

-up and -um Words: Picture Sound Boxes

1 / 7

Say what the picture is. Then put one tile in a box for each sound you hear.

1

Adult says the word slowly, stretching each sound.
Mmm-aaa-p.

2

Kid puts a sound tile in a box for each sound they hear.

3

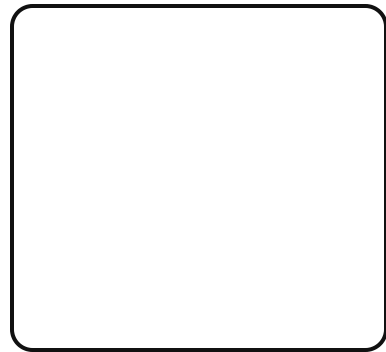
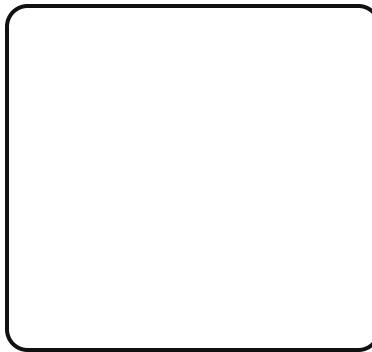
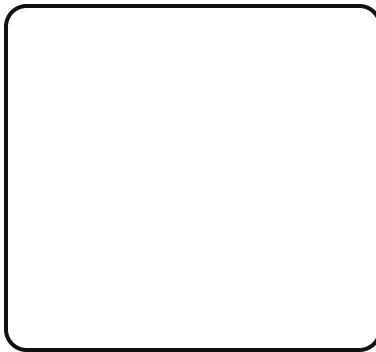
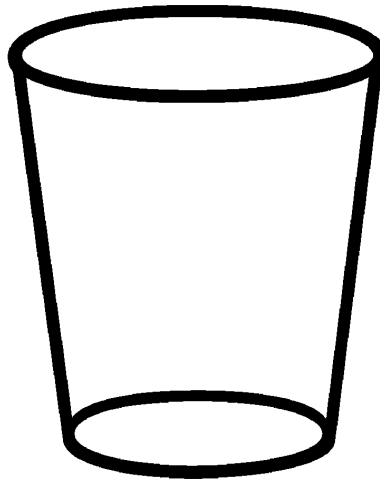
Kid touches each dot and says that sound on its own.

4

Kid sweeps along the arrow and blends the sounds.

5

Kid takes the tiles off and writes the word, saying each sound.



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2 / 7

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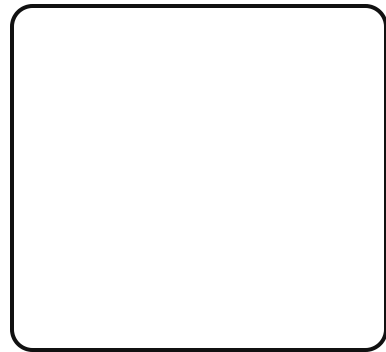
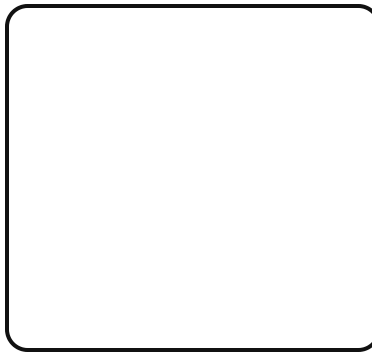
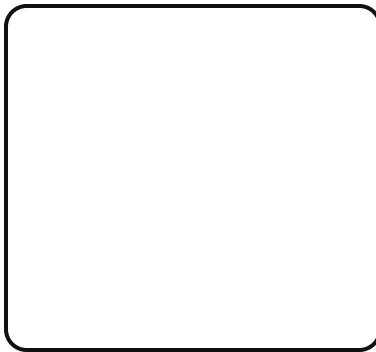
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3 / 7

