



Sample Lesson Plans

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LESSON
31

SONDAY SYSTEM[®] ESSENTIALS 4

1 READ SOUNDS

2 MIN

Review **Prefix Cards**

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.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Students REPEAT and WRITE each sound.

Say, SAY and WRITE: **-tion per- -able ar**

Prefix that means “under.” (Answer: sub-)

Suffix that means “able to.” (Answer: -able)

/ch/ at the end of a word after a short vowel. (Answer: tch)

Prefix that means “before.” (Answer: pre-)

2 prefixes that mean “out.” (Answer: ex-, e-)

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.

• **Sight Word Cards**

1. Review

turtle	remarkable	enjoyable	teachable	purple	projection
contracted	distracted	completion	extracting	donation	portable
available	objected	return	injected	abstract	sturdy
burlap	dependable	miserable	hurdle	avoidable	subtraction
rejection	ovation	detracting	turnpike	burnout	profitable
prediction	urgent	relation	construction	perfection	digestion

2. Sentences

If you're late for class, will you get detention?

Aiden wound the twine into a huge ball.

Bell's invention changed communication.

Emmet loves a lot of attention.

SONDAY SYSTEM® ESSENTIALS 4

LESSON
31

4 SPELL WORDS

7 MIN

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
tract/ject	distracted	rejected	subtracting	projecting
sight	front	won*	move	prove
-ation	formation	starvation	foundation	taxation
-able	remarkable	teachable	enjoyable	respectable
-tion	perfection	translation	subtraction	prediction

*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

The nurse gave an injection.

Gretchen said it didn't hurt.

Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Doubling Rule

Rule: In a one-syllable word with 1 vowel followed by 1 consonant, double the final consonant before adding a suffix that begins with a vowel. The vowel is usually short.

Demonstrate with Media Kits (slides):

Say: With a one-syllable word with 1 vowel followed by 1 consonant 11
swim double the final consonant before adding a suffix that begins with a vowel. The vowel is usually short.

11 1 swim m ing swimming	11 red	11 1 red d er redder	11 hop	11 1 hop p ing hopping
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Dictate the following words using the same pattern.

3. **skinned** **starred** **stirring** **dotted**
furry **shaggy** **flipped** **muddy**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

dotted **muddy** **starred** **stirring** **flipped**

Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 31 (Media Kit)

LESSON
43

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS

2 MIN

Review **Sound Cards**

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.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Students REPEAT and WRITE each sound.

Say, SAY and WRITE: **-ive -age -tion -et**

/aw/, 2 ways. (Answer: aw, au)

/z/, 2 ways. (Answer: s, z)

3 READ WORDS

4-5 MIN

Students READ aloud (Media Kit).

1. au

flaunt	sauce	launch	astronaut	audition	auction
pause	faucet	causes	gaunt	pauper	auto
sausage	default	faulty	jaunty	haunted	overhaul
caution	laudable	caustic	taunt	audit	ant

2. -ive, -age

protective	objective	passage	beverage	abusive	adjective
footage	image	impressive	digestive	vintage	hostage
extensive	negative	advantage	leakage	reflective	drainage
leverage	message	vindictive	captive	vantage	package

3. doubling rule, e rule

scarring	slatted	riding	dotting	hater	planing
scaring	slated	ridding	doting	hatter	planning

4. Sentences

It was a strong gauze bandage.
Put sauce over the top before you serve it.
Please put my laundry in the dryer.
The rocket will launch at dawn.

SONDAY SYSTEM® ESSENTIALS 4

LESSON
43

4 SPELL WORDS

7 MIN

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
e rule	using	liked	nicest	timing
-ive	digestive	extensive	cursive	objective
doub/-tion	chipping	function	slammed	prediction
-age	vintage	advantage	carnage	baggage
au	launch	haunted	fault	fraud

The hottest weather is in August.

He's too timid to manage that.

Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sound

Show the card and say the sound. (Media Kit)

Students REPEAT the sound, SAY the sound while TRACING the letters on the desk.

Students SAY and WRITE the sound 3 times.

ey long /e/ as in key

Rule: ey comes at the end of a word but is not a suffix. Unlike -y, ey is not used with a base word.

Students READ aloud the following word list. (Media Kit)

5. **hockey** **jersey** **key** **donkey**
chimney **medley** **parsley** **alley**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

donkey **chimney** **jersey** **parsley** **hockey**

+ INDEPENDENT PRACTICE

Worksheet 43 (Media Kit)

Key to automaticity: Reading sounds daily builds automaticity with letter/sound recognition and retrieval. Writing the letter(s) cements the sound/symbol connection into motor memory. Automaticity forms a foundation for fluency, (a crucial prerequisite to comprehension) using all sensory pathways—**seeing, hearing, feeling**—and cementing learning into long-term memory.

