

Sunday System 1[®]

Sample Lesson Plans

By Arlene Sunday



800-321-7585

winsorlearning.com

MATERIALS NEEDED Media Kit, Sound Cards 1-38, Blend Cards 13-19, Paper and Pencil, Sight Word Cards (red) 1-21, Word Cards (tan 1-3), Word Book, Reading Marker, Reading Window and Strips 20-23, Board Game, Book to Read

1 READ SOUNDS (visual/auditory)

2 min

- Review Sound Cards 1-35 (every session).
- Review Blend Cards 13-19 (every 3rd session).
- Student reads the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

R: Pronounce blends clearly.

2 SPELL SOUNDS (visual/auditory/tactile)

2 min

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

-ing all -ung ch th (thin) -ong or -ang qu e

3 READ WORDS (visual/auditory/tactile)

5 min

- Student reads aloud from the following sources. Material is provided for several sessions.
 1. Word Book, p. 59, -ng
 2. Word Book, p. 61, Review with or, all, -ng
 3. Sight Word Cards 1-17
 4. Word Book, p. 153, Nonsense Words, Level 23
 5. Word Cards, Beginning Blends (tan 1-3)
 6. 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: When Touch Spelling words with blends, student may put the sounds of one blend on one finger. If an error is made, have the student segment the blend using one finger for each sound.

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

* 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.

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, 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 18-21

one

only

once

does

- 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.

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 36

oy

as in boy

RULE: oy is usually at the end of a word.

- Student reads corresponding words from the **Word Book**, p. 62.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.

boy toy joy Roy

- Student reads aloud the list of words just written.

3. 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 37

ar

as in car

- Student reads corresponding words from the **Word Book**, p. 62.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.

car dark farm yard star smart

- Student reads aloud the list of words just written.

5 TEACH NEW MATERIAL (continued)

5 min

4. 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 38

wh

as in wheel

RULE: **wh** often sounds like **w**, and both come at the beginning of a word. Although there is no rule for differentiation, **wh** is often used in question words that start with /w/. Examples: when, what, where, why, who, which

- Student reads words from the **Word Book**, p. 63.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
when whip wheel why wham whiz
- Student reads aloud the list of words just written.

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.

CORRECTING SPELLING ERRORS

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

6 READ ALOUD (visual/auditory/tactile)

10 min

- Choose one of the following activities at each session:
 - Have the student read aloud *Reading Strip 23*.
 - Have the student read aloud sentences from **Word Book**, p. 64.
 - Read a book.
Read **Sunday System 1 Readers**, Level 23, and/or reread Levels 15-22.
See p. 128 of the **Word Book** for a list of beginning reading books.
Focus on comprehension by asking factual and predictive questions. Predictive questions encourage the reader to predict future action or events from the text.
Examples: What do you think she will see?
How long will it take to build that barn?
 - Have the student reread *Reading Strips 20-22* aloud.
 - Play *Board Game* using 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

Sunday System 1®

Level
24
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MASTERY CHECK FOR READING Use after Level 24

Using the **Sunday 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 reteach 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. 145.

Form A

harm	wing	chart	clang
drink	speech	think	sixth
spoon	honk	gloom	junk
whack	once	wham	does
blank	smooth	rank	broom

Form B

smooth	blank	does	wham
once	whack	junk	gloom
sixth	spoon	honk	think
clang	drink	speech	chart
wing	harm	rank	broom

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%

MASTERY CHECK FOR SPELLING Use after Level 24

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. Do not use the words in a sentence.

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 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	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

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

After identifying the letters and sounds that need more practice, reteach Levels 22-24 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 25.

Sunday System 1[®]

Level
31

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MATERIALS NEEDED Media Kit, Sound Cards 28-46, Blend Cards 20-29, 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 (visual/auditory)

2 min

- Review Sound Cards 28-44 (every session).
- Review Blend Cards 20-29 (every 3rd session).
- 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 all single vowels, **ow**, **oo**, and **y**.

