

# Word Boxes

## Phonics

### Small Group Administration

#### Tier 2 Intervention

# Intervention Guide: Word Boxes

**Type:** Tier 2 Intervention

**Objective:** Students will increase accuracy in segmenting, blending, and decoding CVC words.

**Instructional Need:** Accuracy

**Recommended Level:** Beginning Readers (Kindergarten-Grade 1).

**Recommended Group Size:** 2-6 students

**Duration:** 4-5 times per week, 10-15 minutes per session, approximately 4-8 weeks.

**Progress Monitoring:** 3 minutes per student, 1 day every 2 weeks

## Rationale

The CCSS state kindergartners and grade 1 students will *know and apply grade-level phonics and word analysis skills in decoding words*. (CCSS.ELA-Literacy.RF.K.3, (CCSS.ELA-Literacy.RF.1.3)

▪ **Kindergartners:**

- *Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (CCSS.ELA-LITERACY.RF.K.2.D)
- *Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.* (CCSS.ELA-LITERACY.RF.K.2.E)
- *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.* (CCSS.ELA-LITERACY.RF.K.3.A)
- *Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.* (CCSS.ELA-LITERACY.RF.K.3.B)

▪ **Grade 1 students:**

- *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.* (CCSS.ELA-LITERACY.RF.1.2.B)
- *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* (CCSS.ELA-LITERACY.RF.1.2.C)
- *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).* (CCSS.ELA-LITERACY.RF.1.2.D)
- *Decode regularly spelled one-syllable words.* (CCSS.ELA-LITERACY.RF.1.3.B)

## Before Intervention

### Format

- As a Tier 2 intervention, this is designed to provide additional small group instruction to support mastery and accuracy in decoding CVC words.
  - See the *Tier 1 Mini-Lesson Guide: Word Boxes* for use with larger groups (7-18 students).

**Pre-Assessment**

- Review universal screening data to identify students who are below grade-level target on a nonsense word or decodable word fluency assessment.
  - Recommended FAST assessments: earlyReading Nonsense Words or Decodable Words. For example, select children for intervention who are at ‘some risk’ and ‘high risk’ on either of these assessments.
  - If needed, identify unknown and known letter sounds based on earlyReading Letter Sounds assessment.

**Duration**

- 4-5 times per week for 10-15 minutes until the student(s) attain appropriate accuracy level in reading CVC words (approximately 4-8 weeks).

**Prepare Materials**

- *Lowercase Letter Cards* for each student
- *Word Box Template* with sheet protector for each student
- *CVC word list*

**Daily Lesson Plan**

- Introduce 1-2 unknown/target letters each week and review 3-5 known letters each week using the prepared word lists. If previously taught sounds are not yet known, include sounds again in the activity the following lesson(s).
  - The prepared *CVC word lists* (1-24) available in the materials can be used for each lesson in sequence to teach CVC words.
  - Recommended sequence for teaching unknown letters/sounds: a, m, t, s, i, f, d, r, o, g, l, h, u, c, b, n, k, v, e, w, j, p, y, x, q, z

**Progress Monitoring**

- 1 day every 2 weeks, 3 minutes per student (approximately 4-8 weeks)
- Assessment options
  - FAST earlyReading Nonsense Words or Decodable Words assessment
  - AUTOREading (an automated, computer administered assessment).
  - May also opt to use other paper/pencil assessments available in your curriculum or classroom assessment materials.

## Intervention Procedures

### Prepare Materials

1. Ensure all materials are prepared prior to beginning intervention procedures.

### Explain the activity

2. Explain the activity by providing the objective and what the activity includes (this step can be shortened when students become familiar with the activity).
  - ***“Today you will learn how to break a word into its sounds and then we will put the sounds together to make words. This is important to learn because it will help you read and write words easier. For this activity, we will review some letters and their sounds and then we will put those sounds together to make words with the help of the letters.”***

### Review

3. Review and teach chosen set of letter names/sounds to students using explicit instruction (may skip step when letters are learned).
  - Hold the letter card to the class and say, ***“This letter is \_\_\_ and it makes the /\_/ sound. What sound does it make?”***
    - If correct, say ***“Good, \_\_\_ makes the /\_/ sound.”***
    - If incorrect, say, ***“No, this is the letter \_\_\_ and it makes the /\_/ sound. What sound does \_\_\_ make?”***