LESSON
108

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS

2 MIN

Review **Root Cards**

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.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Students REPEAT and WRITE each sound.

Say, SAY and WRITE: **-ct -age -et**

/n/, 2 ways. (Answer: n, kn)

/k/ at the end of a word after a short vowel. (Answer: ck)

3 READ WORDS

4-5 MIN

Students READ aloud (Media Kit).

- **Sight Word Cards**

1. kn

knack	knee	knight	knot	knit	knew
kneepad	knuckle	knitted	known	knothole	knock
kneel	knowledge	knob	knapsack	knife	unknown

2. -ck

docket	untrackable	starstruck	jackpot	pickpocket	sickly
knuckleball	stickiest	stockyard	blacken	lackluster	restocked
crackpot	pocketbook	rockier	restacking	pocket watch	knickerbocker

3. -nk

chipmunk	inkblot	debunking	junkyard	embankment	tanker
hyperlink	thankfully	blinker	inkling	plankton	flanking

4. Sentences

Mitchell brought home a baby monkey.
Aunt Mabel knits like crazy!
I advise you to use kneepads.
Even though James overslept he came in on time.

SONDAY SYSTEM® ESSENTIALS 4

LESSON
108**4 SPELL WORDS**

7 MIN

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
-ck	thicket	racket	locket	packet
misc	abstract	obstruct	sibling	bonbon
kn	knack	knowing	unknown	knives
-nk	sunken	shrinkage	bankrupt	chipmunk
sight	though	through*	thorough	beautiful

*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

The war raged for decades.

I bought my kneepads in August.

Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sounds

Show the card and say the sound. (Media Kit)

Students REPEAT the sound, SAY the sound while TRACING the letters on the desk.

Students SAY and WRITE the sound 3 times.

wr /r/ as in wrist **Meaning: to twist**

Note: Words that begin with **wr** often relate to twisting.

Students READ aloud the following word list. (Media Kit)

5. **wrist** **wrench** **wren** **wrinkle**
wrapper **wrought** **wring** **write**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

wrist **wrench** **wring** **write** **wrinkle**

Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 108 (Media Kit)

Knowledge of **morphology**, the meanings of roots and affixes and their interrelationships, provides a base for vocabulary expansion that, in turn, enables the Learner to comprehend text.

LESSON
138

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS

2 MIN

Review **Prefix Cards**

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.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Students REPEAT and WRITE each sound.

Say, SAY and WRITE: **Prefix /eggs/.** (Answer: ex)

Long /i/, 5 ways. (Answer: i, i-e, y-e, y, igh)

/r/, 2 ways. (Answer: r, wr)

Prefix that means “beside.” (Answer: para)

3 READ WORDS

4-5 MIN

Students READ aloud (Media Kit).

- **Sight Word Cards**

1. para-

parallel	paradise	paragon	paramount	paranormal	paralegal
parasite	paraphrase	parable	paramedic	parasol	paragraph
paralyze	paraplegic	paralysis	paranoid	parasitic	paralyzing

2. -tion

narration	convention	inflection	pollution	starvation	corruption
addiction	fixation	invention	distortion	inflation	extinction
formation	collection	taxation	contraction	inspection	completion
distraction	foundation	temptation	subscription	conviction	sensation

3. ex-

external	extends	example	exempt	expected	extension
exactness	extinction	existing	exile	exams	expired
exhibit	extent	exertion	excerpt	except	expansion

4. Sentences

Whitney shouldn't forget to write that paragraph.

Two paramedics came with the rescue team.

Grayson got an honorable discharge.

Please be honest about your involvement.

SONDAY SYSTEM® ESSENTIALS 4

LESSON
138

4 SPELL WORDS

7 MIN

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
y	myself	spyglass	defy	reply
ex-	example	exactly	exist	exile
para-	paraphrase	parasite	paragon	parallel
sight	honest	horseshoe	honor	walkway
-tion	dictation	prevention	sensation	prediction

I honestly couldn't remember.

That was an honorable thing to do.

Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

Show the card and say the prefix. (Media Kit)

Students REPEAT the prefix, then SAY the prefix while TRACING the letters on the desk.

Students SAY and WRITE the prefix 3 times.

tele- /tel ə/ as in television **Meaning: from afar**

Students READ aloud the following word list. (Media Kit)

5. **telescopic** **televise** **telemarketing** **teleprompter**
telepathic **telegram** **telegraph** **telecast**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

telegram **telescope** **televise** **telegraph**

Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 138 (Media Kit)