



Sample Lesson Plans

By Arlene Sondag



800-321-7585

winsorlearning.com

SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 23

MATERIALS NEEDED

- Watch Instructional Video • Sound Cards 1-35 • Blend Cards 1-19 • Sand Tray • Paper and pencil
- Word Cards (tan 1-3) • Sight Word Cards (red) 1-21 • Word Book • Reading Marker
- Reading Window and Strips 20-23 • Board Game • Book to read

1

READ SOUNDS




- Review Sound Cards **1-35** (every Session)
- Review Blend Cards **1-19** (every 3rd Session)
- Learner reads sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER

Pronounce blends clearly.

2

SPELL SOUNDS



- Dictate the following sounds, one at a time.

ing all ung ch th ong or ang qu e

- Learner repeats the sound.
- Learner writes the sound on paper or in the sand tray.



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 23

3

READ WORDS



Learner reads aloud from the following sources. Material is provided for several Sessions.

1. Word Book, page 59, -ng.
2. Word Book, page 61, Review or, all, -ng.
3. Sight Word Cards 1-17.
4. Word Book, Page 153, Level 23, Nonsense Words.
5. Word Cards, Beginning Blends (tan 1-3).
6. Word Book, review any previous pages.

4

SPELL WORDS



- Dictate the following words to the Learner.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
- Dictate each word aloud, reading down the columns.

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

Ⓜ Dictate words for seven minutes, correcting errors when they occur.

<u>ing</u>	sing	thing	sting	bring
<u>all/or</u>	hall	fall	short	thorn
<u>wh</u>		_____	_____	_____
<u>sight</u>	you	were	was	said
<u>dr/tr/cr/fr</u>	drip	tree	crash	fry
<u>oy</u>		_____	_____	_____
<u>bl/cl/fl/sl</u>	black	cling	fling	sling
<u>th</u>	that	this	thick	path
<u>ar</u>		_____	_____	_____
<u>ang</u>	sang	hang	bang	rang
<u>ch</u>	rich	chat	chop	chill
<u>ong/ung</u>	song	lung	long	sung
<u>sight</u>	your	_____	_____	_____

- Learner reads the list of words just written.

- At each Session, dictate two of the following sentences.
- Learner repeats the sentence and writes it on paper.

The bee may sting you.

Nick had a long run up the path.

Do this math with your chum.

What is that red thing in the hall?

She said you were sick.

He sang a song for us.

Ring the bell for class.

The gang is at the mall.

Bring your math with you.

Hang it on the prong.

- Check for capitalization and punctuation.
- Learner reads aloud the sentences just written.



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 23

5

INTRODUCE NEW MATERIAL



1. Introduce New Sight Words

- Teach the following Sight Words, one in each Session.
- These words cannot be sounded out and need to be memorized.

Card: **Sight Word Cards 18-21** one only once does

- Show the Learner one Sight Word Card, say it aloud and ask the Learner to repeat it.
- Learner traces the letters on the table while saying the letter names.
- Learner repeats the word before and after tracing.
- Learner writes new Sight Word on paper.

Ⓜ After teaching, enter these words in the blank spaces of ④ **SPELL WORDS**, to dictate during the next Session.

2. Introduce New Sound

- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

Card: **Sound Card 36** oy /oy/ as in boy

Rule: **oy** is usually at the end of a word.

- Learner reads words from the Word Book, page 62.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

boy toy joy Roy

- Learner reads the list of words just written.

Ⓜ After teaching the sound, enter some of the words above in the blank spaces of ④ **SPELL WORDS**.

3. Introduce New Sound

- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

Card: **Sound Card 37** ar /ar/ as in car

- Learner reads words from the Word Book, page 62.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

car dark farm yard star smart

- Learner reads the list of words just written.

Ⓜ After teaching the sound, enter some of the words above in the blank spaces of ④ **SPELL WORDS**.



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 23

5

INTRODUCE NEW MATERIAL



4. Introduce New Sound

- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

Card: **Sound Card 38** wh /wh/ as in wheel

Rule: **wh** comes at the beginning of the word. Often, **wh** and **w** sound the same.

- Learner reads words from the Word Book, page 63.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

when whip wheel why wham whiz

- Learner reads the list of words just written.

® After teaching the sound, enter some of the words above in the blank spaces of ④ **SPELL WORDS**.

CORRECTING SPELLING ERRORS

- Use questions to help Learner self correct when spelling errors are made.
When **whip** is spelled as **wip**, ask,
"What is the first sound in that word?"
"How else can you spell that sound?"
- Learner rewrites the misspelled word so it is correctly spelled twice.

6

READ ALOUD



- Choose one of the following activities at each Session.

a) Reading Strip 23.

b) Sentences, Word Book, page 64.

c) Read a Book.

