



## **Project: EBS (ELKONIN Boxes Strategy)**

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### **ABSTRACT**

This study sought to determine the importance of effective teaching practices in handling nonreaders through Elkonin Boxes Strategy in teaching reading. Through learning onsets and rimes, the learner learns new words by recognizing similarities between words. The drawback of this approach required extensive memorizing of the onset, rimes, and word family and word patterns. Phonics is important and a great factor in learning how to read as blending sounds is the start of reading simple words.

The respondents of the study are the Grade 3 learners of Tuyan Central Elementary School. Continuous Improvement (CI)-based research methodology was employed in this study which follows three (3) stages such as assess, analyze and act.

Result of the English Reading Kit Assessment Test, revealed that there was a decrease of 20.80% from 39.28% frustration readers. Therefore the intervention has a good effect towards the increase in reading level of the learners, the PHIL-IRI result indicated that the EBS Strategy implies a decrease of pupils in the frustration level from 67.85% to 45.65%; an increase in instructional level from 20% to 30.02% and increased number of independent readers from 12.15% to 15.33%. There is an increase of the proficiency level of diagnostic pre-test result held last June and the first quarter examination result from 22.69% to 52.33%. Interview results from the teachers, pupils and parents disclosed that Elkonin Boxes Strategy lead to positive effect towards enhanced reading performance among learners.

### **1. School Problem - Assess Stage**

#### *Step 1 Get Organized (GO)*

##### *Background*

Tuyan Central Elementary School is located in Tuyan, Philippines. Established on 1960, it has served as a cornerstone of education in the community, nurturing generations of students. The school likely has a rich history of academic excellence and community involvement, contributing to the development of its students and the region.

The difficulties of the learners in reading cvc-words and simple basic sight words during the English Reading Kit Evaluation caught the interest of the researcher. 60% of learners encountered difficulties in blending sounds as they cannot even recognize phonics sounds. Learners who don't know how to read tend to have low self-esteem and may affect his/her performance in the class. It draws them to have a lack of interest in class activities and hesitate to answer seat works as they don't understand what they write. According to Katherine Patterson 2009, "It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."

It is not rare that most of the learners have difficulties in reading. The teacher in these critical stages of the children should be passionate enough to handle the kids to prepare them. In connection to this, the teacher should know first the problems and difficulties of the children in reading or shall we say the hindrances that should be solved to break it.

It is very evident in the result of the English Reading Kit (ERK) evaluation and Diagnostic Test Result conducted in the first week of June indicates that a reading program should be given to address the learners before taking the Early Language Literacy and Numeracy Assessment (LAPG).

This study aims to unlock the difficulties of the learners in reading through Analogy Strategy of phonetic approach. If learners could recognize sounds, it's easier for them to blend the sounds and eventually read longer words. Starting to learn how to read arouses the interest of the learners and builds self-confidence.

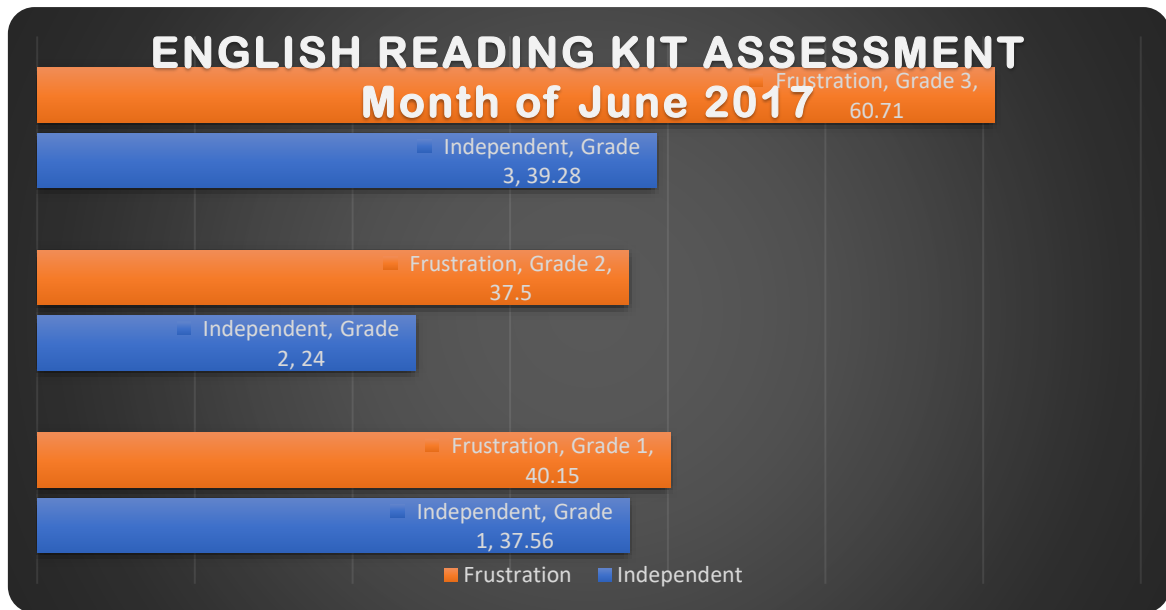


Figure 1: English Reading Kit Assessment for the Month of June 2017

The figure above shows the English Reading Kit assessment result held last June, 2017 from grade 1-3. It implies that the population of the grade 3 learners have the high rate of frustration readers.

