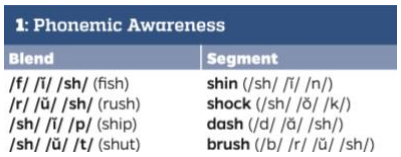
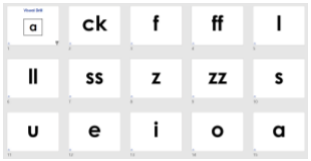
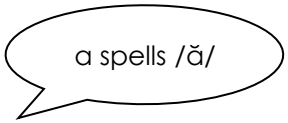
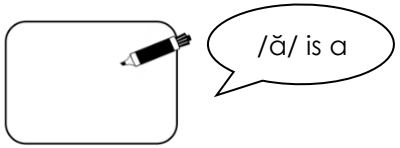
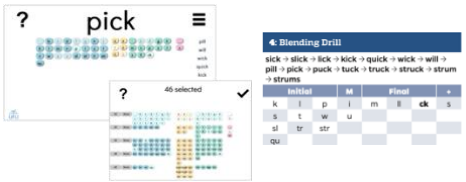
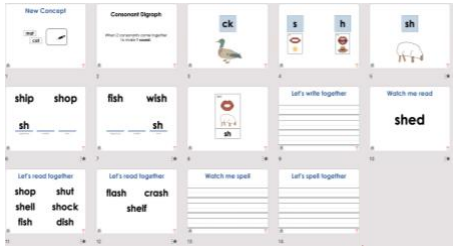
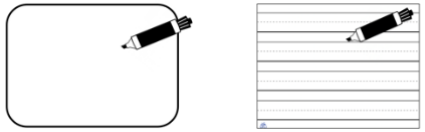
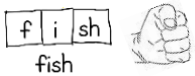
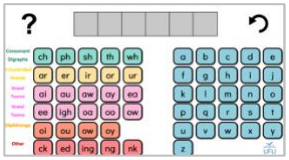
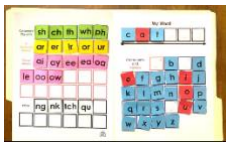
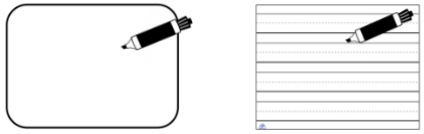
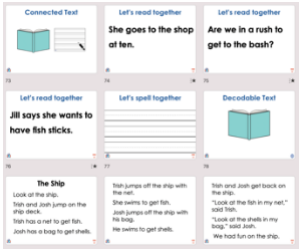
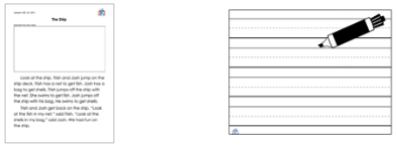
Lesson Planning & Implementation Support

Day 1			*See pages 23-29 of the UFLI Foundations Teacher Manual*
Step	**Teacher Materials**	**Student Materials**	**Preparation and Instructional Notes**
Step 1: **Phonemic Awareness** (approx. 2 min)	Lesson Plan  **1: Phonemic Awareness** **Blend**: **/f/ /ĭ/ /sh/** (fish); **/r/ /ŭ/ /sh/** (rush); **/sh/ /ĭ/ /p/** (ship); **/sh/ /ŭ/ /t/** (shut) **Segment**: **shin** (/sh/ /ĭ/ /n/); **shock** (/sh/ /ŏ/ /k/); **dash** (/d/ /ă/ /sh/); **brush** (/b/ /r/ /ŭ/ /sh/)	N/A 	*Blending:* Teacher segments, or breaks apart, word into individual phonemes (/sh//ŏ///p/). Students chorally blend the phonemes to form a word (shop). Warm up for decoding (reading). *Segmenting:* Teacher orally presents a word (shin). Students repeat word and chorally segment into individual phonemes (/sh//ĭ//n/). Warm up for encoding (spelling).
Step 2: **Visual Drill** (approx. 3 min)	Lesson Slides  a, ck, f, ff, l, ll, ss, z, zz, s, u, e, i, o, a	N/A  a spells /ă/	Begin by reviewing/modeling procedure. Teacher presents selected grapheme. Students respond by saying the name of the letter or letter combination followed by its sound ("d spells /d/", "sh spells /sh/"). Reinforces grapheme-phoneme correspondences.
Step 3: **Auditory Drill** (approx. 5 min)	N/A /ă/	Whiteboard/marker or paper/pencil  /ă/ is a	Begin by reviewing/modeling procedure. Teacher says sound (/ă/). Students form the letter or letter combination while saying the sound ("/ă/ is a"). Reinforces grapheme-phoneme correspondences. Teacher should model blendable sounds.
Step 4: **Blending Drill** (approx. 5 min)	UFLI Blending Board App (browser) & Word Chain provided  pick Blending Drill sick → slick → lick → kick → quick → wick → will → pill → pick → puck → tuck → truck → struck → strum → strums	N/A /s//n//ă//k/ snack	Begin by reviewing/modeling procedure. Teacher presents words with previously taught concepts using the word chain provided. Students read words chorally. Prepare the Blending Board app in advance. A Blending Board Tutorial is available.

Step 5: **New Concept** (approx. 15 min)	Lesson Slides  	Whiteboard/marker or paper/pencil  Spelling Strategies:  	Use the Lesson Slides to introduce a new concept. Introduction should include: • discussion of placement and example words • articulatory gesture • letter formation practice, as needed • word reading and spelling with new concept (modeling, guided practice) For spelling, use Elkonin Boxes or Pound-and-Sound phoneme segmentation strategies.

Day 2		*See pages 29-33 of the UFLI Foundations Teacher Manual*	
Step	**Teacher Materials**	**Student Materials**	**Preparation and Instructional Notes**
Step 5: **Review** (3 min)	Lesson Slides	N/A	Briefly review new concept introduced during Day 1 using abbreviated New Concept review slides.
Step 6: **Word Work** (approx. 6 min)	UFLI Word Work Mat App (browser) 	**or** Individual Manipulatives Letters 	Use the UFLI Word Work Mat (Beginner or Intermediate) or use individual manipulative letters/tiles to guide students through word work activity. Word work provides students with decoding and encoding practice targeting the new concept introduced in the previous step.
Step 7: **Irregular Words** (approx. 6 min)	Lesson Slides 	Whiteboard/marker or paper/pencil 	Use Lesson Slides to review and introduce irregular words. Students practice reading and spelling irregular words, or words that do not follow common grapheme-phoneme correspondences. Discuss irregular parts of the word as the part(s) that must be learned "by heart."
Step 8: **Connected Text** (approx. 15 min)	Lesson Slides  	Whiteboard/marker or paper/pencil *Optional:* Printed student copies of decodable passage/text 	*Sentences:* (1) Teacher presents sentences for students to read. (2) Teacher dictates sentence(s) for students to spell. *Decodable Text:* Students read connected passage or text. *See Decodable Text Guide*. Reinforces students' generalization of decoding and encoding skills to a meaningful context.