



Sample Lesson Plans

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Lesson
21

SONDAY SYSTEM® ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Print Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-38* (Media Kit)
- Review *Blend Cards 1-31* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

REMINDER: Ask for two sounds of all single vowels.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** **u ar oo or e all bl oi**
- Say, **SAY** and **WRITE:** /f/, at the end of a word after a short vowel. (Answer: ff)
Long /i/ at the end of a word. (Answer: y)

3 READ WORDS

4-5
min

Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

1. Review

sharp	boy	born	jazz	my
pool	quick	fall	join	forth
short	boil	spy	start	booth
tall	park	four	shoot	brisk
try	tool	sheep	fork	

2. Nonsense Words

smit	nem	vesh	flon
cham	plut	num	dux
tash	greb	sten	grish
dex	drap	slix	slem
rish	glix	pash	tosh

SONDAY SYSTEM® ESSENTIALS 2

Lesson
21

4

SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading down the columns.

REMINDER: Column in black indicates which sound is being practiced.

oo	loop	broom	booth	droop
y/oy	sly	toy	dry	joy
ar/or	spark	fort	yard	fork
all/oi	fall	moist	tall	coil
sight words	done	two*	goes	too*

* Use word in sentence.

- Students READ aloud the list of words just written.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Act fast and you will win. He felt the dry soil. Who is with Cliff?

- Students READ aloud the sentences just written.

5

INTRODUCE NEW MATERIAL

5
min

Review Sound

- Show the card and say the sound. (Media Kit)
- Students REPEAT the sound, SAY and TRACE the sound on the desk.
- Students SAY and WRITE the sound 3 times.

Card: **Sound Card 39**

a-e	long /a/ as in cake
e-e	long /e/ as in these
i-e	long /i/ as in bike
o-e	long /o/ as in joke
u-e	long /u/ as in cute

Rule: The e on the end of the word makes the preceding vowel long (say its name).

- Students READ aloud the following word list. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

3. rate
rat cut
cute slope
slop fine
fin van
vane slid
slide pine
pin

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound out loud while WRITING the word.

SPELL **dim hop hat pin not**
MAKE IT **dime hope hate pine note**

- Students READ the words just written.



INDEPENDENT PRACTICE

Worksheet 21 (Media Kit)

Lesson
22

SONDAY SYSTEM® ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Print Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-39* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

REMINDER: Ask for two sounds of all single vowels.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** oo e all u ar or i qu
- Say, **SAY** and **WRITE:** /s/, at the end of a word after a short vowel. (Answer: ss)
Long /i/ at the end of a word. (Answer: -y)

3 READ WORDS

4-5
min

Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

1. VCe couplets

mat	rip	slim	rate	rob
mate	ripe	slime	rat	robe
dim	cape	cut	hid	can
dime	cap	cute	hide	cane
mane	slope	mop	not	grip
man	slop	mope	note	gripe

2. VCe

name	vote	here	bike	mule	make
time	cute	tame	tone	trade	line

3. Review

blend	smooth	cry	yarn	ply	charm
march	done	class	droop	quill	troop
cliff	form	speck	porch	swift	scorch

SONDAY SYSTEM® ESSENTIALS 2

Lesson
22

4

SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading down the columns.

REMINDER: Column in black indicates which sound is being practiced.
REMINDER: Dictate words and sentences for a total of 7 minutes.

VCe	rat* rate	pin* pine	cut* cute	car* care
-k	spook	stork	shark**	pork
VCe	hive	slope	dime	grove
misc.	small	blink**	long	brisk

* Dictate two words together.

** Ask: Why didn't you use -ck in that word?

- Students **READ** aloud the list of words just written.

- Dictate the following sentences.
- Students **REPEAT** and **WRITE** each sentence.

Did you march with the small band? Grasp that clamp.
I am fond of those mints.

- Students **READ** aloud the sentences just written.

5

INTRODUCE NEW MATERIAL

5
min

Review Sight Words

- Teach the following Sight Words. (Media Kit)
- Sight Words cannot be sounded out and need to be memorized.

Card: **Sight Word Cards 26-28** where there gone

- Display each *Sight Word Card*, say it aloud and ask the Students to **REPEAT** it.
- Students **SAY** and **TRACE** the letter names on the desk, then Students **REPEAT** the word again.
- Students **SAY** and **WRITE** the Sight Word 3 times.



INDEPENDENT PRACTICE

Worksheet 22 (Media Kit)

Lesson
23

SONDAY SYSTEM[®] ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Print Worksheet

1

READ SOUNDS

2
min

- Review *Sound Cards 1-39* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

REMINDER: Ask for clean, clipped sounds for the consonants.

2

SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** o ang oo e all u or ch
- Say, **SAY** and **WRITE:** /f/, at the end of a word after a short vowel. (Answer: ff)
/oy/, 2 ways. (Answer: oy, oi)

3

READ WORDS

4-5
min

Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

1. VCe

duke	wade	spade	slope	tire
care	side	late	cube	rode
slave	slime	mine	take	

2. Review

rent	snack	task	flask	trust	stung
grasp	long	speck	hump	west	drank
rink	mask	rack	champ	blink	truck
clock	rank	pact	must	sand	limp
and	chick	track	thank	melt	bent
tract	lamp	best	rust	thick	blank
last	sent	chunk	whisk	lend	crook

- *Sight Word Cards 1-28*

SONDAY SYSTEM® ESSENTIALS 2

Lesson
23

4

SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading down the columns.

