



Sample Lesson Plans

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Lesson
31

SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, 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.

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**: **a u j sh -es**
- Say, **SAY** and **WRITE**: Long /e/ in the middle of a word. (Answer: ee)
Long /u/, 2 ways. (Answer: u, u-e)
Long /o/, 2 ways. (Answer: o, o-e)
/z/ at the end of a word after a short vowel. (Answer: zz)

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 25-35*

1. Review

public	block	popcorn	segment	stagger	uplift
dress	doll	spell	still	vanish	publish
convent	muffin	slick	snack	drive	finish
vivid	robin	submit	velvet	lipstick	Spanish

2. 1- and 2- syllable VCe

shake	concave	vote	revoke	relate	cure
dispute	slide	refine	deplete	Neptune	trombone
stone	invade	cube	mistake	invite	tire
hive	dislike	sunshine	pure	glade	remake

3. Sentences

The boxes are on the porch.
Grandad fishes at noon.

Brock has big feet.
Eject the disk from the player.

SONDAY SYSTEM® ESSENTIALS 3

Lesson
31

4 SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students REPEAT and SEGMENT each word, then 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.

-es	dresses	hisses	fizzes	speeches
vc/v	pol/ish	fin/ish	radish	vanish
v/cv	eject	o/zone	rebate	remote
vc/cv	trom/bone	textile	unmade	quintet
sight words	come	says	want	some

NOTE: When a slash divides a word, ask Students to divide the word into syllables and label each syllable.

- Students READ aloud the list of words just written.

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

My bed is still unmade.

Where have all of the hotdogs gone?

- 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, then SAY the sound while TRACING the letters on the desk.
- Students WRITE the letters and SAY the sound 3 times.

Card: Sound Card 40 wh /wh/ as in wheel

Note: /wh/ often sounds like /w/. Both come at the beginning of a word with no rule for differentiation.

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

4. **when wheel whale whet whoop while which white**

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

wheel while when which whale

- Students READ the words just written.

INDEPENDENT PRACTICE

Worksheet 31 (Media Kit)

Lesson
32

SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 21-40* (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.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **a i v o -mp sh**
- Say, **SAY** and **WRITE**: /w/, 2 ways. (Answer: w, wh)
Long /i/ at the end of a short 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. *wh*

when	wheel	whale	whoop	whist	whisk
white	whiff	whim	whack	while	why
wham	whomp	whet	whine	what	where

2. Review

rabbit	rapid	track	stuck	staff	mess
press	brass	cabin	spill	plate	shape
late	grade	class	panic	fizz	stuff
comment	cliff	bluff	public	block	popcorn
smooth	sport	spook	scorn	groom	storm
stall	quill	drive	press	spoil	sleep

3. Sentences

Liz is still the champ.	Can you track the gift that got lost?
Basketball camp was last summer.	That website is not online yet.

SONDAY SYSTEM[®] ESSENTIALS 3

Lesson
32

4

SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students REPEAT and SEGMENT each word, then 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.

vc/cv	in/vade	stam/pede	capsize	unsafe
wh	when	why	which	whip
v/cv	be/side	became	devote	Irish
vc/v	vivid	credit	volume	rapid
sight words	some	come	says	want

NOTE: When a slash divides a word, ask Students to divide the word into syllables and label each syllable.

- Students READ aloud the list of words just written.

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

When will you be home? Did Pete get whiplash in the car crash?

- 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, then SAY the sound while TRACING the letters on the desk.
- Students WRITE the letters and SAY the sound 3 times.

Card: Sound Card 41 er as in farmer

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

4. **her** **term** **perm** **never** **verb** **river** **termite** **clerk**

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

her **term** **never** **verb** **river**

- Students READ the words just written.



INDEPENDENT PRACTICE

Worksheet 32 (Media Kit)

Lesson
33

SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 21-41* (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.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **-er a o i -nd**
- Say, **SAY** and **WRITE**: **/w/, 2 ways. (Answer: w, wh)**
Long /u/, 2 ways. (Answer: u, u-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.