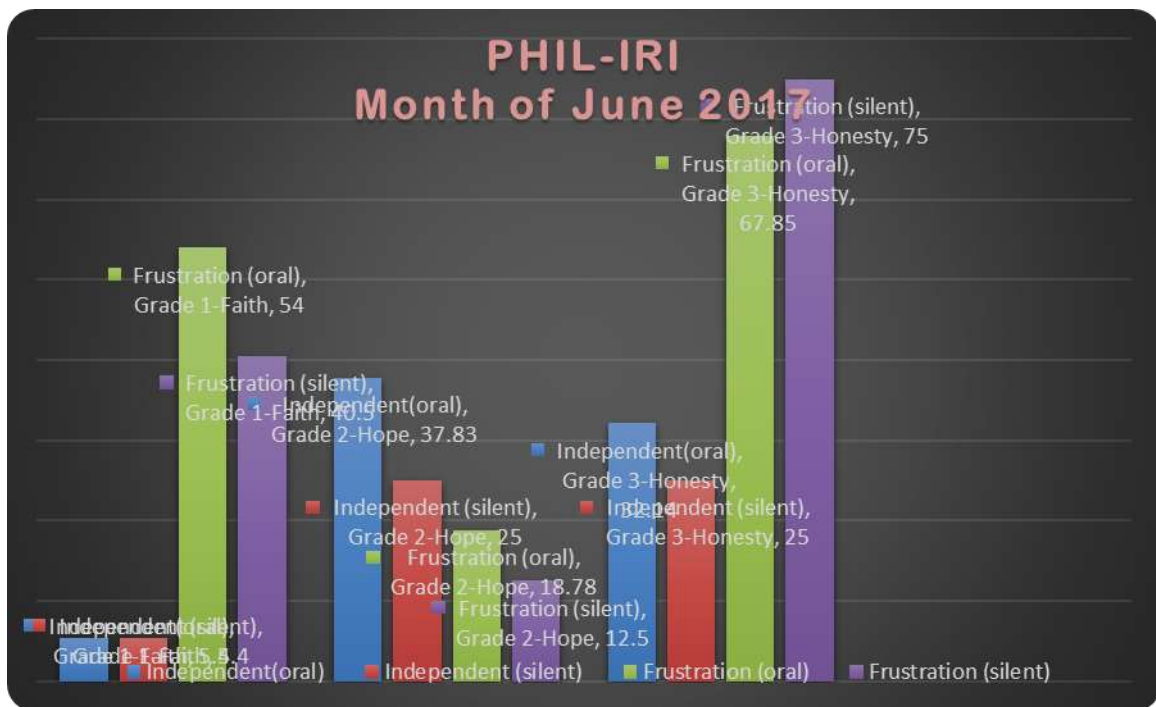


Figure 2: PHIL-IRI Test Results conducted in June 2017

The Results of PHIL-IRI form grade I-III shows that grade III has the highest rate of frustration readers both in oral and silent reading among the grade levels

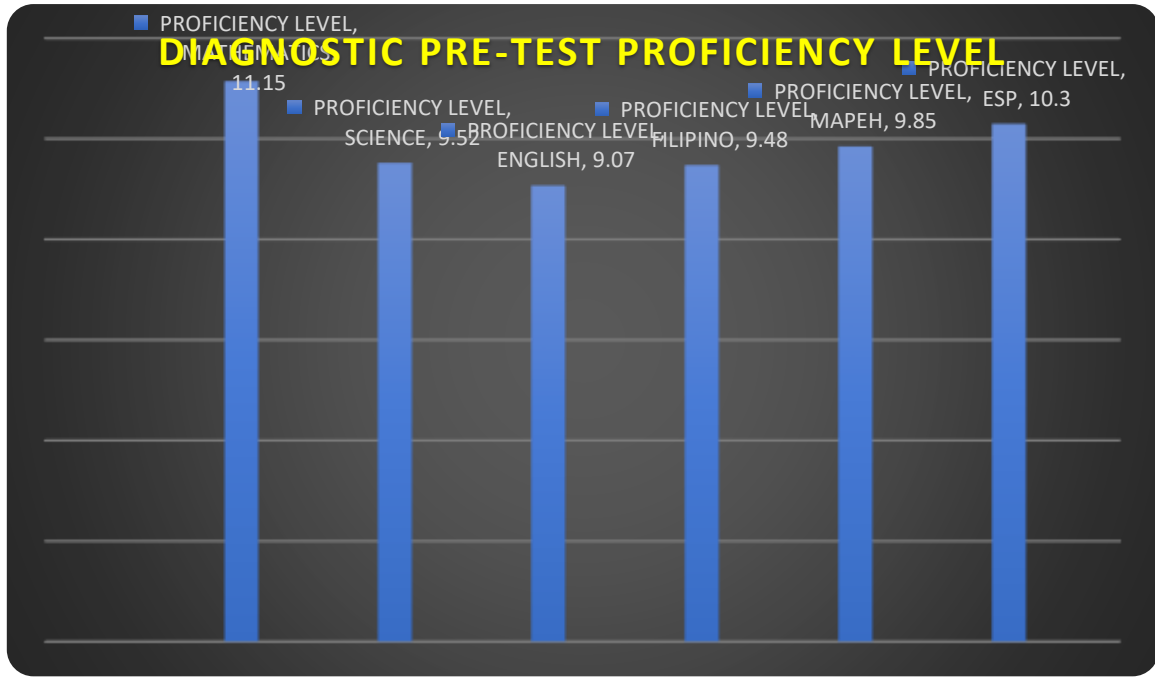


Figure 3: Diagnostic Pre-Test Proficiency Level

Based on the diagnostic pre-test proficiency level, it implies that English has the lowest proficiency level in the result. The learners got low score specifically in the reading comprehension part of the test.

**Step 2 Talk with the Customer**

VOC of Pupils, GPA and SGC gathered via one on one interview and FGD

LEARNERS	TEACHERS
“Daghan ko mahibalo an kung magbasakomaoganhankomobasa”	“Mas-kilisod ang panginabuhi sa uban ginikanan, ila jud gipa-eskwela ilang anak para dili mapareha sa ilaang kahintang sa umaabot nga panahon.”
“Ang pagbasa sa mga words kay tsada.”	
“Kapoyan ko ug basa mao dili ko ganahan mobasa.”	“Kulang ug pagtagad ug follow-up sa balay kay walay time ang mga ginikanan maong galisod ang mga bata sa pagbasa.”
“Nag basa ko permi kay maka bright kung kahibalo ko mo basa.”	
“Dili ko kasabot sa akong maestro maong dili ko ganahan mobasa.”	
“Ganahan nako magbasa pagmakasugod ko ug basa. Dili nako ganahan mo unding ug basa.”	“Todo suporta ang ubang ginikanan para makabalo ang ilang mga anak nga mo basa maske kulang ang ilang mga reading materials.”
Tsada kayo makahibalo ug basa pero mag libog ko sa tingog sa mga letra.”	“Ga pabasa ko sa akong mga estudyante una ko magsugod sa klase sa buntag ug sa hapon para ilang matiman-an ang mga phonics sounds ug dali ra dayon sila makabasa kung magpa-individual reading remediation kotaga-hapon.”
“Dili ko kabalo mo basa kay dili ko kabalo unsaon pagbasa.”	“Nay mga bata nga maskegalisod ug basa naningkamot jud sa pagbasa kay nay interest sa ilahang kaugalingon.”
“Galisod jud ko ug basa mao kapoyan ko mo-tuon ug basa.”	
“Maayo mo tudlo ang akong maestra mao ganahan ko mo tuon pagbasa.”	