- Focus on comprehension by asking factual questions based on information that is clearly stated in the text.

Examples: Where did she find the lost puppy?
 When did the boy get to school?
 What was the location of the factory?

d) Reread Reading Strips 20-22.

e) Board Game. **Word Cards** (tan 1-3).

Review with or, all, -ng

Begin using with Level 23

sing

form

small

wall

thing

sort

path

tall

bring

horn

with

stall

snack

sport

that

song

fleet

short

glad

sung

smell

storm

spell

bang

thick

porch

slop

are

thin

scorch

sleep

was

math

chill

speed

who

corn

chick

creep

lung

torch

check

clash

slang

fort

sweet

class

gang

your

long

what

sting

said

rang

Mastery Check for Reading

Use after Level 24

PAGE 141

Using the Sonday System 1 Learning Plan format, incorporate Mastery Check for Reading in the 3. Read Words section. Have the Learner read the words aloud. Time limit is 30 seconds. If fewer than 90% of the words are read accurately, teach two more sessions and give Form B during the 3. Read Words section of the third session. Alternate Forms A and B at every third session until the Learner reaches 90%.

HELPER'S NOTE Both Form A and B contain the same words but in a different order to avoid memorization of the sequence and require the Learner to read each word.

Have the student read the test from the Word Book, p. 145.

Reading Level 24 – Form A			
harm	wing	chart	clang
drink	speech	think	sixth
scoop	honk	gloom	junk
whiff	once	wham	does
blank	smooth	rank	broom

Reading Level 24 – Form B			
smooth	blank	does	wham
once	whiff	junk	gloom
sixth	scoop	honk	think
clang	drink	speech	chart
wing	harm	rank	broom

Count the number of words correctly read and multiply by 5 to obtain the percentage correct or use the Conversion Chart below.

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

The Learner should have 90% accuracy on the this test and 85% accuracy on the Spelling Mastery Check before moving to the next level.

Mastery Check for Spelling

Use after Level 24

Dictate the following words, reading down the columns. Repeat the words if necessary, but don't help the Learner make corrections. The goal is to determine what has been learned and how well the Learner can spell independently.

small	blank	junk	tray
sport	smooth	toy	short
chart	starch	does	check
slang	stock	creep	droop
when	with	cliff	thing

If 17 of the 20 words have been correctly spelled proceed to the next Level.
If four or more words are misspelled categorize the errors in the columns below by marking the letter or letters which represent the correct spelling. For example:

If	chart	is spelled as	shart	mark ch
If	slang	is spelled as	slag	mark ang
If	when	is spelled as	wen	mark wh
If	smooth	is spelled as	smoth	mark oo

<u>Errors</u>	<u>Word Book page</u>	<u>Errors</u>	<u>Word Book page</u>	<u>Errors</u>	<u>Word Book page</u>
a <input type="checkbox"/>	2,3	s blends <input type="checkbox"/>	36	oy <input type="checkbox"/>	62
e <input type="checkbox"/>	18	l blends <input type="checkbox"/>	39,40	ar <input type="checkbox"/>	62
i <input type="checkbox"/>	4	r blends <input type="checkbox"/>	43,44	wh <input type="checkbox"/>	63
o <input type="checkbox"/>	5	ch <input type="checkbox"/>	51	ink <input type="checkbox"/>	66
u <input type="checkbox"/>	12	or <input type="checkbox"/>	53	ank <input type="checkbox"/>	66
ay <input type="checkbox"/>	10	all <input type="checkbox"/>	53	onk <input type="checkbox"/>	66
ee <input type="checkbox"/>	15	th <input type="checkbox"/>	56	unk <input type="checkbox"/>	66
sh <input type="checkbox"/>	24	ing <input type="checkbox"/>	59	oo <input type="checkbox"/>	67
-ck <input type="checkbox"/>	31	ang <input type="checkbox"/>	59	does <input type="checkbox"/>	Sight Word
-ff <input type="checkbox"/>	27	ong <input type="checkbox"/>	59		
		ung <input type="checkbox"/>	59		

When you have identified the letters/sounds that need more practice, you may reuse Levels 22 - 24 or you may create Personalized Learning Plans following the instructions on the next two pages. The Word Book pages listed above will provide lists of words to use in creating learning plans. After at least four practice Sessions give this test again before moving to Level 25.

SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 31

MATERIALS NEEDED

- Watch Instructional Video • Sound Cards 1-46 • Blend Cards 1-29 • Sand Tray • Paper and pencil
- Word Cards (tan 1-3, gold) • Sight Word Cards (red) 1-40 • Word Book • Reading Marker
- Reading Window and Strip 28 • Board Game • Book to read

1

READ SOUNDS




- Review Sound Cards **1-44** (every Session)
- Review Blend Cards **1-29** (every 3rd Session)
- Learner reads sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER

Ask for two sounds of all single vowels, ow, oo, and y.