2 SPELL SOUNDS (visual/auditory/tactile)

2 min

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

th (that) **oo** (book) **ow** (owl) **-ing** **er** **ar** **gr** **oo** (moon)

QUESTIONS TO ASK THE STUDENT:

How do you spell long a at the end of a word? (Answer: ay)

How do you spell long a in the middle of a word before n or l? (Answer: ai)

How do you spell long o at the end of a word, 2 ways? (Answer: o, ow)

3 READ WORDS (visual/auditory/tactile)

5 min

- Student reads aloud from the following sources. Material is provided for several sessions.
 1. Word Book, p. 92, Review VCe, Short Vowels
 2. Word Book, p. 95, -ing
 3. Word Book, p. 96, er, -er
 4. Word Book, p. 98, Review -ing, er, -er
 5. Word Book, p. 94, Compound Words 2
 6. Sight Word Cards 1-37
 7. Word Cards, Beginning and End Blends (tan 1-3 and gold, mixed)
 8. 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.

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

* 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.

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

Sunday System 1®

Level
31

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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 38-40

have

give

live

- 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 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)

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

catch pitch batch match clutch itch

- Student reads aloud the list of words just written.

<p style="text-align: center; font-weight: bold; color: #800000;">CORRECTING SPELLING ERRORS</p>	<ul style="list-style-type: none"> • Use questions to help the student self-correct spelling errors. When <u>pitch</u> is spelled as <u>pich</u>, ask: What is the last sound in that word? How do you write that sound after a short vowel? • Student rewrites the misspelled word so it is correctly spelled twice.
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5 TEACH NEW MATERIAL (continued)

5 min

3. 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 46

-dge /j/ as in fudge

RULE: Use **-dge** to spell /j/ 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)

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

fudge badge lodge bridge wedge judge

- Student reads aloud the list of words just written.

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.

CORRECTING SPELLING ERRORS

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

6 READ ALOUD (visual/auditory/tactile)

10 min

Choose one of the following activities at each session:

- Have the student read aloud sentences from **Word Book**, p. 100.
- Read a book.
Read **Sunday System 1 Readers**, Level 31, and/or reread Levels 25-30.
See p. 128 of the **Word Book** for a list of beginning reading books.
- Have the student reread *Reading Strip 28* aloud.
- Play *Board Game* using Word Cards (tan 1-3 and gold, mixed).

NOTE: If the student is self-conscious about tracing on the desk in a regular classroom, suggest tracing on the lap under the desk.

NOTE: When involved in a compelling book, let the student continue reading beyond the suggested time.

Review 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

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Level
33
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MASTERY CHECK FOR READING Use after Level 33

Using the **Sunday 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 reteach 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. 148.

Form A

bench	could	stitch	very
trace	cell	voice	center
jawbone	charcoal	drawing	cardboard
germ	cube	gem	quake
pointer	plunge	broiler	wage

Form B

charcoal	voice	center	jawbone
cell	trace	very	stitch
could	bench	broiler	wage
gem	plunge	pointer	quake
drawing	cube	germ	cardboard

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%

MASTERY CHECK FOR SPELLING Use after Level 33

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. Do not use the words in a sentence.

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 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	pitch	is spelled as	pich	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

Error	Word Book Page	Error	Word Book Page	Error	Word Book Page
short a	2, 3	s blends	36	-dge	99
short e	18	l blends	39, 40	aw	104
short i	4	r blends	43, 44	oi	104
short o	5	VCe	71	oa	105
short u	12	-lt	85	soft c	109
sh	24	-lk	85	soft g	109
or	53	-sp	85	have	Sight Word
-ing	95	-ct	85	should	Sight Word
ar	62	-er	96	very	Sight Word
		-tch	99		

After identifying the letters and sounds that need more practice, reteach Levels 31-33 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 34.

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.