

UFLI Lesson Steps -Teacher/Student Language

<u>UFLI Step</u>	<u>Teacher/Student Language</u>
1. Phonemic Awareness	<p>Blend: T: <i>I am going to say some sounds and you are going to blend them together to say a word.</i> (put up one finger beginning with thumb for each sound) f-i-n (blend together- closed fist to chest)</p> <p>Segment: T: <i>I am going to say a word and you are going to stretch out the sounds in that word. We are going to use our Pound and Sound strategy. The word is fish. Let's pound it. Let's stretch it.</i> (Pound left fist on palm while saying the word, then stretch it out on fingers starting with thumb.)</p>
2. Visual Drill	<p>Teacher shows slides and students chorally recite the sound (with motion if there is one)</p> <p>S: "D spells /d/" "S spells /z/ and /s/"</p> <p>In the beginning of K&1, for additional scaffolding, student may say: "The letter is d and the sound is /d/"</p>
3. Auditory Drill	<p>T: "Eyes on me, the sound is <u>/m/</u>. Repeat"</p> <p>S: Student repeats sound "/m/. <u>m</u> spells /m/" and writes it while they say it.</p>
4. Blending Drill (Using Blending board app)	<p>T: I'm going to pull up some letters, you are going to help me blend the sounds together smoothly to read a word.</p> <p>S: sh-i-p-----ship (teacher sweeps finger under the word as students read)</p> <p>T: Now I am going to change one part of the word. Did I change the beginning, middle, or end?</p> <p>Teacher provides student-friendly explanations as needed.</p>
5. New Concept	<p>Teacher reads directly from the bold print in the teacher manual and shows corresponding slides.</p> <ul style="list-style-type: none"> ● Introduction to phonics concept ● Grapheme placement

	<ul style="list-style-type: none"> • Articulatory gesture <p><u>Reading</u>: teacher models connected phonation and successive blending as necessary, and students practice reading chorally.</p> <p><u>Spelling</u>: Use pound and sound.</p> <p>T: <i>We are going to spell the word, ship. Let's pound it. Let's stretch it. Say each sound as you write your word. Now go back and read the word.</i></p>
<p>6. Word Work</p>	<p>Teacher prompts students to build words, switching back and forth between decoding and encoding prompts.</p> <p>T: <i>Build the word mug.</i> (Spelling)</p> <p>S: Pound and sound. Stretch out sounds on fingers. Students will say the sounds as they select letter tiles/magnetic letters and build the word.</p> <p>T: <i>Change mug to tug.</i> (Spelling)</p> <p><i>Now change the t to a d and tell me the new word.</i> (Reading)</p> <p><i>Change dug to pug.</i> (Spelling).</p> <p><i>Change the u to i, what's the new word?</i> (Reading)</p>
<p>7. Irregular Words</p>	<p>T: <i>Let's read this word.</i></p> <p>S: <i>Your</i></p> <p>T: <i>Your food is getting cold.</i> (Use the word in a sentence).</p> <p><i>How many sounds in the word?</i></p> <p>S: Pound and sound. Student stretches out sounds on fingers.</p> <p>T: <i>What letter represents /y/? What letter represents /r/? What letter would you expect to represent the /u/ sound?</i></p> <p>S: /u/</p> <p>T: <i>In this word, the /ou/ spells /u/. That's the part we need to learn by heart.</i></p> <p>S: Practice spelling the word. Show video from heart word library collection, if available.</p>
<p>8. Connected Text</p>	<p>Reading sentences & decodable story- most to least scaffolding:</p> <p>1. Echo Reading 2. Choral Reading 3. Partner Reading 4. Independent Reading</p> <p>T: Asks comprehension questions, clarifies vocabulary, and draws attention to punctuation and expression.</p> <p>Sentence dictation:</p> <p>Teacher dictates sentence. Student repeats, counting the number of words on their fingers. Students says the words aloud while writing the sentence. Then goes back and rereads to make sure sentence is complete and has ending punctuation.</p> <p>CAPS mnemonic: Capitalization, Appearance, Punctuation, Spelling</p>

R. Mathew September 2023