

ELKONIN BOXES

Elkonin Boxes Cut and Paste, 3 Levels

23
PAGES





Three skills, every skill a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

- 1 Read the plan page cold if you have to**
The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written. The stage directions in the lighter type are for you, not for the class.
- 2 Pick a level per student, not per class**
Level 1 is a picture, tinted boxes and nothing extra. Level 2 adds one extra letter to one word's own strip. Level 3 drops the picture entirely — the printed word is the only prompt. Nobody's page says which level it is: the dots on the name line are the only code, and they are for you.
- 3 A box is not a letter, it is a sound**
Skills 1 and 2 use short-vowel words where every letter is its own sound, so a letter tile and a sound tile are the same thing — but say SOUND when you talk about the boxes, not letter, so the skill stays phonemic awareness and not just spelling.
- 4 The cut strip is reversed on purpose**
Every word's own strip of letters is printed in reverse order, never the order they are glued in. A student who glues the strip left to right without saying the word first will get it wrong every time — that is the listening check, not a printing mistake.
- 5 Write the data on the plan page**
The data box sits at the bottom of every plan page rather than on a separate sheet nobody fills in.

If you only do one thing

Start with Skill 1 even for a student who already knows letter sounds. Segmenting a 3-sound word in order is what makes the 4-sound blend words in Skill 2 possible at all.





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture or word, the student will glue one letter into each of three numbered boxes, one per sound, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Cat has three sounds: /c/ /a/ /t/. The boxes tell you how many sounds to listen for.”

Say cat slowly, holding up one finger for each sound.

“Say the whole word, then say it again slowly — listen for every SOUND, not every letter.”

“The first box gets the first sound, the last box gets the last one. The strip is NOT in that order — you have to listen to know where each letter goes.”

THE THREE LEVELS



Tinted boxes, three letters, nothing extra — the tint shows which box is which.



No tint; one strip carries a fourth letter already in play, so counting pieces instead of listening is wrong.



No picture, word only: read it, say each sound, glue the letters.

IF A STUDENT IS STUCK

- Glues the strip in order without saying the word — cover the strip and ask for the word, sound by sound, first.
- Hears the sounds but glues the wrong box — say the word again, pointing to box 1, 2, 3 as each sound is said.
- Cannot segment past the first sound — stretch the word like a rubber band, then ask what they heard last.

TRY IT IN THE ROOM TODAY

Clap once per sound while lining up — cat, sun and pig are each three claps.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



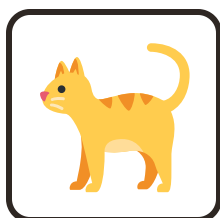
SOUND BOXES: 3-SOUND
WORDS

NAME

DATE



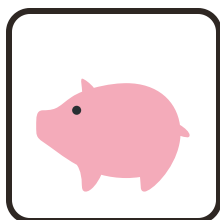
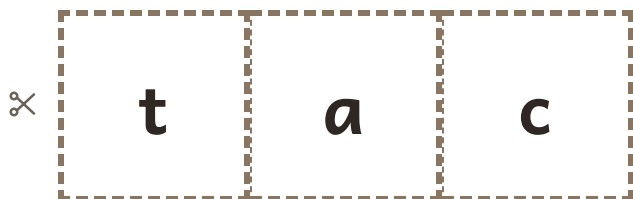
 Say the word slowly. Glue one letter in each box for each sound.



1

2

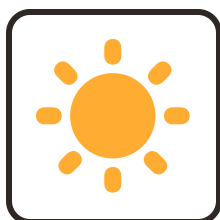
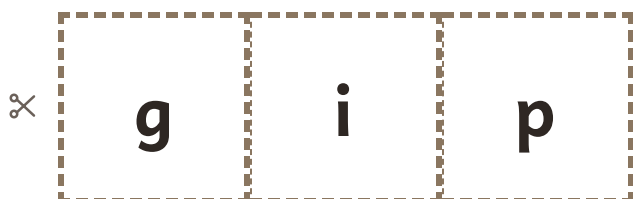
3



1

2

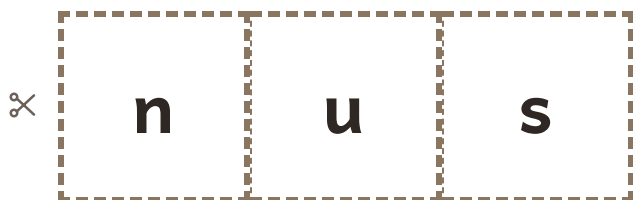
3



1

2

3



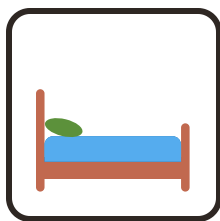
SOUND BOXES: 3-SOUND WORDS



NAME

DATE

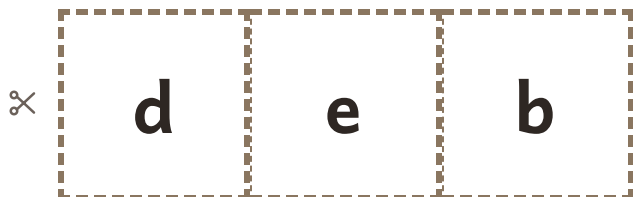
 Say each word slowly. Glue one letter in each box — one strip below has an extra letter.



