



# Sonday System Lesson Plan Structure

This guide shows users the lesson plan structure of Sonday System 1 and Sonday System 2 and where the underpinning skills can be found within each lesson plan. Enjoy seeing your students succeed!

**Winsor Learning**

# Sample Sondag System® Learning Plan Structure

The design of the Learning Plan is straightforward, explicit, and saves teachers hours of preparation time. Manipulatives for each Learning Plan are clearly listed. Research by the National Reading Panel says that struggling readers are deficient in the underpinnings of Vocabulary and Comprehension. The underpinning skills (Phonemic Awareness, Phonics, Fluency) need to be in place for students to reach their full potential in Vocabulary and

Comprehension. The Sondag System has a built-in template for teaching the underpinning skills, while leaving time in every lesson plan for Vocabulary and Comprehension practice. The diagram below shows where each skill is practiced in the Sondag System lesson template.

Sondag System 1 has 36 Reading Levels. Sondag System 2 has 34 Reading Levels, which follow the same template.

Sondag System 1®

Level
8
53

**MATERIALS NEEDED** Media Kit, Sound Cards 1-24, Paper and Pencil, Nerf Ball, Word Cards (pink, blue, green, yellow), Sight Word Cards (red) 1-8, Word Book, Reading Marker, Reading Window and Strips 5-8, Board Game, Book to Read

1

**READ SOUNDS** (visual/auditory)

• Review Sound Cards 1-23.  
• Student reads the sound of each card aloud.  
• Go through the cards rapidly. The goal is to have automatic responses.

R: Ask for 2 sounds each of a, i, o, and u, short and long. The long sound is the same as the name of the letter.

2 min

Phonics

Automaticity

Quickly and accurately

2

**SPELL SOUNDS** (visual/auditory/tactile)

• Dictate the following sounds, one at a time.  
• Student REPEATS each sound.  
• Student WRITES each sound.

i d u r o p a x

**QUESTIONS TO ASK THE STUDENT:**  
How do you spell long a at the end of a word? (Answer: ay)  
How do you spell /k/, 2 ways? (Answer: c, k)

R: Say the sound when slashes appear on both sides of a letter. Example: /k/

2 min

Phonemic Awareness

Phonics

BALL TOSS GAME (phonemic awareness)

• Say a word and toss or roll a Nerf Ball to the student.  
• Student returns it while repeating just the middle or vowel sound of the word.  
Example: Throw the ball and say, *hat*.  
Student returns it and says, /a/.  
• For a list of words, see **Word Book**, p. 14.

Phonemic Awareness

Level  
**8**

## Sonday System 1®

### Phonics

Blend known sounds into words automatically

### Automaticity

Response is quick and accurate

### Vocabulary

Direct and Indirect Instruction (check for definitions, context, multiple meanings, etc.)

### Comprehension

Practice at word level eases transition to sentence level

### Phonics

### Phonemic Awareness

### Fluency

Read and write sentences with prosody (intonation, chunking, phrasing, quick and accurate)

### Vocabulary

Direct and Indirect Instruction (check for definitions, context, multiple meanings, etc.)

### Comprehension

Practice at sentence level eases transition to book level

### 3 READ WORDS (visual/auditory/tactile)

5 min

- Student reads aloud from the following sources. Material is provided for several sessions.
  - Word Cards, Short u (yellow)
  - Word Book, p. 10, ay
  - Word Cards, Short a, i, and o (pink, blue, and green, mixed)
  - Word Book, p. 12, Short u
  - Word Book, p. 14, Review a, i, o, u
  - Sight Word Cards 1-5
  - Word Book, any previous page or a page with sounds taught in prior sessions of this level

### 4 SPELL WORDS (visual/auditory/tactile/phonemic segmentation)

7 min

- Dictate each word aloud, reading down the columns.
- Student repeats each word, **Touch Spells** each word, and says each sound out loud while writing the word.
- Guide the student through error self-correction. Student rewrites the corrected word twice, saying each sound aloud.