“Sige ra ko ug dula sa eskwelahan ug pag-abot sa balay mao wala koy gana mo basa.”	“Busy ang mga ginikanan sa pagngiita ug kwarta o pag panginabuhi mao dili walay panahon sa ilang mga anak sa pagfollow-up sa balay.”
Permi ra ko suguon ni Mama ug Papa sa balay mao ng dili ko ka praktis ug basa.	Dili pa master angmgabatasa phonics sounds maomalisod pa silaugbasa. Dili pud gapaminaw mao ng dakong pasensya ang kinahanglan para sila makabalo mo basa.
Tabangan ko ni Mama magbasa kung wala siya’y trabaho.	
Dili ko ga study sa balay kay magbantay man ko sa akong manghod.	
Panalagsa ra ko makabasa sa balay kay grabe kayo kasaba da alayim . Daghan tao perme	Ang uban bata walay interest mobasa kay kulangang motivation sa mga ginikanan kay busy man sila.
Ganahan kayo ko kay tabangan man koni teacher para makabasanako.	
Dako ang tingog ni teacher mao masabtan nako dayon iyang gipangtudlo saamo.	Ang mga Mama kay maglisod sa pagbasa maong dili motudlo sa ilang anak o walay panahon sa pagtudlo sa balay tungod sa nanginabuhi sila.

**Table 2: AFFINITIZING THE VOICE OF THE COSTUMER (VOC)**

	LEARNERS	TEACHERS
<b>Home Related Concerns and Issues</b>	Walay magtudlo nako sa balay kaysi Mama ug Papa kay kapuyan na sila magtudlo kay trabaho man sila tibuok adlaw.”	“Maski lisod ang panginabuhi sa uban ginikanan, ila jud gi paeskwela ilang anak para dili mapareha sa ila ang kahimtang sa umaabot nga panahon.”
	“Panalagsa rako makabasa sa balay kay grabe kayo kasaba sa balay namo. Daghan tao perme.”	“Ang mga Mama kay maglisod sa pagbasa mao ng dili mo tudlo sa ilang anak o walay panahon sa pagtudlo sa balay tungod sa na nginabuhi sila.”
	“Sige rako ug dula sa eskwelahan ug pag-abot sa balay mao wala koy gana mo basa.”	“Busy ang mga ginikanan sa pagngiita ug kwarta o pagpanginabuhi mao dili walay panahon sa ilang mga anak sa pagfollow-up sabalay.”
	“Permi rako suguon ni Mama ug Papa sa balay mao ng dili ko ka praktis ug basa.”	“Todo suporta ang ubang ginikanan para makabalo ang ilang mga anak nga mobasa maske kulang ang ilang mga reading materials.”
	“Dili ko gastudy sa balay kay magbantay man ko sa akong manghod.	“Kulang ug pagtagad ug follow-up sabalay kay walay time ang mga ginikanan mao ng galisod ang mga bata sa pagbasa.”
	Tabangan ko ni Mama magbasa kung wala siya’y trabaho.”	
	“Gatudluan ko ni Kuya ug ate sa balay mao ng ganahan kayo ko mo basa sa balay.”	

<b>Desire to learn, read and know more words</b>	“Daghan ko mahibaloan kung magbasa ko mao ganahan ko mobasa.”	“Gapabasa ko sa akong mga estudyante una ko mag sugod sa klase sa buntag ug sa hapon para ilang matiman-an ang mga phonics sounds ug dali ra dayon sila makabasa kung magpa-individual reading remediation kotaga-hapon.”
	Ang pagbasa sa mga words kay tsada.	
	Nag Basa ko permi kay makabrig kung kabaloko mo basa.”	“Gapasalamat ko sa Gino okay nay mga bata nga interesado kayo mo basa maske galisod sila sa pagbasa.”
	“Tsada kayo makabaloug-basa. Nalingaw kayo ko.”	
	“Dagahan kayo konalearnpagkabalonomobasa.”	
<b>Teacher to Student Rapport</b>	“Maayo motudlo ang akong maestra mao ganahan ko motuon pagbasa.”	“Gapaspellingkosamgabatataga-semana para mas mahinomdomanugakongmatan-aw kung naa bay improvement sabata.”
	“Ganahan kayo ko kay tabangan man koni teacher para makabasanako.”	
	“Maske hinayang volume satingog ni teacher masabtan nako dayon iyang gipangtudlo sa amoa.”	
	“Tsada kayo makabaloug-basa. Nalingaw kayo ko.”	
	“Dagahan kayo konalearnpagkabalonomobasa.”	
<b>Reading Difficulties</b>	“Dili kokabalomobasakaydilokokabalounsaonpagbasa.”	4”0% saakongmgaestudyanteangmga non-readers.”
	“Galisodjudkougbasamaokapoyankomotuonugbasa.”	