2

SPELL SOUNDS




- Dictate the following sounds, one at a time.

th
oo (as in book)
ow (as in owl)
ing
er
ar
gr
oo (as in moon)

- Learner repeats the sound.
- Learner writes the sound on paper or in the sand tray.

QUESTIONS TO ASK THE LEARNER

How would you write long /a/ in the middle of a word before n or l? (Answer: ai)
 How do you write long /a/ at the end of a word? (Answer: ay)
 How do you write long /o/ at the end of a word? (Answer: ow)



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 31

3

READ WORDS



Learner reads aloud from the following sources. Material is provided for several Sessions.

1. Word Book, page 92, Review VCe, Short Vowels.
2. Word Book, page 95, -ing.
3. Word Book, page 96, er, -er.
4. Word Book, page 98, Review -ing, er, -er.
5. Word Book, page 94, Compound Words 2.
6. Sight Word Cards 1-37.
7. Word Cards (tan and gold mixed).
8. Word Book, review any previous pages.

4

SPELL WORDS



- Dictate the following words to the Learner.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
- Dictate each word aloud, reading down the columns.

<u>VCe</u>	life	file	mole	smile
<u>-ing</u>	telling	farming	milking	painting
<u>oo</u>	wood	stood	hook	brook
<u>ai</u>	drain	grain	wait	jail
<u>-tch</u>		_____	_____	_____
<u>sight</u>	gone	_____	_____	_____
<u>ow</u>	clown	brow	town	gown
<u>-er</u>	charter	corner	former	harder
<u>-dge</u>		_____	_____	_____
<u>sight</u>	where	there	some	come
<u>-ck/-ing</u>	sticking	packing	cracking	locking
<u>VCe</u>	bone	rave	stone	mule
<u>-tch</u>		_____	_____	_____
<u>ow/-ing</u>	showing	blowing	snowing	growing
<u>compound</u>	stingray	lipstick	somehow	anyway
<u>-er</u>	teller	farmer	cracker	darker
<u>-dge</u>		_____	_____	_____
<u>end blends</u>	lump	craft	slant	mask

- At each Session, dictate two of the following sentences.
- Learner repeats the sentence and writes it on paper.

Dave is picking ripe plums.

The boys are playing in the park.

Why are you looking for snails?

Are you showing me all of the flowers?

I will be calling you in the morning.

It was raining all day long.

It is harder to dig deep holes.

There is a dent in the bumper of the car.

Tim ran faster than the rest of the boys.

The farmer was planting the corn.

- Check for capitalization and punctuation.
- Learner reads aloud the sentences just written.



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 31

5

INTRODUCE NEW MATERIAL



1. Introduce New Sight Words

- Teach the following Sight Words, one in each Session.
- These words cannot be sounded out and need to be memorized.

Card: **Sight Word Cards 38-40** have give live

- Show the Learner one Sight Word Card, say it aloud and ask the Learner to repeat it.
- Learner traces the letters on the table while saying the letter names.
- Learner repeats the word before and after tracing.
- Learner writes new Sight Word on paper.

® After teaching, enter these words in the blank spaces of ④ **SPELL WORDS**, to dictate during the next Session.

2. Introduce New Sound

- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

Card: **Sound Card 45** -tch /ch/ as in match

Rule: Use **-tch** after a short vowel, usually at the end of a word. (The sound /ch/ is spelled **ch** when it follows anything except a short vowel, such as a consonant or a vowel pair. Examples: porch, bench, speech, coach.)

- Learner reads corresponding words from the Word Book, page 99.
- Dictate the following words.
- Learner repeats each word, **Touch Spells** each word and says each sound out loud while writing the word on paper.

catch pitch batch match clutch itch

- Learner reads the list of words just written.

® After teaching the sound, enter some of the words above in the blank spaces of ④ **SPELL WORDS**.

CORRECTING SPELLING ERRORS

- Use questions to help Learner self correct when spelling errors are made.
 When **pitch** is spelled as **pich**, ask,
 "What is the last sound in that word?"
 "How do you write that after a short vowel?"
- Learner rewrites the misspelled word so it is correctly spelled twice.



SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 31

5

INTRODUCE NEW MATERIAL



3. Introduce New Sound

- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

Card: **Sound Card 46** -dge /j/ as in fudge

Rule: Use **-dge** after a short vowel, usually at the end of a word. (The sound /j/ is spelled **-ge** when it follows anything except a short vowel, such as a consonant, a vowel pair, or a long vowel. Examples: fringe, forge, gouge, page, rage.)

- Learner reads corresponding words from the Word Book, page 99.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

fudge badge lodge bridge wedge judge

- Learner reads the list of words just written.

Ⓜ After teaching the sound, enter some of the words above in the blank spaces of ④ SPELL WORDS.