1. er

jerk	terse	fender	oyster	river	termite
clerk	pert	border	charter	adverb	fervent
verse	whimper	never	ferment	utter	persist

2. Review

disputes	basin	broomstick	paycheck	blackjack	singsong
problem	combat	submit	hero	membrane	capsizes
fanfare	timelines	cascade	unlike	alto	tinfoil
backstop	junkyard	humid	jumbo	embroil	shortstop
template	intrude	backbone	withstand	landslide	ignores
judo	trombone	spoilsport	backyard	bunkbed	river

3. Sentences

I did not locate a smooth stick.
Do you like milk with a cupcake?

He has a big problem.
How did the umpire call the play?

SONDAY SYSTEM[®] ESSENTIALS 3

Lesson
33

4

SPELL WORDS

7
min

- Dictate the following words to the Students.
- Students **REPEAT** and **SEGMENT** each word, then **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.

vc/v	river	hab/it	trib/ute	profit
er	term	never	perch	clerk
wh	wheel	whale	whine	white
misc	any	been	vol/ume	rap/id
VcE	hand/shake	name	vote	tame

NOTE: When a slash divides a word, ask Students to divide the word into syllables and label each syllable.

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

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

A tadpole is in the pond.

The snake was gone when they came.

- 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 36-38**

have

give

live

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



INDEPENDENT PRACTICE

Worksheet 33 (Media Kit)



KEY TO AUTOMATICITY: Reading sounds daily builds automaticity with letter/sound recognition. Writing the letter(s) cements the sound/symbol connection into motor memory. Automaticity forms a foundation for fluency, which is a crucial prerequisite to comprehension.

Lesson
34

SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

2
min

- Review *Sound Cards 21-41* (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.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **-er i u -ink**
- Say, **SAY** and **WRITE**: /w/, 2 ways. (Answer: w, wh)
Long /o/, 2 ways. (Answer: o, o-e)
/k/ at the end of a word after a short vowel. (Answer: -ck)
/k/, 2 other ways. (Answer: c, k)

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 25-38*

1. er

ferment	never	herself	fern	term	fender
border	fever	pert	clerk	oyster	corner

2. Review

textile	whip	robin	some	checkup	white
whine	give	revoke	want	trombone	come
stagger	where	whale	admire	whomp	darkroom
cascade	keepsake	have	zero	cotton	live
does	whoop	inkling	whisk	rapid	whack
solo	vivid	been	hardship	said	withstand

3. Sentences

Stand by the brass lamp.
Lift the basket onto the raft.

Twist the top off of the jar.
Lay your napkin on your lap.

Lesson
35

SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1

READ SOUNDS

2
min

- Review *Sound Cards 21-42* (Media Kit)
- REMINDER:** /ow/ has 2 sounds as in **blow** and **owl**.
- 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** each sound.
- Students **WRITE** the sound.
- Say, **SAY** and **WRITE:** **-ung ow (cow) -unk ar -er**
- Say, **SAY** and **WRITE:** Long /o/ at the end of a word. (Answer: ow. o)
/oo/ in the middle of a word. (Answer: oo)

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 25-38*

1. ow (low)

blow	growth	blower	flow	bow	slow
willow	blown	yellow	fellow	flowing	bowl
elbow	shadow	glow	rowing	shown	shallow
pillow	snowfall	mellow	show	hollow	mow

2. ow (owl)

owl	plow	crowd	drown	chow	scowl
shower	howl	chow	pow	brow	town
how	flower	power	gown	browner	hoot owl
powder	now	crown	growler	downtown	down

3. Sentences

Do you like frog legs?
Bennet snores.
The cabin is by Shell Lake.

Sunshine is a cute pup.
Go before the panel.
Bring seven long planks with you.

SONDAY SYSTEM® ESSENTIALS 3

Lesson
35

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.

oblong	erase	com/bat	o/zone	some
want	slide	mute	index	vanish
slope	says	fever	these	rooftop
vol/ume	finish	come	reptile	pigsty

NOTE: When a slash divides a word, ask Students to divide the word into syllables and label each syllable.

- 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 35 (Media Kit)

TRACKING: Reading words from a printed page provides practice tracking words in rows or columns, with or without a marker or guiding finger. Printables in the Media Kit provide appropriate lists and sentences as well as hard copy for students to practice after the instructional session.