Sonday System Lesson Plan Structure
Sample Sunday System® Learning Plan Structure

The Learning Plan design is straightforward, explicit and saves teachers hours of preparation time. Manipulatives for each Learning Plan are clearly listed. Research 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 Sunday 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 Sunday System lesson template, the sample is one of the thirty-six Reading Levels of Sunday System 1 (the thirty-four Reading Levels of Sunday System 2 follows the same template). *Research source: The Report of the National Reading Panel.*

**MATERIALS NEEDED**

- Watch Instructional Video
- Sound Cards 1-24
- Sand Tray
- 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

**READ SOUNDS**

1. REVIEW SOUNDS 1-23
2. Learner reads sound of each card aloud.
3. Go through the cards rapidly. The goal is to have automatic responses.

*Do this at the beginning of every Session. Reading individual letters quickly makes reading words easier.*

**SPELL SOUNDS**

1. Dictate the following sounds, one at a time. Dictate short vowel sounds.
   - id u rop ax
2. Learner repeats the sound.
3. Learner writes the letter on paper or in the sand tray.

**QUESTIONS TO ASK THE LEARNER**

How do you write long /a/ at the end of a word? (Answer: ay)
What are two ways to write /u/? (Answer: u, a)

**BALL TOSS GAME**

1. Say a word while you toss or roll a NERF Ball to the Learner.
2. Learner returns it while repeating just the middle or vowel sound of the word.
   - Example: Threw the ball and say “th”
3. Learner returns it and says “/a/”.
   - For a list of words, see Word Book, page 14.

**READ WORDS**

1. Word Cards, short /u/ (yellow).
3. Word Cards, short /i, u/ (pink, blue and green, mixed).
5. Word Book, page 14: Review /a, i, u/
6. Sight Word Cards 1-5

**REMINDER**

- Phonics
- Automaticity: Quickly & accurately
- Phonemic Awareness
- Phonics
- Phonics
- Phonemic Awareness
- Phonics: Blend known sounds into words automatically
- Automaticity: Response is quick & accurate
- Vocabulary: Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)
- Comprehension: Practice at word level eases transition to sentence level
Sample Sunday System®
Learning Plan Structure Continued

**SPELL WORDS**

- Dictate the following words to the Learner.
  - Learner repeats each word. Touch Spell each word and says each sound out loud while writing the word on paper.
  - Dictate each word aloud, naming 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. Material is provided for additional Sessions.

<table>
<thead>
<tr>
<th>u</th>
<th>ay</th>
<th>bay</th>
<th>hay</th>
<th>lay</th>
<th>rug</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>mop</td>
<td>dot</td>
<td>jog</td>
<td>rot</td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>hit</td>
<td>fin</td>
<td>rim</td>
<td>tip</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>sad</td>
<td>rag</td>
<td>van</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>sight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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.

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 capitalisation and punctuation.
- Learner reads aloud the sentences just written.

**SONDAY SYSTEM LEARNING PLAN**
Reading Level 8

**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 6-8 1 of and

- 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 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 24 ee ı/ee/ as in deep

Rule: ee is the first choice for the long sound of ı in the middle of a word.

- Learner reads words from the Word Book, page 15.

- Dictate the following words.
  - Learner repeats each word. Touch Spell each word and says each sound out loud while writing the word on paper.

meet  feed  see  feet  seem  deep

- Learner reads the list of words just written.

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

**CORRECTING SPELLING ERRORS**

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

**Phonemic Awareness**

**Phonics**

**Fluency**: Read and write sentences with prosody (intonation, chunking, phrasing, quick & accurate)

**Vocabulary**: Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)

**Comprehension**: Practice at sentence level eases transition to book level

To learn more about the lesson plans and mastery checks go to: www.winsorlearning.com.
**Sample Sunday System®**

**Learning Plan Structure Continued**

- **Phonemic Awareness:** Blend sounds to pronounce words
- **Phonics:** Apply rules to read words automatically
- **Fluency:** Read with prosody to show meaning
- **Vocabulary:** Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)
- **Comprehension:** All underpinning skills in place allows freedom for comprehension at text level.

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**Sample Mastery Check from Sunday System®**

Mastery checks after every third Reading Level check progress, provides diagnostic information highlighting strengths and weaknesses also helps gauge the pace of instruction. Used for on-going assessment.

To learn more about the lesson plans and mastery checks go to [www.winsororlearning.com](http://www.winsororlearning.com).