**R:** Column at the far left below indicates which sound is being practiced in each row of words.

**R:** Dictate words and sentences for 7 minutes, correcting errors when they occur. Material is provided for additional sessions.

u	cup	mud	fun	rug
ay	bay	hay*	lay	day
o	mop	dot	jog	rot
ee		___	___	___
i	hit	fin	rim	tip
a	sad	rag	van	am
ee		___	___	___
sight	do*	___	___	___

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

- Student reads aloud the list of words just written.
- At each session, dictate two of the following sentences. Student repeats the sentence and writes it on paper.

**Sam can run to the bay.      The pup is in the box.**  
**Do not hit the cat.        Pat can hug the pup.**  
**Fix the rug.                It is hot in the sun.**

- Check for capitalization, punctuation, and spelling.
- Student reads aloud the sentences just written.

**5 TEACH NEW MATERIAL** (visual/auditory/tactile)

5 min

**1. Teach Sight Words/Irregular Words**

- Teach the following Sight Words/Irregular Words, one at each session.

**NOTE:** Consonant sounds, as learned, are consistent in Sight Words/Irregular Words but vowel sounds are not.

**Sight Word Cards 6-8**



- Show the Sight Word Card.
- Say the word aloud. Student repeats.
- Ask the student to point to any known consonants and say the consonant sounds. Identify and pronounce unknown/irregular sounds. Student repeats.
- Student traces the letters, says the sounds, blends the sounds and says the word.
- Student writes the Sight Word/Irregular Word on paper 3 times while saying the letter names aloud and repeating the complete word each time.

**R:** After teaching a Sight Word/Irregular Word, add the card to READ WORDS and enter the word in a blank space of SPELL WORDS.

**2. Teach Sound**

- Show the card and say the sound.
- Student repeats the sound while tracing it on a desk or table and again while writing it on paper.

**Sound Card 24**



as in feet

**RULE:** ee is the first choice for the sound of long e in the middle of a word.

- Student reads words from the **Word Book**, p. 15.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
- Student reads aloud the list of words just written.

meet    feed    seed    feet    seem    deep

**R:** After teaching a sound, add the Sound Card to READ SOUNDS and dictate it in SPELL SOUNDS. Add the word list to READ WORDS and enter some of the words in the blank spaces of SPELL WORDS.

Phonemic Awareness

Automaticity  
Leads to fluency

Phonics

Vocabulary

Comprehension

**CORRECTING SPELLING ERRORS**

- Use questions to help the student self-correct spelling errors.  
When feed is spelled as fed, ask:  
What is the vowel sound in that word?  
How do you spell that sound in the middle of a word?
- Student rewrites the misspelled word so it is correctly spelled twice.

56 **Level 8** **Sonday System 1**

**6 READ ALOUD** (visual/auditory/tactile) **10 min**

- Choose one of the following activities at each session:
  - a) Have the student read aloud *Reading Strip 8*.
  - b) Student reads sentences aloud from **Word Book**, p. 16.
  - c) Read a book.  
Read **Sonday System 1 Readers**, Level 8, and/or reread Levels 6-7.  
See p. 128 of the **Word Book** for a list of beginning reading books.
  - d) Have the student reread *Reading Strips 5-7* aloud.
  - e) Play *Board Game* using Word Cards (pink, blue, green, and yellow, mixed).

**NOTE:** Seeing, hearing, and feeling letter shapes and sounds will weld them into long-term memory.

**READING SCIENCE**

Reading science research emphasizes the need for direct instruction in all aspects of teaching reading. Ideally, this should take 90 minutes of the day. The 30- to 35-minute **Sonday System 1** lesson plan focuses on phonological/phonemic awareness, decoding/encoding, and automaticity/fluency. The remaining time in the reading block should be spent teaching and strengthening vocabulary, comprehension, semantics, syntax, and grammar.

