
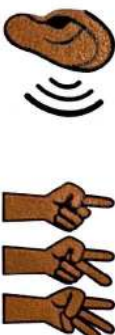

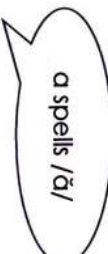



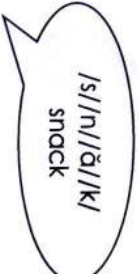
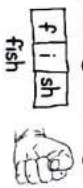


Lesson Planning & Implementation Support

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  | N/A  | Blending: 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). Segmenting: Teacher orally presents a word (shin). Students repeat word and chorally segment into individual phonemes (/sh//i//n/). Warm up for encoding (spelling). |
| 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 <u>blendable sounds</u> . |
| 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 <u>Blending Board Tutorial</u> 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: <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) For spelling, use Elkonin Boxes or Pound-and-Sound phoneme segmentation strategies. |
|--|---------------|--|--|

| Day 2 | | | |
|---|----------------------------------|---|---|
| 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 <i>Decodable Text Guide</i> . Reinforces students' generalization of decoding and encoding skills to a meaningful context. |

See pages 29-33 of the UFLI Foundations Teacher Manual