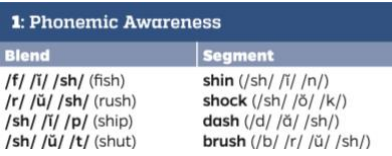
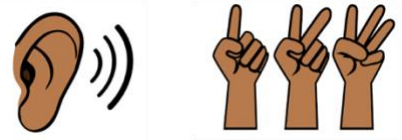

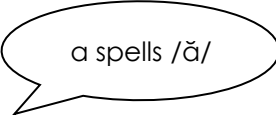

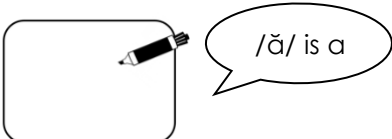



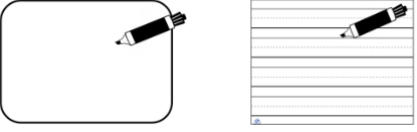



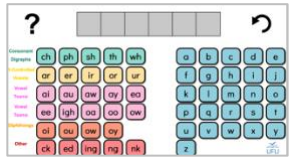

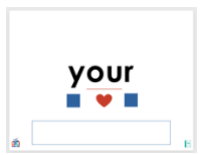
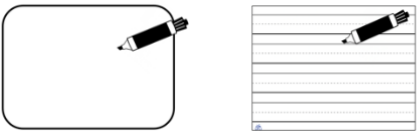


Lesson Planning & Implementation Support

Day 1			
Step	Teacher Materials	Student Materials	Preparation and Instructional Notes
Step 1: Phonemic Awareness (approx. 2 min)	Lesson Plan 	N/A 	<p><i>Blending:</i> Teacher segments, or breaks apart, word into individual phonemes (/sh//ō//p/). Students chorally blend the phonemes to form a word (shop). Warm up for decoding (reading).</p> <p><i>Segmenting:</i> Teacher orally presents a word (shin). Students repeat word and chorally segment into individual phonemes (/sh//ī//n/). Warm up for encoding (spelling).</p>
Step 2: Visual Drill (approx. 3 min)	Lesson Slides 	N/A 	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 	Whiteboard/marker or paper/pencil 	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 	N/A 	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.

See pages 23-29 of the UFLI Foundations Teacher Manual

<p>Step 5: New Concept (approx. 15 min)</p>	<p>Lesson Slides</p> 	<p>Whiteboard/marker or paper/pencil</p>  <p>Spelling Strategies:</p> 	<p>Use the Lesson Slides to introduce a new concept. Introduction should include:</p> <ul style="list-style-type: none"> • discussion of placement and example words • articulatory gesture • letter formation practice, as needed • word reading and spelling with new concept (modeling, guided practice) <p>For spelling, use Elkonin Boxes or Pound-and-Sound phoneme segmentation strategies.</p>
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Day 2 *See pages 29-33 of the UFLI Foundations Teacher Manual*

Step	Teacher Materials	Student Materials	Preparation and Instructional Notes
<p>Step 5: Review (3 min)</p>	<p>Lesson Slides</p>	<p>N/A</p>	<p>Briefly review new concept introduced during Day 1 using abbreviated New Concept review slides.</p>
<p>Step 6: Word Work (approx. 6 min)</p>	<p>UFLI Word Work Mat App (browser)</p> 	<p><u>or</u> Individual Manipulatives Letters</p> 	<p>Use the UFLI Word Work Mat (Beginner or Intermediate) <u>or</u> 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.</p>
<p>Step 7: Irregular Words (approx. 6 min)</p>	<p>Lesson Slides</p> 	<p>Whiteboard/marker or paper/pencil</p> 	<p>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."</p>
<p>Step 8: Connected Text (approx. 15 min)</p>	<p>Lesson Slides</p> 	<p>Whiteboard/marker or paper/pencil</p> <p><i>Optional:</i> Printed student copies of decodable passage/text</p> 	<p><i>Sentences:</i> (1) Teacher presents sentences for students to read. (2) Teacher dictates sentence(s) for students to spell.</p> <p><i>Decodable Text:</i> Students read connected passage or text. See <i>Decodable Text Guide</i>.</p> <p>Reinforces students' generalization of decoding and encoding skills to a meaningful context.</p>