



Sample Lesson Plans

By Arlene Sondag

E1

800-321-7585 winsorlearning.com



Lesson
61

SONDAY SYSTEM[®] ESSENTIALS 1

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-28* (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.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: e y sh i a w o u
- Say, **SAY** and **WRITE**: Long /a/ at the end of a word. (Answer: ay)
Long /e/ in the middle of a word. (Answer: ee)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS

4
min

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

- Word Cards, short e

1. Review

ram	jab	cut	bun	mud	lug
tug	sum	jug	day	cob	miss
wish	wet	mesh	fish	let	sheet
shop	him	yet	wax	say	pen
seed	weep	win	sip	may	bet
ham	map	sat	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	weep	zap	bug	rug

SONDAY SYSTEM® ESSENTIALS 1

Lesson
61

4 SPELL WORDS

?
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.

sh	ship	dash	fish	shot
a/i	bag	dim	pad	sip
ee/ay	way	sheep	ray	deep
o/u	hub	cut	rod	rub
e	jet	men	web	fed

- Students READ aloud the list of words just written.

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

I wish I had cash. Did Pat get wet?

- Students READ aloud the sentences just written.

REMINDER: Teach or review sentence capitalization and punctuation.

5 INTRODUCE NEW MATERIAL

5
min

Introduce New Sound

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

Card: **Sound Card 1**



Rule: The letters f, s, z and l are doubled at the end of a word after a single vowel. Usually that vowel is short. This is called the 'fizzle' rule.

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

3. **pass** **fuss** **moss** **boss** **hiss** **less** **miss** **mass**

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

pass fuss boss mass

- Students READ the words just written.

INDEPENDENT PRACTICE

Worksheet 61 (Media Kit)

Lesson
62

SONDAY SYSTEM® ESSENTIALS 1

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-28* (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.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **i a w e y sh o u b**
- Say, **SAY** and **WRITE**: **/s/** at the end of a short word after a short vowel. (Answer: ss)

3 READ WORDS

4
min

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

- *Sight Word Cards 1-8*

1. **ss**

pass	moss	hiss	less	mass	loss
mess	boss	muss	miss	toss	bass

2. **Review**

pen	shin	yam	shed	rush	shut
puff	gum	rot	web	way	lap
fox	pig	gut	rib	sill	lit
bay	jig	dish	had	mom	hut

3. **Sentences**

Nan can not tell Bob.
I need to feed the sheep.
Get the dog and pet him.

I need a can of gas in the jet.
Did I win the cash?

SONDAY SYSTEM® ESSENTIALS 1

Lesson
62

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.

ss	pass	less	miss	toss
e	ten	yet	bet	bed
sh	sheet	rush	shut	cash
ss	muss	loss	boss	mess
misc.	yet	may	of	win

- Students READ aloud the list of words just written.

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

The red sheet is wet.

Did Max get the fish?

- Students READ aloud the sentences just written.

REMINDER: Teach or review sentence capitalization and punctuation.

5 INTRODUCE NEW MATERIAL

5
min

Introduce New Sound

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

Card: **Sound Card 13**



Rule: The letters f, s, z and l are doubled at the end of a word after a single vowel. Usually that vowel is short. This is called the 'fizzle' rule.

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

4. **puff off muff doff buff cuff**

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

puff buff off cuff muff

- Students READ the words just written.

INDEPENDENT PRACTICE

Worksheet 62 (Media Kit)

Lesson
63

SONDAY SYSTEM® ESSENTIALS 1

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-28* (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.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **sh i r a e o u s l**
- Say, **SAY** and **WRITE**: **/f/** at the end of a word after a short vowel. (Answer: ff)

3 READ WORDS

4
min

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

1. ff

puff off muff doff buff cuff

2. Automaticity Practice (read across)

sub	bug	mud	fun	rub	bug
fun	sub	rub	mud	rub	fun
mud	bug	sub	fun	sub	rub
mud	bug	sub	bug	mud	fun
rub	bug	fun	sub	rub	mud
rub	fun	mud	bug	sub	fun

3. Sentences

I wish I had a dish.

