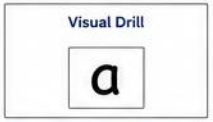
1 Phonemic Awareness
(approx. 2 min)



Blending & Segmenting

WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Lesson Plan	**Blending:** "What's this word?" **"Listen: /s/… /u/… /n/."** (Raise one finger for each sound: /s/ = one finger, /u/ = two fingers, /n/ = three fingers. Hold them up.) **[Student response: "sun"]** - or **[Students sweep and say "sun"]**	Blend the sounds to say the word (or sweep and say the word)
	Segmenting: "Say the sounds" "The word is sun." (Pound fist into open palm once while saying the word normally: "sun.") **[Students raise fingers and say "Sun, /s/u/n/"]**	Repeat the word, then raise fingers and say each sound: **/s/ /u/ /n/**

2 Visual Drill
(approx. 3 min)



WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Lesson Slides (or draw letter on board or use alphabet card deck)	(Show the grapheme) **"A spells…"**	Respond: **"/a/"**

Reinforces grapheme–phoneme correspondences.

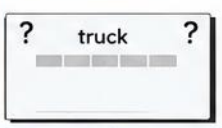
3 Auditory Drill
(approx. 5 min)



WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Whiteboard and marker or paper and pencil	**"Write the letter that spells the sound /a/."** (Students repeat the sound while forming the letter.) **[Students: "/a/ is a" (or simply "a")]**	Repeat the sound /a/ while writing the letter "a" on their whiteboard or paper.

Reinforces grapheme–phoneme correspondences.
Teacher should model blendable sounds.

4 Blending Drill
(approx. 5 min)





WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
UFLI Blending Board App (browser) & Word Chain provided	**"Say these sounds."** (Point to each grapheme as students chorally say each sound.) **["/t/ /r/ /u/ /ck/"]** **"The word is…"** (Sweep across the graphemes.) **["Truck"]**	Chorally say each sound. Sweep and say the whole word.

Use previously taught concepts.
Prepare the Blending Board app in advance.

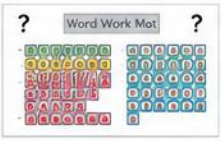
5 New Concept
(approx. 15 min)



WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Lesson Slides Whiteboard/ marker or paper/pencil	(Introduce the new concept using the slides.) **"Today we are learning…"** (Explain placement and show examples.) **"Let's say the sound."** (Articulatory gesture.) **"Let's write the letters."** (Model formation.) **"Let's read some words."** **"Let's spell some words."** (Model, then guide practice.)	Listen and respond. Say the sound and use the gesture. Practice writing the letters. Read the words. Spell the words with support.

Use Elkonin Boxes or Pound-and-Sound phoneme segmentation strategies for spelling.

6 Word Work
(approx. 6 min)

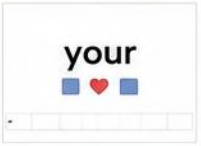




WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
UFLI Word Work Mat App (browser) or Individual Manipulatives Letters	**"Build the word sit."** **"Change the S in sit to L. What's your new word?"** **"Show me how to change lit to lot."** **"Change the L in lot to N. What's your new word?"** **"Show me how to change not to nod."**	Build the word. Change the letter and read the new word. Make the change and read. Change the letter and read. Make the change and read.

Provides decoding and encoding practice with the new concept.

7 Irregular Words
(approx. 6 min)



WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Lesson Slides Whiteboard/ marker or paper/pencil	(Show the word.) **"Read the word."** **"Write (or spell) the word your."**	Read the word chorally. Write or spell the word on their whiteboard or paper.

Discuss the part(s) that are irregular (must be learned "by heart").

8 Connected Text
(approx. 15 min)

Sentence Slides



Decodable Text



WHAT I NEED	WHAT I SAY	WHAT STUDENTS DO
Lesson Slides Whiteboard/ marker or paper/pencil **Optional:** Printed student copies of decodable passage/text	**Sentences:** **"Let's read the sentence."** (Read together.) **"I'm going to say a sentence. You spell it."** **Decodable Text:** **"Let's read the story."** (Read together.)	Read the sentence. Spell the sentence. Read the story together.

Reinforces generalization of decoding and encoding skills in a meaningful context.