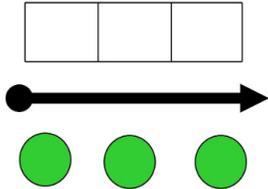


Intervention Name: Word Boxes					
Setting			Focus Area		
Whole-class	Small-group	Individual	Acquisition	Fluency	Generalization
X	X	X	X		
<p>Brief Description: Word boxes are an appropriate intervention to use with a whole class, small groups, or individual children. This intervention is intended to help with the acquisition of phonemic awareness skills. Word boxes consist of connected boxes that represent the number of sounds or distinct phonemes in a word. The words that are used in this intervention should be part of a student’s speaking vocabulary, but not necessarily their reading vocabulary. Word boxes can be used to segment the sounds in words, match letters to sounds, and spell words.</p>					
<p>Materials:</p> <ul style="list-style-type: none"> • Word box • Tokens (i.e. marbles, plastic chips) • Magnetic letters (letter-sound correspondence) • Dry erase marker and eraser (spelling) 					
<p>Procedures:</p> <ul style="list-style-type: none"> • Place the word box in front of the child and one token under each of the individual squares in the box. • The instructor models the activity for the child first. • The instructor verbally presents a word to the child (real or nonsense). • The child slides a token into the divided boxes (see above) as each sound of the target word is articulated. • Once each sound has been articulated and the tokens have been moved into the respective boxes, the child will blend the sounds together to make the word and slide a finger across an arrow below the boxes as the word is said. • Repeat for each new word. • For letter-sound correspondence: follow the same procedure, but use magnetic letters instead of tokens. • For spelling: follow the same procedure, but have the student use the dry erase marker to write the letters as the sounds are articulated. <p><i>Procedure can be modified to accommodate small group and whole class instruction.</i></p>					
<p>Theoretical Foundations: Word boxes are an extension of Elkonin’s sounds boxes (Joseph, 2000). The purpose of these boxes is to have children segment sounds sequentially (Joseph, 2000). Segmenting sounds into phonemes, or the smallest unit of sound, is a basic reading skill other reading skills build upon (Keesey et al., 2015). The ability to manipulate phonemes helps students acquire the alphabetic principle, or the knowledge that letters correspond to specific sounds, which is the basis for learning how to read (Keesey et al., 2015).</p> <p>Word boxes are an intervention that can assist with the acquisition phase of the instructional hierarchy (Joseph, 2008). In the acquisition phase, students start to learn skills and apply these skills to academic content so they can produce correct responses. In the acquisition phase, instructors can teach students how to perform certain skills though modeling, demonstrating, prompting, correcting</p>					

errors, and providing feedback. Once students acquire a skill, they can apply it in other contexts outside of the intervention. For example, if students learn that a certain set of target words are made up of individual sounds using a word box intervention, they can put other sound together to make up words not targeted by the intervention.

References

- Keeseey, S., Konrad, M., & Joseph, L. M. (2015). Word boxes improve phonemic awareness, letter-sound correspondences, and spelling skills of at-risk kindergartners. *Remedial and Special Education, 36*(3), 167-180.
- Joseph, L. M. (2000). Using word boxes as a large group phonics approach in a first grade classroom. *Reading Horizons, 41*(2), 117-127.
- Joseph, L. M. (2002). Helping children link sound to print: Phonics procedures for small-group or whole-class settings. *Intervention in School and Clinic, 37*(4), 217-221.
- Joseph, L. M. (2008). Best practices on interventions for students with reading problems. *Best Practices in School Psychology, 4*, 1163-1180.