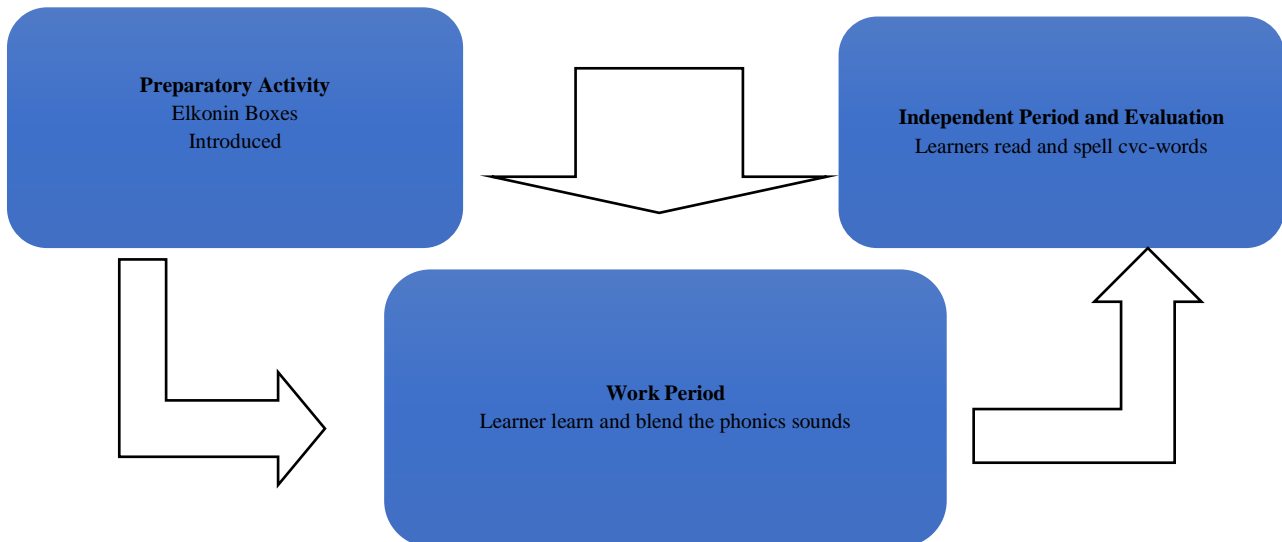
Figure IV. Showed the Affinities result of the Voice of the Customers

The above voice of the customers indicates that there is really an existing problem in our school that needs to be properly addressed in order to increase the reading performance of our pupils in Tuyan Central Elementary School.

**Step 3 Walk the Process**

**Current SIPOC and Process Mapping**

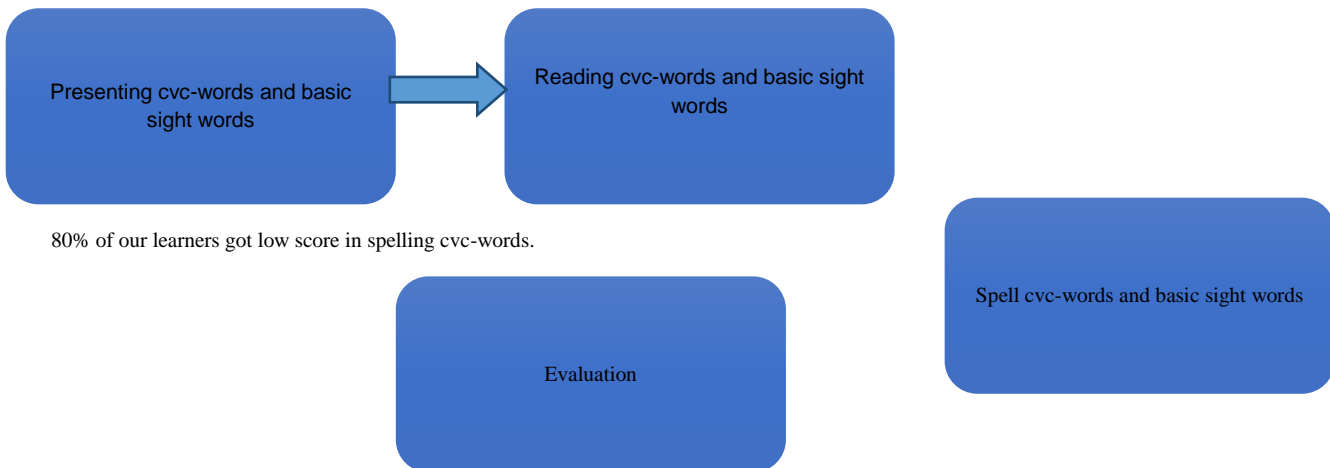
SUPPLIERS	INPUT	PROCESS	OUTPUT	COSTUMER
TEACHER/ ADVISER	Elkonin Boxes Chart Phonics sounds and cvc- words worksheets manipulatives	Elkonin Boxes Game (phonemic awareness)	The learner could blend, read cvc-words and read some basic sight words  Improved reading skills	10 non-readers of grade III in Tuyan Central Elementary School



**Situating the Clouds**

60% of our pupils could not read and identify phonics sounds.

40% of our pupils could not spell simple cvc-words.



80% of our learners got low score in spelling cvc-words.

Broad and vague Statement	Narrow Focus
Phonics sounds recognition problem	15 out of 27 learners of Grade 3 in Tuyan Central Elementary School have the difficulty in identifying phonics sounds and segmenting of sounds
Difficulty in identifying phonics sounds	
Difficulty in spelling	
Difficulty in segmenting sounds	