1

2

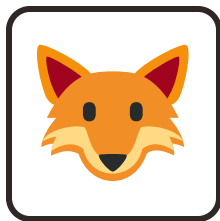
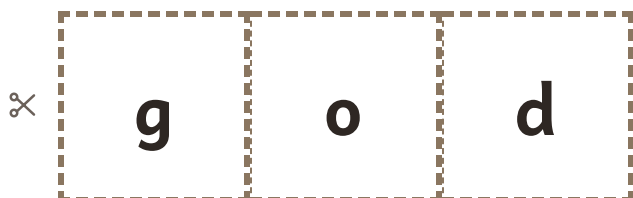
3



1

2

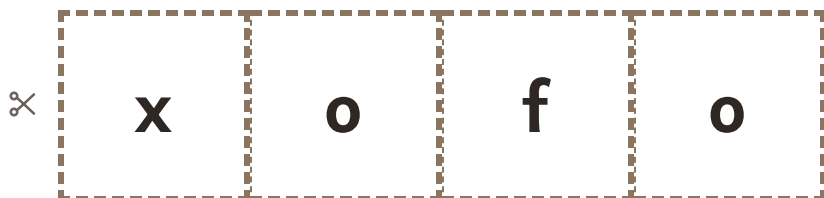
3



1

2

3



SOUND BOXES: 3-SOUND
WORDS

NAME

DATE



 Read the word. Say each sound slowly. Glue one letter in each box.

mat

1

2

3



t

a

m

log

1

2

3



g

o

l

bug

1

2

3



g

u

b



SOUND BOXES: 4-SOUND WORDS

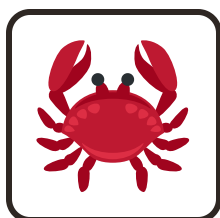


NAME

DATE



 Say the word slowly. Glue one letter in each box for each sound.

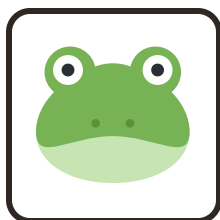
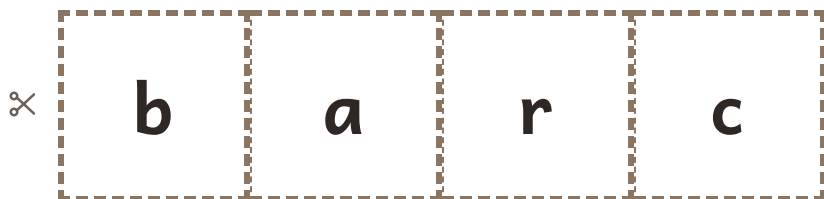


1

2

3

4

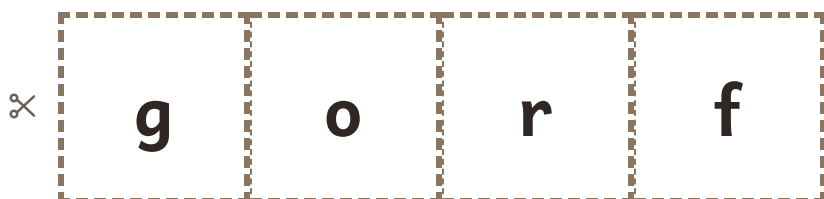


1

2

3

4

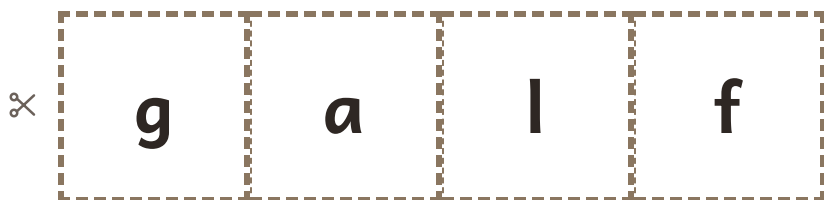


1

2

3

4



SOUND BOXES: 4-SOUND WORDS



NAME

DATE



 Read the word. Say each sound slowly. Glue one letter in each box.

tent

1

2

3

4



t

n

e

t

crab

1

2

3

4



b

a

r

c

drum

1

2

3

4



m

u

r

d



NAME

DATE



Say each picture. Glue it in the house for how many sounds it has.

3 SOUNDS



4 SOUNDS



ANSWER KEY — SOUND BOXES



Each word is listed with its letters in the correct spelling order, left to right — the order the boxes expect, not the order the cut strip prints them in. Every answer was recomputed from the same data that draws the page.

Sound Boxes: 3-Sound Words

Level 1 cat c-a-t · pig p-i-g · sun s-u-n

Level 2 bed b-e-d · dog d-o-g · fox f-o-x (extra: o)

Level 3 mat m-a-t · log l-o-g · bug b-u-g

Sound Boxes: 4-Sound Words

Level 1 crab c-r-a-b · frog f-r-o-g · flag f-l-a-g

Level 2 drum d-r-u-m · sled s-l-e-d · nest n-e-s-t (extra: d)

Level 3 tent t-e-n-t · crab c-r-a-b · drum d-r-u-m

Why the strip is reversed

Reading the strip left to right would hand the answer over without any listening at all. Reversing it means a student has to say the word and find the sound, not just copy the strip in order.



Noor P. is an invented student — nothing on this page describes a real child. This is Sound Boxes: 4-Sound Words, Level 2, filled in correctly, so you can see exactly what a finished page looks like before any student touches one. This example shows 2 of this level's 3 words, chosen so the extra-card case is visible — the blank page (page 10) has all 3.

	1	2	3	4
	d	r	u	m
✂	m	u	r	d

	1	2	3	4
	n	e	s	t
✂	t	s	e	n

How to read it

Noor P. glued every box correctly: drum (d-r-u-m), nest (n-e-s-t). One extra “d” card is left over, uncut, in nest’s own strip, because every box in that word was already filled. Every letter here comes straight off this level’s own data — the same data that drew the page and the answer key (page 16).

Why the cut strip is reversed

Reading a strip left to right is never the order the boxes expect — every strip above is the word’s own letters printed backwards. A student has to say the word and listen for each sound before gluing, not just copy the strip in order.



THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If it saved you an hour, it worked.

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