



Lesson Step Pocket Reference

A note from the authors:

This pocket reference is designed to provide at-a-glance support for teachers who are getting started with UFLI Foundations.

We strongly encourage all teachers to read pages 6-36 in the UFLI Foundations manual for a comprehensive overview of how to implement the program.

To access our free online resources, see the UFLI Toolbox: ufliteracy.org and the UFLI YouTube channel: youtube.com/@ufliteracy

Suggested Schedule for a 2-Day Lesson

Step	Time
Day 1	
Step 1: Phonemic Awareness	2 minutes
Step 2: Visual Drill	3 minutes
Step 3: Auditory Drill	5 minutes
Step 4: Blending Drill	5 minutes
Step 5: New Concept	15 minutes
Day 2	
Step 5: New Concept (review)	3 minutes
Step 6: Word Work	6 minutes
Step 7: Irregular Words	6 minutes
Step 8: Connected Text	15 minutes

Day 1 Preparation Checklist

- Review the guidance for Steps 1-5 on pp. 23-28 in the UFLI Foundations manual.
- Read the lesson plan and preview the slide deck.
- Prepare the Blending Board.
- If applicable, have the grapheme card(s) ready to add to the Sound Wall.
- Have dry erase boards and markers ready for students to use in Steps 3 and 5.

● Step 1: Phonemic Awareness

Time: 2 minutes

Purpose: Practice blending and segmenting phonemes to warm up for decoding (reading) and encoding (spelling).

Procedure:

- Blending Phonemes (1 minute)
 - Teacher presents individual phonemes; students blend phonemes to form word
- Segmenting Phonemes (1 minute)
 - Teacher presents word; students segment word into phonemes

● Step 1: Phonemic Awareness *Example*

Blending: Listen as I say a word one sound at a time. After I say each sound, we'll blend the sounds together to make a whole word.

Watch and listen: /f/ /ī/ /sh/. What's the word? fish.

Segmenting: Listen as I say a whole word. You will repeat the word then say each sound.

The word is "shin." What's the word? shin. Let's say each sound: /sh/ /ī/ /n/.

● Step 2: Visual Drill

Time: 3 minutes

Purpose: Reinforce grapheme-phoneme correspondences to build automaticity.

Procedure: Teacher presents grapheme slide; students chorally respond by saying the grapheme followed by its phoneme.

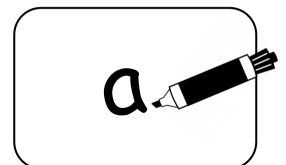
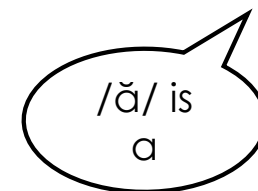


● Step 3: Auditory Drill

Time: 5 minutes

Purpose: Reinforce grapheme-phoneme correspondences to build automaticity.

Procedure: Teacher says phoneme; students repeat the phoneme and write the corresponding grapheme(s) while saying them aloud. Erase after each prompt.

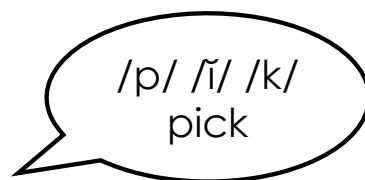
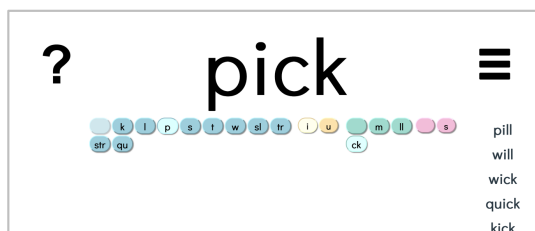


● Step 4: Blending Drill

Time: 5 minutes

Purpose: Develop decoding automaticity.

Procedure: Teacher builds words with previously learned concepts; students read words chorally. Students should say each sound in the word and then blend the sounds together.



