

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Lesson Plan

Lesson Title: UFLI Day 2 Lesson 58- u_e Lesson # 1 Date: April 8, 2026

Name: Tanya Blackall Subject: ELA Grade(s): 1

Rationale:

This lesson builds students' foundational literacy skills by reinforcing decoding and encoding of previously taught phonics patterns in connected reading and writing. Through repeated practice with controlled text and word work, students strengthen automaticity, fluency, and comprehension. This aligns with evidence-based structured literacy approaches, supporting students in becoming confident and accurate readers and writers.

Core Competencies:

Communication	Thinking	Personal & Social
	<p>Critical Thinking and Reflective Thinking</p> <p>Reflecting and assessing</p> <ul style="list-style-type: none"> • Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones. 	

Big Ideas (Understand)

Playing with language helps us discover how language works.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> • Read fluently at grade level • Use foundational concepts of print, oral, and visual texts 	Strategies and processes <ul style="list-style-type: none"> • reading strategies • writing processes Language features, structures, and conventions <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness • letter formation

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Accurately decode words containing the target phonics pattern from Lesson 58 • Encode (spell) words using the same phonics pattern • Read connected text with improved fluency and accuracy • Demonstrate understanding of text through discussion or simple comprehension responses 	Formative (during lesson): <ul style="list-style-type: none"> • Observation during word reading and blending • Oral reading fluency during passage reading • Student responses during comprehension discussion Summative (end of lesson): <ul style="list-style-type: none"> • Quick read of decodable passage for accuracy and expression

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Recognize and produce previously taught letter-sound correspondences • Blend and segment simple words • Read and write high-frequency words introduced prior to Lesson 58 • Follow routines of UFLI lessons (i.e. word reading, dictation, passage reading)
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Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning involves patience and time: Reading is one of the hardest things that children learn and success in it varies greatly from person to person. Reading takes many people a long time to get efficient and it requires a huge level of patience in most cases. This lesson is one of many that are scaffolded for students to gain success in their reading and comprehension by breaking the lessons down into smaller and more achievable goals daily.</p>
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Universal Design for Learning (UDL):

Multiple Means of Representation: <ul style="list-style-type: none"> • Visual: word cards, sound boxes, written models • Auditory: teacher modeling, choral reading • Kinesthetic: Using the "brain" symbol to say the word and then segmenting the word out with hands Multiple Means of Action & Expression: <ul style="list-style-type: none"> • Verbal responses (reading aloud) • Picture drawing to add to comprehension of the decodable story • Manipulatives (i.e. magnetic letters & sound boxes) Multiple Means of Engagement: <ul style="list-style-type: none"> • Choral reading to build confidence • Immediate feedback to maintain motivation

Differentiate Instruction (DI):

- Review of the previous lesson
- Use visual supports (sound boxes, letter tiles)
- Provide additional guidance (Bowen, Emma K.)
- Give extra time while using the magnetic letters so everyone has a chance to attempt the word
- Pronounce words & sounds clearly (Bowen, Emma K., Harrison, Kurt, Fateh, Chloe, Riaan, Devina)
- Review of harder words with irregular spelling

Materials and Resources

- UFLI resources (book, technology)
- Magnetic letters
- Sound boxes
- Printed story with picture box for Lesson 58
- Laptop
- Projector
- Magnifier
- Whiteboard
- Dry erase markers
- Pencils
- Erasers

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> • The teacher will place magnetic letter sets and box squares in the middle of every table • Remove sets until needed if they are being touched <p>The teacher will write a silly sentence on the board:</p> <ul style="list-style-type: none"> • The mule used a huge cube. • “Let’s read a silly sentence out together.” • Get the students to read it out with you, sounding out the words as you go. “The mule used a huge cube.” • “What do you notice about some of these words?” (they make a “yū” sound) 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will sound out the words in the sentence with the teacher • Students will raise their hand if they want to answer the question 	3 min
<p>Body:</p> <p>Activity 1: New concept review from Power Point UFLI slides</p> <p>The teacher will review the slides with the class & students say the following with the teacher:</p> <ul style="list-style-type: none"> • (Arrow is pointing up) “u” says /ū/ as in “up” • “u” says ‘oo’ like “spoon” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to answer the questions 	3 min