**Phonemic Awareness**

Blend sounds to pronounce words

**Phonics**

Apply rules to read words automatically

**Fluency**

Read with prosody to show meaning

**Vocabulary**

Direct and Indirect Instruction (check for definitions, context, multiple meanings, etc.)

**Comprehension**

All underpinning skills in place allows freedom for comprehension at text level

Mastery Checks after every third Reading Level check progress, provide diagnostic information highlighting strengths and weaknesses, and help gauge the pace of instruction. They are used for ongoing assessment.

To learn more about the lesson plans and Mastery Checks, visit [WinsorLearning.com](http://WinsorLearning.com).

62 **Level 9** **Sonday System 1**

**MASTERY CHECK FOR SPELLING Use after Level 9**  
Dictate the following words, reading down the columns. Repeat words if necessary, but do not help the student make corrections. The goal is to determine what has been learned and how well the student can spell independently. Use words in sentences only where indicated.

seem*	loy	need*	fed
get	zip	vet	jug
do*	of	lab	feet*
rob	hut	and	hop
ten	bet	sub	rib

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

If 17 of the 20 words have been correctly spelled and the student has passed the Mastery Check for Reading, proceed to the next level. If 4 or more words are misspelled, categorize the errors in the columns below by marking the letter or letters that represent the correct spelling. For example:

If	seem	is spelled as	sem	mark	ee
If	rob	is spelled as	rub	mark	o
If	bet	is spelled as	bit	mark	e
If	of	is spelled as	uv	mark	of

Error	Word Book Page	Error	Word Book Page	Error	Word Book Page
b	124	m	125	short a	2, 3
c	124	n	125	short e	18
d	124	p	125	short i	4
f	124	r	125	short o	5
g	124	s	125	short u	12
h	124	t	125	ay	10
j	124	x	7	ee	15
l	124	z	125	of	Sight Word

After identifying the letters and sounds that need more practice, reteach Levels 7-9 or use the Creating a Personal Learning Plan template (found in the **Media Kit** or on the next two pages of this **Learning Plan Book**). The **Word Book** pages listed above will provide lists of words to use in creating learning plans. After at least 3 practice sessions, give this test again before moving on to Level 10.

The student should have 90% accuracy on the Mastery Check for Reading AND 85% accuracy on the Mastery Check for Spelling before moving to the next level. Watch the Instructional Video in the **Media Kit** after administering a Mastery Check and before beginning the level that follows it.

**Sonday System 1** **Level 9** 61

**MASTERY CHECK FOR READING Use after Level 9**  
Using the **Sonday System 1** Learning Plan format, incorporate the Mastery Check for Reading in 3. READ WORDS. Have the student read the words aloud. This is a tool to help the teacher determine readiness to move to the next level. Do not indicate that this reading is timed but observe the time needed. If fewer than 90% of the words are read correctly in 30 seconds, repeat this instructional level for two more sessions and administer the Mastery Check for Reading, Form B, during the third session. Alternate Forms A and B at every third session until the student reaches 90% accuracy in 30 seconds and is ready to move on. Advancing prematurely often means going back later in order to reach to the level of automaticity.

**NOTE:** Form A and Form B contain the same words but in different sequences to avoid memorization.

Have the student read the words from the **Word Book**, p. 140.

Form A	met	need	tell	beef
	ray	get	pay	den
	dog	do	rob	of
	bed	seed	jet	feet
	bun	beg	bus	net

Form B	bed	net	bus	seed
	beef	tell	bun	beg
	den	pay	need	met
	of	rob	get	ray
	feet	dog	do	jet

To obtain the percentage correct, count the number of words correctly read and multiply by 5 or use the Conversion Chart below. The student should have 90% accuracy on the Mastery Check for Reading AND 85% accuracy on the Mastery Check for Spelling before moving on to the next level.

**CONVERSION CHART**

# 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%