, the students will practice segmenting the individual sounds in the 6 words.
- After segmenting these individual sounds in these 6 words, the students will recognize that certain vowel and consonant sounds can be represented by different letters.

Assessment:

- To check to see that the students know how to segment the individual sounds, we could walk around the room and use a student checklist of names to mark off those who do not understand.
- To check that the students understand the newly learned vowel and consonant spelling patterns with different letters, we could have individual conferences with the students to see if they could recognize *other* words with these spelling patterns.

Advanced Preparation by the Teacher:

- Sound box sheets
- Marker chips
- Note cards
- Pencils
- Front white board
- Dry erase markers
- Checklist
- Conference word lists

Procedure:

Introduction/Motivation:

Explain sound boxes (elkonin boxes) to the class. Sound boxes can be used in the lower elementary grades to help students recognize the individual sounds that they hear and which letters correlate with that specific sound. This helps students to develop their reading abilities because it is important to learn sound-symbol correspondences in order to be able to recognize *new* words. Ask the class, “How would you segment the individual sounds in the word *night*?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Answer: /n/ /igh/ /t/. Tell the class that typically when a student is asked to write the letters that correspond with these sounds, they would write it this way: /n/ /i/ /t/. We use the sound boxes to make sure that they are hearing the individual sounds in a word. Then, once they recognize the sounds, we need to teach them the letters that go with those sounds. For this word, we would teach them the *igh* spelling pattern that correlates with the long /i/ sound in the word *night*. Then, when they read new words, such as *high*, *flight*, and *sight*, they will be able to recognize that newly learned spelling pattern that connects with that individual sound.

Theory: To help students build phonemic awareness (hearing the individual sounds in words), which will in turn help to develop reading abilities.

Step-by-Step Plan:

1. Tell the students that we are going to practice how to use sound boxes with them. Hand out the sheet of sound boxes and marker chips.
2. Explain directions: After I say the word out loud, I want you to repeat it out loud. Then, as a group, we will segment the word into its individual sounds by moving a marker chip into a box each time we hear a new sound.
3. Tell the students that their word is *hat*. Repeat the word out loud. The students say the word *hat*. **(Bloom: Knowledge; Gardner: Verbal/Linguistic, Visual/Spatial)**
4. Now, tell the students to move the marker chips as they say the sounds out loud. **(Bloom: Knowledge; Gardner: Visual/Spatial, Bodily Kinesthetic)** The students should segment the word like this: /h/ /a/ /t/.
5. Ask the students, “How many sounds are in this word?” Listen for answers. **(Bloom: Knowledge; Gardner: Visual/Spatial, Verbal/Linguistic)** Answer: 3 sounds.
6. Ask the students, “What letters would you write in each box for each of these 3 sounds?” Listen for answers. **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Answer: h a t.
7. Tell our class, a teacher could use this as a teachable moment depending on the answers you receive. If the student is not able to say/write the correct letters that correspond with these sounds, they still need help in learning the sounds of the alphabet.
8. Now, give the students another word. Tell them that their new word is *sheep*. Repeat the word out loud. The students should say the word *sheep*. **(Bloom: Knowledge; Gardner: Verbal/Linguistic, Visual/Spatial)**
9. Now, tell the students to move their marker chips as they say the sounds out loud. **(Bloom: Knowledge; Gardner: Bodily Kinesthetic, Visual/Spatial)** The students should segment the word like this: /sh/ /ee/ /p/.

10. Ask the students, “How many sounds are in this word?” Listen for answers. (**Bloom: Knowledge; Gardner: Verbal/Linguistic, Visual/Spatial**) Answer: 3 sounds
11. Ask the students, “What letters would you write in each box for each of these 3 sounds?” Remind the students that they are acting as 1st graders. Listen for answers. (**Bloom: Knowledge; Gardner: Verbal/Linguistic**) Answer: *sh ee p*, but assuming that these students are younger, they would probably say *s e p*.
12. Tell our class, this is where the teachable moment comes in: Explain to your 1st graders the 2 spelling patterns that are used in this word. *Sh* makes the /sh/ sound in the word *sheep*, and the double *ee* makes a long *e* sound in the word. If you teach this consonant digraph and/or the long vowel rule, the students will be able to read *more* words that follow these rules. Sound boxes are a great tool to use because they first focus on the individual sounds, and then there is also enough space to write the corresponding letters so that the students have a visual of how it works.
13. Now it is time for the college students to practice. Tell everyone to split into partners. Explain that they are going to practice on their own (one student will act as the teacher and one student will act as the child).
14. Pass out an index card with 6 words on it. Tell the teacher in the group to read the words out loud (do not show the student the cards). Tell them to remind their student to repeat the word out loud; then, have the student use the marker chips to segment the words; finally, have the student write the correct sounds in the correct boxes. (Draw more sound boxes if needed.)
15. Tell our class that they need to point out what they would *teach* the students if they were really working on segmenting these words. Example: For the word *broom*, one would teach the double *oo* or the *br* blend.
16. Then, tell the groups to switch roles so that both partners can practice being the teacher and the student.
17. Walk around the room to make sure that everyone understands their task.

Overview: We use two examples that our class will get to practice using sound boxes to see how they work.

Closure:

After everyone has had time to practice, bring the class back together to discuss. Review how to segment each of the words: *March, read, wish, made, broom, led*. Explain the teachable moments, such as the *ch* and *ar* in *March*. Ask the students, “What problems did you have with this activity?” Listen for answers. (**Bloom: Evaluation; Gardner: Verbal/Linguistic**) Ask the students, “What went well with this activity?” Listen for answers. (**Bloom: Evaluation; Gardner: Verbal/Linguistic**) Ask the class if they have any questions about how to use Sound Boxes in a classroom.

Enrichments/Adaptations:

Girl with ADHD: When it is time to hand out papers, I will let the girl distribute them to the class. Before moving on with the second part of the lesson, I would allow this student a chance to get up and walk to get a drink so that she can move around for a bit.

Boy with Visual Impairment: Since this student is not able to see the front board from the back of the room, I would have this student sit closer to the front. When using the sound boxes, I would make them larger on one sheet of paper and be sure to have several sheets prepared for this student.

Girl with Listening Comprehension Disability: This student has a hard time completing tasks when there are many steps explained at once. For this student, I could explain the directions for using sound boxes one at a time. First, I would tell the student to repeat the word. Then, move a marker chip into the first box for the first sound, then the second, and the third. Finally, I would explain the new spelling patterns and how it works in one word before I incorporate others.

Self-Reflection:

1. Did the students understand *why* we use sound boxes as a teacher?
2. Did the students understand that there is more than one way that a teacher could incorporate sound boxes in a classroom?
3. Were the students able to recognize how we (teachers) would create teachable moments for certain words and spelling patterns?
4. During the assessment, were the students able to correctly segment the words?
5. How could we improve this lesson? What could be better?