REMINDER: Column in black indicates which sound is being practiced.
REMINDER: Dictate words and sentences for a total of 7 minutes.

VCe	bit* bite	dime* dim	pal* pale	quite* quit
th/ch	sixth	champ	bath	chime
sight words	where	there	gone	does
end blends	blond	spark	plank	stump

* Dictate two words together.

- Students **READ** aloud the list of words just written.

- Dictate the following sentences.
- Students **REPEAT** and **WRITE** each sentence.

It is cool in the dark room.
Dunk him in the pond.

Lay the coin by the mask.

- Students **READ** aloud the sentences just written.

Note: Teach or review capitalization and punctuation.

5

INTRODUCE NEW MATERIAL

5
min

Review Compound Words

Rule: Compound words consist of two small words that combine to make one word.

- Students **READ** aloud the following word list. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

3. **sunset** **laptop** **shortstop** **corncob** **catfish**
subway **haystack** **dustpan** **eggshell** **bobcat**

- Dictate the following words.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound out loud while **WRITING** the word.

forget **catfish** **suntan** **subway** **corncob** **sandbox**

- Students **READ** the words just written.



INDEPENDENT PRACTICE

Worksheet 23 (Media Kit)

Lesson
24

SONDAY SYSTEM® ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Print Worksheet

1 READ SOUNDS

2
min

- Review *Blend Cards 1-31* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

REMINDER: Ask for clean, clipped sounds for the consonants.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** **onk oo e all sh bl a ar i**
- Say, **SAY** and **WRITE:** Long /i/ at the end of a word. (Answer: y)

3 READ WORDS

4-5
min

Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

1. Compound Words

sunset	sitcom	dustpan	sandbox	pigpen	bathtub
subway	haystack	Batman	catfish	cannot	upset
hotrod	shortstop	corncob	bobcat	treetop	hotdog
online	popcorn	eggshell	suntan	forget	baseball

2. VCe

June	share	cope	ripe	file	cure	rake
shade	fire	gate	lame	hope	scale	wire

3. Review

sty	ark	cool	fall	Troy	foil
sly	food	stool	mall	ploy	moist
ply	hoot	all	stall	toy	soil
my	soon	ball	boy	Roy	oil
car	stoop	wall	joy	boil	point
yarn	tool	hall	soy	coin	

SONDAY SYSTEM® ESSENTIALS 2

Lesson
24

4

SPELL WORDS

12
min

- Dictate the following words to the Students.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading down the columns.

REMINDER: Column in black indicates which sound is being practiced.
REMINDER: Dictate words and sentences for a total of 7 minutes.

VCe	base	lime	grave	fade
compound words	haystack	treetop	baseball	forget
Vce	spine	grove	slide	cube
oo/oi	moon	join	roost	spoil
compound words	forgot	snapshot	pathway	dishpan
misc.	crust	stamp	shush	stink

- Students **READ** aloud the list of words just written.

- Dictate the following sentences.
- Students **REPEAT** and **WRITE** each sentence.

The storm left us all damp. I can tell you only once.

I will meet you in class.

- Students **READ** aloud the sentences just written.



INDEPENDENT PRACTICE

Worksheet 24 (Media Kit)



EXTRA MINUTES are available when no new material is introduced in a session, often in the session before the Mastery Test is given. This gift of time may be used:

- To complete dictation of words/sentences from this session or a previous session
- Read or reread a word list
- Insert a vocabulary activity, Appendix A
- Reteach a difficult sound or concept

Lesson
25

SONDAY SYSTEM® ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Print Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-39* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

REMINDER: Ask for two sounds of all single vowels.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** sh y oo e all gr ch pl unk
- Say, **SAY** and **WRITE:** /k/, at the end of a word after after a short vowel. (Answer: -ck)

3 READ WORDS

4-5
min

Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

1. Sentences

This is the sixth quiz.	The crisp crust is best.
I will meet you in class.	The raft will drift.
The pup ran from Frank to Fred.	Did Beth grasp the fact?
What is the fifth step?	Jen had a damp cloth.
That dog needs a bath.	Grasp that clamp.
Did you get your wish?	Dunk him in the pond.

2. VCe

prime	shame	square	cave	drive
smoke	squire	same	shake	shape
flute	mode	slide	fume	hive

- *Sight Word Cards 1-28*

SONDAY SYSTEM® ESSENTIALS 2

Lesson
25

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well Students can spell independently.

- Dictate the following words, reading **down** the columns.
- Repeat words if necessary.
- DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

rink	shade	upset	prime	junkyard
poke	crisp	snare	trade	groom
cave	softball	stone	drive	troop
sting	gripe	runway	class	corncob

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct on each student's *Mastery Check Score Sheet*.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, placement in a small group with closer monitoring and more opportunities for practice may be beneficial.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

INDEPENDENT PRACTICE

Worksheet 25 (Media Kit)



In order to read **NONSENSE WORDS** or pseudo words, the Student must be secure with converting letter to sound, blending the sounds to make a word, and brave enough to pronounce the word that is not in the standard lexicon. Practice with nonsense words builds student confidence and pinpoints areas of weakness.