I shall feed the sheep.

He met Jan on the way.

Toss the box to Jim.

A bad rash is no fun.

Can I fix the bell?

SONDAY SYSTEM® ESSENTIALS 1

Lesson
63

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.

ff	off	cuff	puff	muff
sh	shut	shag	rush	lash
ss	pass	boss	less	toss
ee	weep	seek	peek	feet
misc.	say	yes	dim	wish

- Students READ aloud the list of words just written.

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

Hush the pup. Rush to the shop.

- Students READ aloud the sentences just written.

REMINDER: Teach or review sentence capitalization and punctuation.

5 INTRODUCE NEW MATERIAL

5
min

Introduce New Sound

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

Card: Sound Card 12 z

Rule: The letters f, s, z and l are doubled at the end of a word after a single vowel. Usually that vowel is short. This is called the 'fizzle' rule.

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

4. fizz buzz fuzz jazz

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

fuzz fizz buzz jazz

- Students READ the words just written.

INDEPENDENT PRACTICE

Worksheet 63 (Media Kit)

Lesson
64

SONDAY SYSTEM® ESSENTIALS 1

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1

READ SOUNDS

²
min

- Review *Sound Cards 1-28* (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.

2

SPELL SOUNDS

²
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: o u l e y sh i a
- Say, **SAY** and **WRITE**: /f/ at the end of a word after a short vowel. (Answer: ff)
/z/ at the end of a word after a short vowel. (Answer: zz)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /s/

3

READ WORDS

⁴
min

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

1. zz

fizz buzz fuzz jazz

2. ss

pass moss hiss less mass loss
mess boss muss miss toss bass

3. ff

puff off muff doff buff cuff

- *Word Cards*, short a, i, o, u, e

SONDAY SYSTEM® ESSENTIALS 1

Lesson
64

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.

zz	fizz	jazz	fuzz	buzz
ff	puff	off	cuff	muff
sh	fish	wish	hush	mush
ss	moss	loss	toss	mess
misc.	yip	and	is	to

- Students READ aloud the list of words just written.

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

May I toss it? I had a big sheep.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Introduce New Sound

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

Card: Sound Card 5



Rule: The letters f, s, z and l are doubled at the end of a word after a single vowel. Usually that vowel is short. This is called the 'fizzle' rule.

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

3. **shall ill doll gull shell will smell dull**

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

dull smell ill doll will

- Students READ the words just written.

INDEPENDENT PRACTICE

Worksheet 64 (Media Kit)

Lesson
65

SONDAY SYSTEM® ESSENTIALS 1

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 1-28* (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.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **u s l f e i a o sh**
- Say, **SAY** and **WRITE**: **/l/** at the end of a word after a short vowel. (Answer: ll)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS

4
min

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

1. ll

fill	will	ill	gull	fell	yell
mill	hill	bill	dull	sill	dill
hull	shall	doll	shell	sell	bell

2. fizzle

cuff	mill	puff	toss	gull	buzz
kiss	less	hiss	fuzz	less	fell
jazz	off	doff	yell	shall	boss

3. Automaticity Practice (read across)

sub	bug	mud	fun	rub	bug
fun	sub	rub	mud	rub	fun
mud	bug	sub	fun	sub	rub
mud	bug	sub	bug	mud	fun
rub	bug	fun	sub	rub	mud
rub	fun	mud	bug	sub	fun

SONDAY SYSTEM® ESSENTIALS 1

Lesson
65

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.

cab	off	pass	fuzz	shell
run	tell	pay	less	deep
seed	cuff	mess	wish	will
wet	job	rot	fox	yet

- 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, placing the Student 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 65 (Media Kit)



INDEPENDENT PRACTICE allows for review and additional time-on-task. Monitoring decreases as students become more confident. Any worksheets may be reused for those Students who need more practice. Appendix B provides additional suggestions for individual and shared activities.