Table 3: Focused Problem Statement

**Step 4 Identify Priority Improvement Plan**

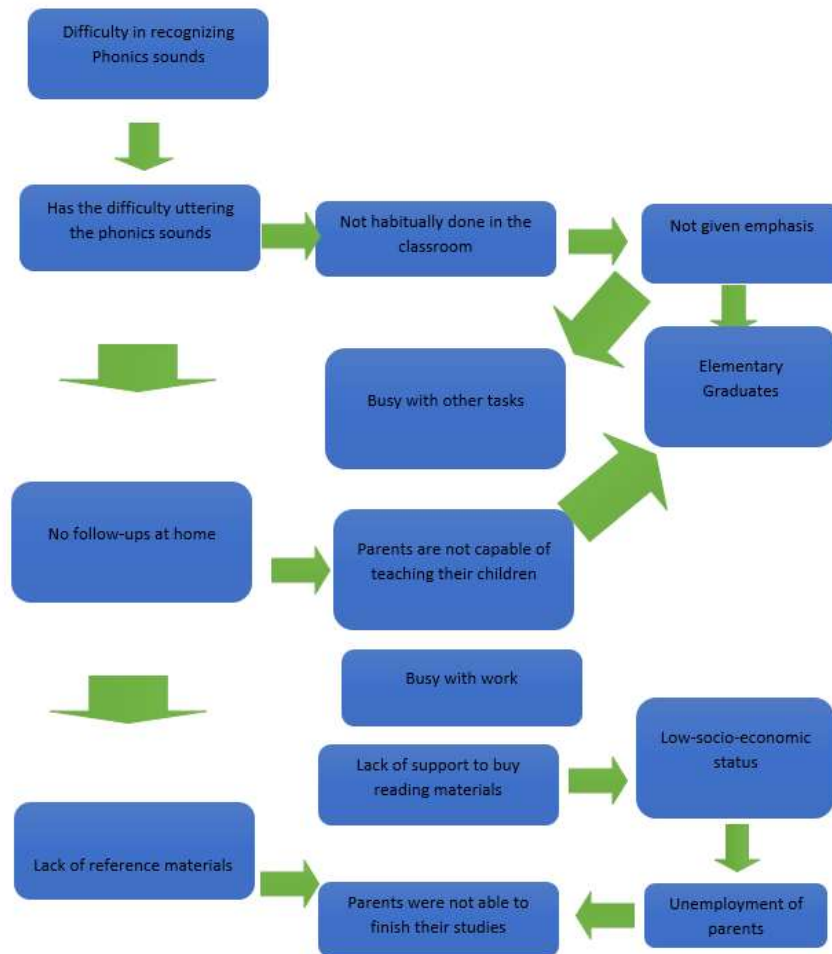
The interest of this study is to find solutions on how to increase the reading performance of Grade 3 learners in Tuyan Central Elementary School. Specifically, this study aims to answer the following questions:

1. What is the most effective way to improve the reading performance of our grade 3 learners?
2. What will be the effect of using Elkonin Boxes Strategy to the reading performance of our grade 3 learners?

**II. Research Process**

*Stage II. Analyze Stage*

*Step 5 Do Root Cause Analysis*



**An analysis using Why-why Diagram**

A big number of non-readers has many factors as shown in the root cause analysis, it only signifies that the problem at hand was very significant. It needs solution so that a new program will be introduced and implemented in school.

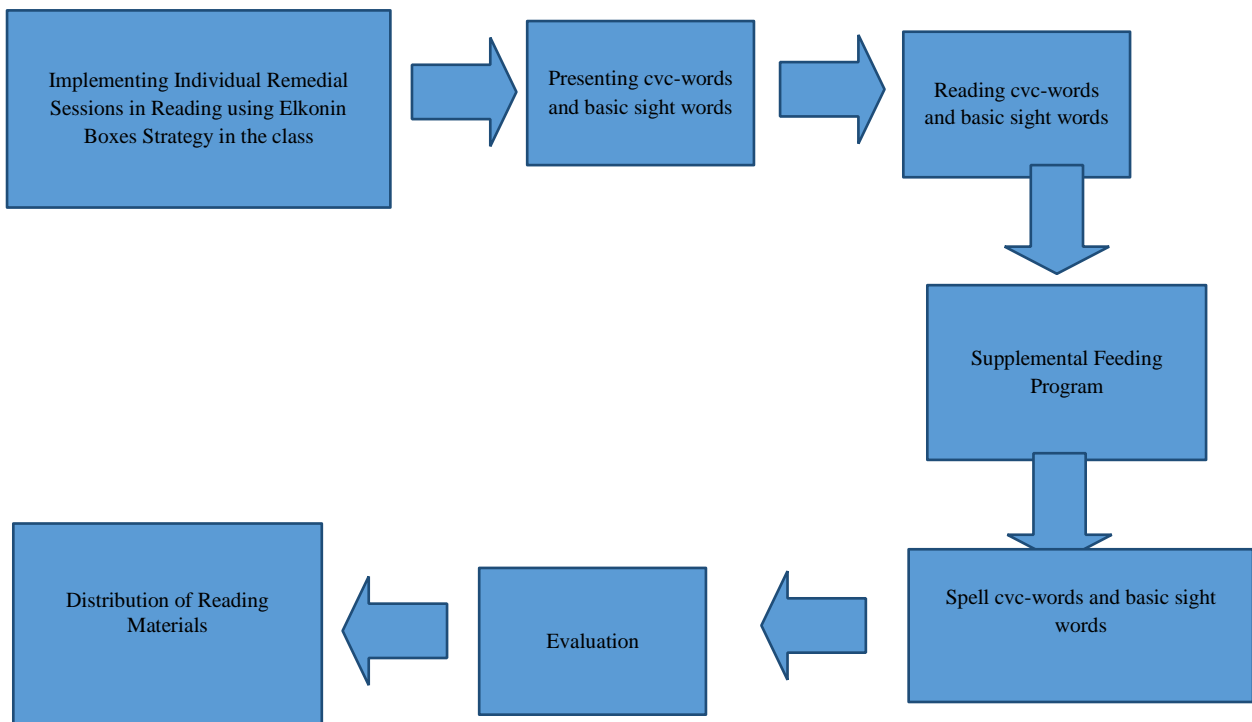
**Step 6 Develop Solution**

The problem of the Grade III-pupils when it comes to identifying the phonics sounds and segmentation of sounds were observed during the first week of June. The teacher and school head noticed that 11 pupils out of 28 pupils could hardly identify the phonics sounds and well as the segmentation of sounds.

Through this observation, the researchers decided to use Elkonin Boxes Strategy of Phonemic Awareness to support the problem of the pupils' in identifying phonics and segmenting of sounds in order for them to read short sound words.