<ul style="list-style-type: none"> • Long “u” says /yū/ (like “yoo”) • We now have our new way to write long “U” which is u_e <p>Activity 2: The teacher will say the words with the class as they come up on the screen:</p> <ul style="list-style-type: none"> • June • cube • flute • tube • use • mute • “Look at your neighbours mouth. When we say spoon, it’s an “oo” with round lips. When we say unicorn, we see teeth first and then the yū/ (like “yoo”) <p>Read together:</p> <ul style="list-style-type: none"> • use • mute • June • rude 	<ul style="list-style-type: none"> • Students will follow along with the teacher and say the letters/sounds with them • Students will follow along with the teacher and say the letters/words • Students will look at their neighbour to see the shape of their mouth when they pronounce the different words • Students will read the words with the teacher 	<p>3 min</p>
<p>Activity 3: Word Work with Magnetic Letters The teacher will alternate with a word for students to spell & then a letter to change (i.e. “duke” - place your finger on the /k/ and change it to /n/)</p>	<ul style="list-style-type: none"> • Students will follow the instructions and spell the words as they are said 	<p>6 min</p>
<p>Activity 4: Irregular Words Review The teacher and class will say:</p> <ul style="list-style-type: none"> • there • where • who • by • my <p>The teacher will get students to face the back wall and spell:</p> <ul style="list-style-type: none"> • there • where • who • by • my <p>The teacher will introduce new irregular words:</p> <ul style="list-style-type: none"> • one & once • note that words with a “ce” at the end of a word usually say /s/ like in “ice” <p>The teacher will ask students:</p>	<ul style="list-style-type: none"> • Students will follow along with the teacher and say the words • Students will turn and face the back of the classroom and spell the words that are given by the teacher • Students will listen to the teacher 	<p>6 min</p>

<ul style="list-style-type: none"> To stack their boards and bring them up to the front Remind them to get a drink of water, their bucket, & return to their table spots 	<ul style="list-style-type: none"> Students will stack their boards and a student from each table will bring them up to the teacher Students will get up to get their buckets, have a drink of water, & return to their table spots 	
<p>Closure: Decodable Text The teacher will:</p> <ul style="list-style-type: none"> Sound out the decodable passage with the students Ask “what could we put in our drawing for this?” Hand out the papers for the decodable passage Ask students to read on their own for 2-4 minutes depending on how they are reading/sitting (set a timer) Ask students to draw their picture. Start with a drawing and then add at least 4 colours to it (if there is time). Migrate around to monitor their progress & note anything needed for assessment <p>The teacher will ask the students to hand in their papers</p>	<ul style="list-style-type: none"> Students will sound out and say the passage along with the teacher Students will raise their hand if they want to speak Students will add their name to their papers Students will read on their own Students will draw their picture and add colour to it if there is time Students will hand in their papers 	15 min

Organizational Strategies:

<ul style="list-style-type: none"> Materials prepared in advance (dictation sheets, passage) Clear lesson routine (consistent with UFLI structure) Students seated where the teacher can easily monitor all learners or move them as needed Use of whiteboards or magnetic boards with sound boxes for quick responses
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> Review expectations if needed Use positive reinforcement (specific praise like “Great blending!”) Provide opportunities for all students to respond (choral reading, time) Maintain a brisk pace to keep engagement high Normalize mistakes as part of learning (“That was a good try—let’s fix it together.”)
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Extensions:

<ul style="list-style-type: none"> Word building: students manipulate sounds to create new words Sentence expansion: turn simple sentences into more detailed ones Writing connection: write a short story using target phonics words Fluency practice: reread passage for improved speed and expression Home connection: send home decodable text for additional practice

Reflections (if necessary, continue on separate sheet):

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