CORRECTING SPELLING ERRORS

- Use questions to help Learner self correct when spelling errors are made.
When **fudge** is spelled as **fuge**, ask,
"What is the last sound in that word?"
"How do you write that after a short vowel?"
- Learner rewrites the misspelled word so it is correctly spelled twice.

6

READ ALOUD



- Choose one of the following activities at each Session.
 - Sentences, Word Book, page 100.
 - Read a Book.
 - Sonday System® Readers, Level 31 a-c.
 - See page 128 of the Word Book for a list of beginning reading books. Reread.
 - Reading Strip 28.
 - Board Game. Word Cards (tan, gold).

HELPER'S NOTE

If the student is self conscious about tracing on the desk at school, suggest tracing on the leg under the desk.

Reviews VCe, Short Vowels

Begin using with Level 30

grade
spine
left
slime
crust
gave
drove
silk
press
mule
spoke
brick
stake
blink
task
hike
jilt
drink

slate
stuck
smelt
glide
craft
flame
slope
clamp
floss
flute
plate
clock
crate
trunk
risk
trike
weld
husk

crime
plank
grave
snack
crest
smile
draft
state
stove
slump
twill
plume
choke
stock
flake
blank
mask
spike

Mastery Check for Reading

Use after Level 33

PAGE 189

Using the Sonday System 1 Learning Plan format, incorporate Mastery Check for Reading in the 3. Read Words section. Have the Learner read the words aloud. Time limit is 30 seconds. If fewer than 90% of the words are read accurately, teach two more sessions and give Form B during the 3. Read Words section of the third session. Alternate Forms A and B at every third session until the Learner reaches 90%.

HELPER'S NOTE Both Form A and B contain the same words but in a different order to avoid memorization of the sequence and require the Learner to read each word.

Have the student read the test from the Word Book, p. 148.

Reading Level 33 – Form A			
bench	could	stitch	very
trace	cell	voice	center
jawbone	charcoal	drawing	cardboard
germ	cube	gem	quake
pointer	plunge	broiler	wage

Reading Level 33 – Form B			
charcoal	voice	center	jawbone
cell	trace	very	stitch
could	bench	broiler	wage
gem	plunge	pointer	quake
drawing	cube	germ	cardboard

Count the number of words correctly read and multiply by 5 to obtain the percentage correct or use the Conversion Chart below.

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

The Learner should have 90% accuracy on the this test and 85% accuracy on the Spelling Mastery Check before moving to the next level.

Mastery Check for Spelling

Use after Level 33

Dictate the following words, reading down the columns. Repeat the words if necessary, but don't help the Learner make corrections. The goal is to determine what has been learned and how well the Learner can spell independently.

draw	float	spoil	milk
pitch	edge	notch	budge
belt	lisp	act	should
very	have	barge	cube
smile	place	shorter	parking

If 17 of the 20 words have been correctly spelled proceed to the next Level.
If four or more words are misspelled categorize the errors in the columns below by marking the letter or letters which represent the correct spelling. For example:

If	pitch	is spelled as	pick	mark -tch
If	draw	is spelled as	drau	mark aw
If	edge	is spelled as	ege	mark -dge
If	float	is spelled as	flote	mark oa

Errors	Word Book page	Errors	Word Book page	Errors	Word Book page
a <input type="checkbox"/>	2,3	s blends <input type="checkbox"/>	36	-dge <input type="checkbox"/>	99
e <input type="checkbox"/>	18	l blends <input type="checkbox"/>	39,40	aw <input type="checkbox"/>	104
i <input type="checkbox"/>	4	r blends <input type="checkbox"/>	43,44	oi <input type="checkbox"/>	104
o <input type="checkbox"/>	5	VCe <input type="checkbox"/>	71	oa <input type="checkbox"/>	105
u <input type="checkbox"/>	12	-lt <input type="checkbox"/>	85	soft c <input type="checkbox"/>	109
sh <input type="checkbox"/>	24	-lk <input type="checkbox"/>	85	soft g <input type="checkbox"/>	109
-ck <input type="checkbox"/>	31	-sp <input type="checkbox"/>	85	have <input type="checkbox"/>	Sight Word
or <input type="checkbox"/>	53	-ct <input type="checkbox"/>	85	should <input type="checkbox"/>	Sight Word
ing <input type="checkbox"/>	95	er <input type="checkbox"/>	96	very <input type="checkbox"/>	Sight Word
ar <input type="checkbox"/>	62	-tch <input type="checkbox"/>	99		

When you have identified the letters/sounds that need more practice, you may reuse Levels 31 - 33 or you may create Personalized Learning Plans following the instructions on the next two pages. The Word Book pages listed above will provide lists of words to use in creating learning plans. After at least four practice Sessions give this test again.