According to Katherine Patterson 2009, reveals in her book that some of our learners do not 'sound out' words and instead relies on visual 'what the word looks like' or 'whole word' recognition approaches they are reading the 'wrong way'. The child is just focusing on the picture which catches his/her attention. The students lack the phonologic processing print. Some of them have Poor Phonemic Awareness: The learner isn't aware of the sound structure of language and can't recognize and manipulate sounds within words he needs direct phonemic awareness training. The child utters different sound instead the print one. There are also who have Choppy Sounding Out / Unable to Blend Smoothly: The learner 'chops' or segments sounds apart as they sound out they need instruction so they learn how to smoothly blend sounds together. Students prolong the beginning sounds before they can say the last sound. Some tend to have Improper Directional Tracking. The student frequently processes letters out of order it indicates they have not developed necessary left to right tracking. Tracking errors are commonly associated with 'whole word' errors. Sometimes the learners attempt to sound out but say sounds out of order. Sometimes they tend to utter the sound from right to left

**SIPOC Future State**



**STEP 7 Finalize Action Plan (GANTT CHART)**

PRIORITY IMPROVE	Problem	Proposed solution	Activities/Task	Persons Involved	Timeline	Budget
			Pre-Implementation Stage			



MENT AREAS	The Grade III Pupils has difficulty in identifying phonics sounds and cannot read well resulting to their low scores in English Reading Test Assessment.	The use of Elkonin Boxes Strategy for the Phonemic Awareness my Grade III pupils.	Assessment on the high rate of non-readers	School Head	June 2017-	
			FGD/Interview with the pupils, parents and SGC	School Head		
			Organization of the CI Team	CI Team Members		
			Propose an Intervention Plan	Teachers		
			Implementation Stage			
			Orientation of Parents	School Head	June 2017- Sept.2017	
			Conduct of Remedial Reading Classes	Teachers		
			Individual conference with the parents	Parents		
			Follow-up at home through home visitation	Pupils		
			Home visitations	Pupils		
			Post- Implementation Stage			
			Year-end reading assessment	School Head	September 2017	
			Planning for re-implementation of the strategy	Teachers		

Figure V. Showed the Finalize Action Plan Using the Gantt chart

#### IV Data Collection and Analysis

##### Stage III Act Stage

##### Finalize Action Plan

##### Step 8 Pilot Solution

After the implementation of the remedial sessions using Elkonin Boxes Phonemic Awareness Strategy it was found out that the learners started to develop their phonological awareness and began to segment sounds to form words, phrases and simple sentences.

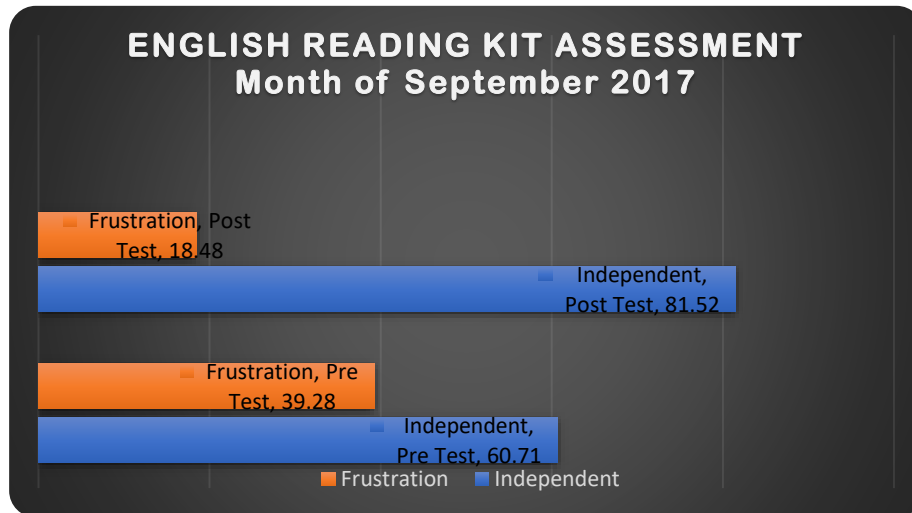


Figure 8: Comparative Result of English Reading Kit (ERK)

The comparative results above show that there is an enormous improvement of the percentage of grade-3 pupils' non-readers in reading independently. In four months' time the percentage of learners in grade-3 who are in frustration level decreased from 39.28% down to 18.48%. Using Elkonin Boxes strategy is an effective tool that uplifts the interest of the learners and motivates them to read.

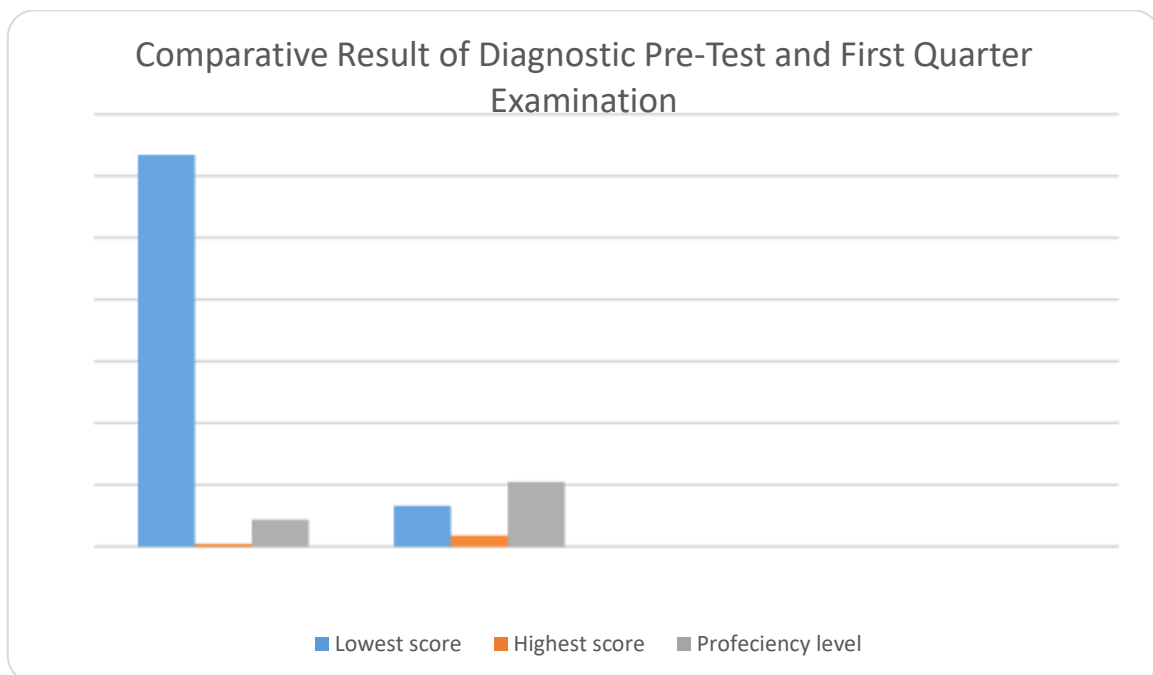


Figure 9: Comparative Result of Diagnostic Pre-Test and First Quarter Examination in English

Based on the comparative result above there is an increase of the proficiency level in English between diagnostic pre-test and first quarter examination. It implies that the reading skills of our grade 3 learners increase.