### Model the Activity

4. Model the activity by saying the first word (use a word with one of the unknown letters in initial sound and a vowel as the middle sound) and stating the sounds in the word. Have students observe you without using their own letters.
  - ***“I want you to watch what I do for this first word. The first word is \_\_\_\_\_. I hear the /\_/ sound first in the word \_\_\_\_\_. I know that the letter \_\_\_ makes the /\_/ sound so I am going to put the letter \_\_\_ in the first box. The second sound I hear is /\_/. I know that the letter \_\_\_ makes the /\_/ sound so I am going to put the letter \_\_\_ in the second box. Finally, the third sound I hear is /\_/. I know that the letter \_\_\_ makes the /\_/ sound so I am going to put the letter \_\_\_ in the third box.”***
    - When needed, tell students that some words may be made-up words but the words can be pronounced the same way as real words.
5. Say each sound individually by pointing at the letters. Then, blend the sounds together to read the whole word slowly while running your finger underneath the word.
  - ***“/\_/, /\_/, /\_/ make the word \_\_\_\_\_.”***
6. After building the word, the ‘say it move it’ activity will be completed in which the letters will be moved to the line below under the boxes.
  - ***“Now I am going to put the letters on the line below the boxes in order “I will move***

*each letter and say it, /\_/.../\_/.../\_. Now I will use my finger below each letter and say the word fast, \_\_\_\_."*

7. Ask students to repeat the word while you move your finger across the letters.

- *"Now I want you to say the word while I move my finger across the word. /\_/../\_/../\_"*

### Provide Guided Practice

8. Say the second word and provide guided practice on how to use the word boxes sheet.

- *"Let's do the next word together. Our second word is \_\_\_\_\_. What sounds do you hear in the word \_\_\_\_\_?"*
  - If students respond correctly say, *"Good, we hear the /\_/, /\_/, and /\_/ sounds in the word \_\_\_\_\_."*
  - If incorrect say, *"No, I hear the /\_/, /\_/, and /\_/ sounds in the word \_\_\_\_\_. What sounds do you hear in \_\_\_\_\_?"*
- *"Now we will build the word in our boxes. I hear the /\_/ sound first in the word \_\_\_\_\_. I know that the letter \_\_ makes the /\_/ sound so I am going to put the letter \_\_ in the first box. The second sound I hear is /\_/. I know that the letter \_\_ makes the /\_/ sound so I am going to put the letter \_\_ in the second box. Finally, the third sound I hear is /\_/. I know that the letter \_\_ makes the /\_/ sound so I am going to put the letter \_\_ in the third box. /\_/, /\_/, /\_/ make the word \_\_\_\_\_."*

9. Then, have the students place the letters below the word on the line and complete the "say-it-and-move-it" activity one time.

- *"Now we will each put our letters on the line below the boxes in order. Then, place each letter in the box while saying the word slowly, /\_/.../\_/.../\_. Now we will use our finger below each letter and say the word fast, \_\_\_\_\_."*

10. Continue to build 4-6 more words as a group, providing feedback when needed using steps 7 and 8. Keep a running list of words built on the board.

- Say, *"Now we will build 6 more words together."*

### Provide Independent Practice

11. Once the students successfully complete the task with sufficient modeling, give the students an opportunity to build words with the letters in the lesson by saying a word and then have them build the word using their materials. Make sure that words selected have the target sound in the initial, middle and end position of words, if possible.

- *"Now you will build three words by yourself. I will say the word, then you will build the word on your board. I will come check with each of you to see if you have the correct word. Then, we will move on to the next word."*

### Accommodations

- For a simplified approach with students who need additional phonemic awareness skill building, use counters/chips when beginning to teach each word and then switch to the magnetic letters when the students are ready. See phonemic Awareness intervention for small groups.
- For additional support, provide a picture above the sound boxes or on the board of the word being worked on (e.g., if building the word cat, place a picture of a cat on the board).
- If it is challenging for students to stay on task when using their own word box template and letter cards, consider having students participate chorally while making the words as a group on the board.
- Include letter sounds that are currently being taught during core instruction as target letter sounds during the intervention.
- Digraphs can also be taught using this intervention if students need a higher level of modeling in comparison to the modeling procedures for the *Word Mix Up Intervention*. Incorporate sh, ch, and th after students have learned all letter sounds.

### Intervention Extensions

- To add a writing component to the intervention, use small white boards with dry-erase markers for each student instead of the word sheet template and have students write out the letters as you build the words.
- If there is additional time, create sentences or find short story passages with the words used in the session to provide generalized practice for students. Write the sentences or phrases on the board, read them to the students, and have students read sentences chorally.
- Have students think of other words that have the target sound in the word and have the student say the word and figure out what place in the word the target sound is at.
- Add in an activity that involves onsets and rimes of the words made for the lesson. With the list of words, underline words that have the same rime or the same onset.