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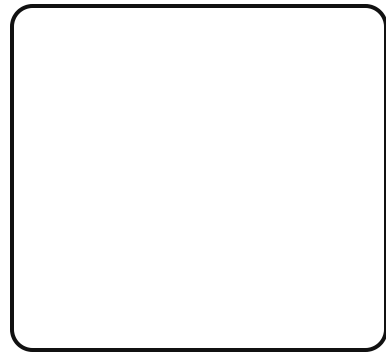
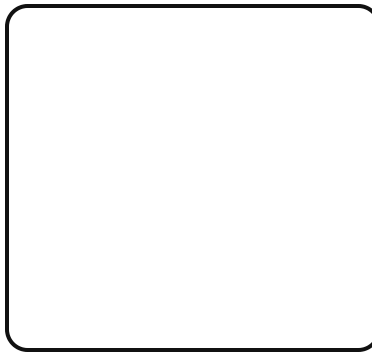
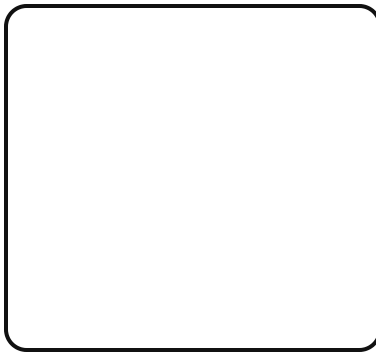
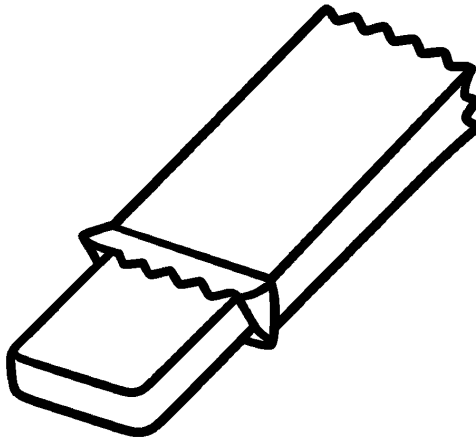
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-up and -um Words: Picture Sound Boxes

4 / 7

Say what the picture is. Then put one tile in a box for each sound you hear.

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-up and -um Words: Sound Tiles

5 / 7

Cut these out. They are every sound the pictures in this pack need, and nothing else.

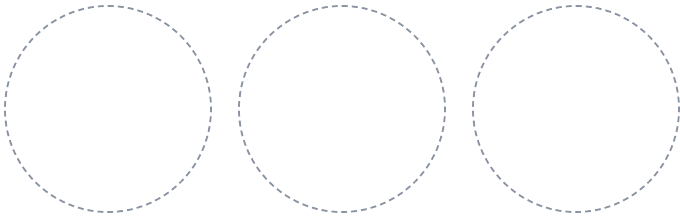
✂ **Consonants** One tile is one sound. Cut them out and keep them in an envelope.



✂ **Vowels**



✂ **Counters** For the stage before letters — one counter per sound. Colour them in before you cut.



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-up and -um Words: Picture Sound Boxes Answer Key

6 / 7

For the grown-up. Each picture, the word it is, and the sounds in it.

1



cup

c | u | p

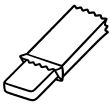
2



pup

p | u | p

3



gum

g | u | m

4



hum

h | u | m



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Elkonin Sound Boxes: How to Use Them

7 / 7

For the grown-up. Ten minutes, one word at a time — tonight's word from school, from a story, or your child's own name.

One box for each sound — not each letter

fish



Four letters, **three sounds**. **sh** is one sound, so it takes one box. English does not let you count sounds by counting letters — which is exactly why the boxes help.

Do it together — five steps

1. **Adult** says the word slowly, stretching each sound. Mmm-aaa-p.
2. **Kid** puts a sound tile in a box for each sound they hear.
3. **Kid** touches each dot and says that sound on its own.
4. **Kid** sweeps along the arrow and blends the sounds.
5. **Kid** takes the tiles off and writes the word, saying each sound.

You are in every session. Step 1 is the whole scaffold — your child cannot pull a word apart into sounds until they hear it pulled apart. Say it again, slower, whenever they stall. Never spell it for them.

Worth knowing

- **No letters yet? Use the counters.** Same five steps, one counter per sound, no spelling. That is where a four-year-old starts.
- **Green to red.** The dots and the arrow are the direction the word is read — first sound on green, last on red.
- **Count sounds, not letters, to pick the page.** *up* → 2. *ship*, *rain* → 3. *frog* → 4. *stamp* → 5.
- **Two letters can be one sound.** *sh*, *ch*, *th*, *ck*, *ee*, *ai* and the doubles (*ll*, *ss*, *ff*) each take one box.
- **There is no q tile.** *q* never works alone — use *qu*. It says two sounds, /k/ and /w/, and most teachers keep it in one box.
- **x is two sounds**, /k/ and /s/. Let the *x* tile straddle two boxes, or use *k* and *s*.



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