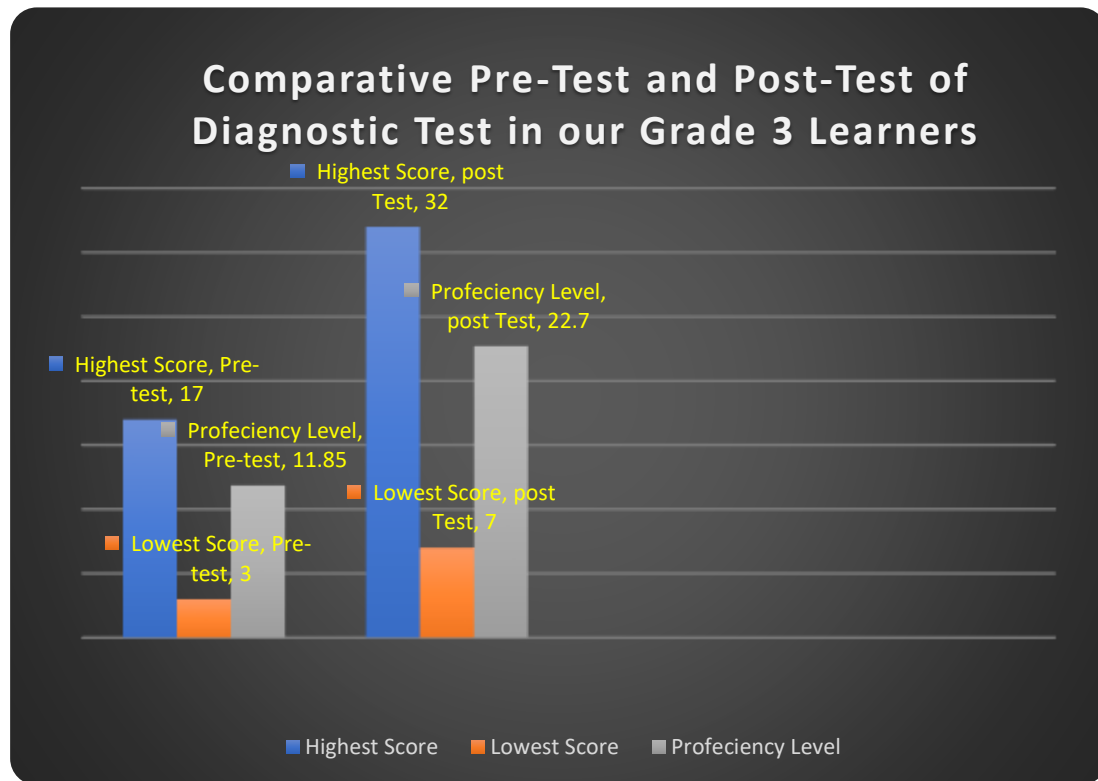


Figure 9: Graphical presentation of the Comparative Phil-iri Pre-Test and Post Test

Based on the comparative results, it was found out that there is an effective increase on our learners' performance regarding their reading skills. Based on the pre-test and post-test of diagnostic tests of our learners there is an increase of the proficiency level from the pre-test to post test. From 11.85 proficiency level in the pre-test increases to 22.7 in the post test. There is an increase of 10.85 in the proficiency level as well as the lowest score decreased from 3 to 7. It implies that the strategy being used is an effective tool to increase the reading performance of the learners.

#### ***VOC with the Pupils***

- Ganahannakomobasabalaymaski busy ako mama.
- Ganahannakomoeskwelakaynindot kayo ang pagtudlo sa among maestro.
- Excited nakopermisaklaseuglabinasapagbasakaubansi teacher.
- Dili nako motago pagpabasahonko san akong mama.
- Daghan na akong mabasa kay gapaminaw man kokamaam.
- Kabalo nako mobasa kay gitabangan man ko sa akong maestra.

#### ***VOC with the Teachers, Parents and GPTA***

- Nagpasalamat mi kaykabalnamobasaakonganak.
- Malipayon na jud among bata ug sige na ug basa sa balay.
- Dakokaayongtabangang maestro kaymakabalonaakonganakugbasabahalagginagmay.
- Nagpasalamatkookaydilinalisodangpag follow-up saakongnaksabalaykaykabalnamansiyamobasa.

Based also from the voice of the customer (VOC) of pupils, teachers and parents, cooperation using the Elkonin Strategy significantly contributes to the increase in the reading performance rate of our grade 3 learners in Tuyan Central Elementary School. The program must be continued and supported by our School Governing Council (SGC) to help increase and eliminate non-readers' pupils in this institution.

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## IV. FINDINGS

After comparing the result of the English Reading Kit Assessment and Phil-Iri Post Test, the researcher found out that there was an improvement in the reading skills of the learners with the use of Elkonin Boxes Strategy.

The respondents recognize phonics sounds and they start to blend the phonics sounds that help them to read cvc-words as well as basic sight words. You will see the progression of the child by their first quarter exam result in English compared to their diagnostic pre-test result.

The parents encourage their children to learn reading by the reading materials lend to their children. Pupil's Interest in reading was aroused and they were excited to learn more in school.

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## CONCLUSION

The intervention plan taken by the researchers was successful. There is great improvement in the reading skills of our non-reader pupils. They recognize phonics sounds and read cvc-words independently. There is a great development of the reading performance as well as the reading interest of our learners.

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## RECOMMENDATION

Based on the analyzed data, the researcher decided to continue the intervention plan on using Elkonin Boxes strategy in phonological awareness to eliminate non-readers in our school. This successful intervention could be applied in all levels in elementary. This can be also used by the other schools who are having the same problem.

An assessment should be done to check if there is a continuous progress of the learners or not. Continued monitoring of the program will help the researcher, teachers and pupils engaged in the study. Reading habits at home should be monitored also by their parents and teachers.

