

Facilitating Word Recognition and Spelling Using Word

Boxes and Word Sort Phonic Procedures

Description: The use of Word Boxes and Word Sort Phonic Procedures uses well-established behavioral principles such as modeling, repeated exposures, & reinforcement, to teach phonemic awareness and spelling. Three students with mild mental retardation participated in the experiment. Results showed that the use of Word Boxes and Word Sort Phonic procedures increased performance compared to baseline data gathered in reading and spelling. The participants ranged from age nine to ten. This intervention has two parts, the first consisting of the use of Word Boxes to teach the student 10 words based on certain word sounds and the achievement level of the participant, the second part of the intervention involves the use of Word Sort Phonic Procedures to separate the words into three different categories.

Materials:

- A marker or chalk board.
- A writing utensil to be used on the type of board that is available.
- Ten index cards.

Preparation:

- Choose ten words based on student's grade level.
- Write ten words on individual index cards.
- Make Word Box based and counters based on word phonemes.

Steps:

Word Box

- **Step 1:** Say word while placing counter into each section of Word Box for each phoneme.
Ex: H/ A/ T/
- **Step 2:** Next have student replace each counter with corresponding phoneme while articulating each phoneme.
- **Step 3:** The student then writes each phoneme while in each Word Box section while articulating sound.

Word Sort

- First lesson teacher models the procedure for the student, the student then repeats the Word Sort Procedure.
- **Step 1:** Three category words are placed across the table in front of the student.
- **Step 2:** Instructor points to each category word and says it, the student then repeats the word.
- **Step 3:** The teacher then shuffles the deck of 10 category words, then placing the category word under its proper sound category.
- **Step 4:** The student repeats the third step.

References:

Joseph, L. M. (2002). Facilitating Word Recognition and Spelling Using Word Boxes and Word Sort Phonic Procedures. *School Psychology Review*. 31(1). 122-129.