● Step 4: Blending Drill *UFLI Virtual Blending Board*

We recommend teachers use the UFLI Virtual Blending Board to facilitate this step. This is a free web app that allows teachers to prepare a blending board in advance and quickly build and change words for students to read. Note that only the teacher manipulates the board. Students read the words the teacher builds.

The web app and a tutorial are on the UFLI toolbox:

<https://ufliteracy.org/foundations/apps/>

● Step 5: New Concept (Day 1)

Time: 15 minutes

Purpose: Introduce and practice a new concept.

Procedure: Teacher explicitly introduces a new concept by explaining essential information, grapheme placement, and the articulatory gesture. The lesson plan provides a script; the slide deck provides visual supports. Teacher then guides students through practice with letter formation, decoding, and encoding.

● Step 5: New Concept (Day 1) *Tips for Guided Practice*

Decoding practice: Show one word at a time. Have students say each sound then blend to read the whole word. Provide as much prompting and support as needed.

Encoding practice: Include Pound-and-Sound and/or Elkonin Boxes to assist as needed. See pp. 14–15 and 28–29 in the UFLI manual for details.

● Day 2 Preparation Checklist

- Review the guidance for Steps 5-8 on pp. 27-33 in the UFLI Foundations manual.
- Read the lesson plan and preview the slide deck.
- If applicable, prepare a script for Word Work and have magnetic letters ready for students to use in Step 6.
- Have dry erase boards and markers ready for students to use in Steps 7 and 8.
- Optional: Print copies of the decodable passage for Step 8.

● Step 5: New Concept Review (Day 2)

Time: 3 minutes

Purpose: Quick, explicit review of new concept

Procedure: Teacher repeats the new concept introduction from the previous day's lesson, refers students to the grapheme that was added to the Sound Wall (if applicable), and guides students through brief decoding practice. The lesson plan provides a script; the slide deck provides visual supports and words to read.

● Step 6: Word Work

Time: 6 minutes

Purpose: Practice decoding and encoding regular words with the new concept.

Procedure: Teacher provides decoding and encoding prompts to facilitate word work with manipulative letters. *Note: See p. 30 in the UFLI manual for other types of Word Work.*



● Step 6: Word Work Sample Prompts

sit → lit → lot → not → nod

Use your letters to make the word **sit** (encoding).

Change the **S** in **sit** to **L**. What's your new word? (decoding).

Show me how to change **lit** to **lot** (encoding).

Change the **L** in **lot** to **N**. What's your new word? (decoding).

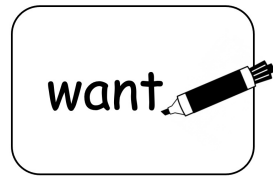
Show me how to change **not** to **nod**. (encoding)

● Step 7: Irregular Words

Time: 6 minutes

Purpose: Practice reading and spelling irregular words.

Procedure: Students practice reading and spelling previously learned irregular words. In some lessons, teacher also introduces new irregular words and provides reading and spelling practice.



● Step 7: Irregular Words *Using the Slide Deck*

There is a slide for each irregular word in the lesson slide deck. The notes section of the slide explains why the word is irregular.

The blue square icons under the word represent a regular grapheme-phoneme correspondence. The red hearts represent the irregular part that must be “remembered by heart.”

The white rectangle is used to cover and uncover the square and heart icons.

● Step 8: Connected Text

Time: 15 minutes

Purpose: Apply decoding and encoding skills in sentences and passages.

Procedure:

- Students chorally read sentences (2-3 minutes).
- Students spell at least one sentence (6-8 minutes).
- Students chorally read a decodable passage (5-7 minutes).

Teacher provides support as needed.

● Step 8: Connected Text *Decodable Passage Tips*

During the UFLI lesson: Support students in chorally reading the passage. Provide language/vocabulary support as needed.

After the UFLI lesson: Teacher can print copies of the passage for students to reread and illustrate. Rereading supports fluency development and illustrations serve as an informal comprehension check.

See the [UFLI Fluency Support Guide](#) for additional information.