### Step 9 Roll out Solution

With the positive result in this study, Elkonin Boxes Strategy will be still implemented in our school continuously to have 0% of non-readers rate.

### Step 10 Checking Progress

Continue the same intervention for the Grade 1-2 learners to see if the same result will be achieved starting October 2017. This intervention can also be used by other schools who are having the same problem when it comes to reading.

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## V. PROFESIONAL REFLECTION

As researchers, we learned that the learners are more interested in learning phonics sounds if they are given not only our attention, colorful reading materials but more importantly different techniques and strategies that will catch their attentions. Today's generation embraces new technologies as they give much time in playing computer games and spending much time with their peers. If there is no/less follow-up at home, the child could hardly learn how to read. Reading is the beginning of learning new things and the stepping stone to develop their skills in different field. As educators, we have to make use of every available materials to make the learning fun. We do believe that reading is the foundation of a broader learning.

We were not quite sure if we can make this research on time at first but we made it. There were sleepless nights and tiring days but we never give up for my learners. They become our inspiration to pursue our goals with them. Our worries and our tiring days vanish as I strongly believe that God is my great strength. God gives us knowledge and wisdom and never leave us alone.

As a teacher, I learned to manage our time well. Teaching is not all about talking in front of the class. It is all about touching the lives of each young learner. Being a teacher, we extend our patience with no end as we have many roles and responsibilities. We are the second mother of the children and capable for their development. Teaching is really challenging profession, we do not just impart knowledge to our learners but we help them mold their characteristics. Our learners should be handled with barrel of patience and with our deepest understanding. We have great impact in their growing development.

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## REFERENCES

### A. Books

- Elkonin, D. B. (2001). Elkonin Boxes: APhonological Awareness Strategy
- Gore, A. (2006). An Inconvenient Truth: How children Learn to Read
- Patterson. K. (2009). Teaching Children Worth Reading

### B. Websites

- <http://books.google.com>
- <http://strategy.phonologicalawareness>
- <http://strategy.phonicsinterventions.elk>

## Appendix A

### CI PROJECT PROPOSAL

PROJECT TITLE	PROJECT: EBS (ELKONIN BOXES STRATEGY)		
PROPONENT	WENDELYN A.SASAN SHENNA MARIE PEPITO JOSE DARWIN VIRTUSIO JOHN PAUL ENDAB	JUNE – AUGUST 2017 JUNE - AUGUST 2017 JUNE - AUGUST 2017 JUNE - AUGUST 2017	
BACKGROUND AND RATIONALE	It is observed in our grade 3 class that almost half of our pupils are non-readers or has frustration level in their reading performance. The low reading performance of our learners are due to many factors: lack of reference materials,not habitual done in the class, and no follow-ups at home,  We, the researchers are doing our best to motivate our learners to arouse their interest in reading and to eliminate non-readers among our learners.		
OBJECTIVES	<ul style="list-style-type: none"> <li>• Increase attendance rate of pupils</li> <li>• Increase participation rate</li> <li>• Increase parents participation in school</li> </ul>		
PROJECT SCHEDULE	STAGE	SCHEDULE	RESOURCES NEEDED
	ASSESS	JUNE 2017	Reading Progress Chart
	ANALYZE	JUNE- JULY 2017	
	ACT	July 2017	
Funding Source	Source	Schedule	Amount
	None	None	None
Prepared by:  WENDELYN SASAN SHENNA MARIE PEPITO JOSE DARWIN VIRTUSIO JOHN PAUL ENDAB CI-FACILITATOR	Endorsed by:  WENDELYN SASAN SHENNA MARIE PEPITO JOSE DARWIN VIRTUSIO JOHN PAUL ENDAB TEACHER III	Reviewed and Recommend ed by:  Ma. Lucia C. Coronado  School Principal	Approved:  Alberto S.Aurestilla Educator Prog.Supervisor

## Appendix B

**PART I. INFORMATION SHEET**

- Title of CI-Based SBM Action Research: PROJECT: EBS (Elkonin Boxes Strategy)
- Name of author:Wendelyn A.Sasan
- Indicate the designation and contact address of the Researcher: School HeadandTeacher at Tuyan Cental Elementary School
- Introduction
  - It is observed in our grade 3 class that almost half of our pupils are non-readers or has frustration level in their reading performance. The low reading performance of our learners are due to many factors: lack of reference materials, not habitual done in the class, and no follow-ups at home,

We, researchers are doing our best to motivate our learners to arouse their interest in reading and to eliminate non-readers among our learners.

- Aims of the study

The study aimed to lessen and eliminate non-readers among our pupils in Taglimao Elementary School

- Participation and selection

The respondent of the study are the grade 3 learners ofTaglimao Elementary School

- Voluntary Participation

You may or may not participate in the study.

**PART II. CERTIFICATE OF CONSENT**

Instruction: Please sign inside the box.

1. I approve that I fully understand the information given to me by the researcher for the above study and I have/had the opportunity to ask questions to the researcher.
2. I understand that my participation in this study is voluntary and that I am free to withdraw at any time without prejudice.
3. I agree to take part in the study sincerely/seriously.
4. I agree to the interview/focus group discussion/consultation being audio or picture documented.
5. I understand that while information gained during the study or may be published, my personal identity with the result would remain confidential.

\_\_\_\_\_  
Name and signature of participant \_\_\_\_\_  
Date

\_\_\_\_\_  
Name and signature of researcher \_\_\_\_\_  
Date

*Necessary if the pupil/learner/participant is below 18 years old or needs parent consent.*

\_\_\_\_\_  
Name and signature of parent/guardian \_\_\_\_\_  
Date

**Appendix C**

**Instrument Used**

**INTERVIEW QUESTIONNAIRE (Pupils)**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Part 1: Please check the box of your appropriate responses.

1. Do you know how to read?
 

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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2. Do you like to read?

YES  NO

3. Do you like to learn more in reading?

YES  NO

4. Are your parents encourage you to read at home?

YES  NO

Part 2: Please write your answers on the blank.

1. Why do you like to read? Why you don't like?

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2. Are you having hard time in reading? Why?

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3. Do they give time in helping you to study?

**Appendix D**

**Sound (Elkonin) Box Mats**

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