



## ***Sonday System Lesson Plan Structure***

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Revised Last: 9-2007

# Sample Sondag 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 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, the sample is one of the thirty-six Reading Levels of Sondag System 1 (the thirty-four Reading Levels of Sondag System 2 follows the same template). *Research source: The Report of the National Reading Panel.*

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### Reading Level 8

#### 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

**Phonics**

**Automaticity:**  
Quickly & accurately

1
READ SOUNDS
2  
MIN.

- Review Sound Cards 1-23
- Learner reads sound of each card aloud.
- 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.

REMINDER

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

**Phonemic Awareness**

**Phonics**

2
SPELL SOUNDS
2  
MIN.

- Dictate the following sounds, one at a time. Dictate short vowel sounds.

i d u r o p a x

- Learner repeats the sound.
- 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 /k/? (Answer: c, k)

BALL TOSS GAME

- Say a word while you toss or roll a Nerf Ball to the Learner.
- Learner returns it while repeating just the middle or vowel sound of the word.
- Example: Throw the ball and say "hat"
- Learner returns it and says, "a"
- For a list of words, see Word Book, page 14.

**Phonics**

**Phonemic Awareness**

**Phonics:** Blend known sounds into words automatically

**Automaticity:**  
Response is quick & accurate

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### Reading Level 8

3
READ WORDS
5  
MIN.

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

1. Word Cards, short u (yellow).
2. Word Book, page 10, ay.
3. Word Cards, short a, i, o (pink, blue and green, mixed).

4. Word Book, page 12, Short u.
5. Word Book, page 14, Review a, i, o, u.
6. Sight Word Cards 1-5.
7. Word Book, review any previous pages.

REMINDER

Practicing words over and over builds fluency.

**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

4
SPELL WORDS
7 MIN.

• 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. 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 |     |     |     |     |

• 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.**  
**Do not hit the cat.**  
**Fix the rug.**

**The pup is in the box.**  
**Pat can hug the pup.**  
**It is hot in the sun.**

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

**Phonemic Awareness**

**Phonics**

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

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

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

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Reading Level 8

5
INTRODUCE NEW MATERIAL
5 MIN.

**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    I    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 **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 24    ee /ee/ as in deep

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

- Learner reads words from the Word Book, page 15.
- Dictate the following words.
- Learner repeats each word, **Touch Spells** 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 **4 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**

**Automaticity:** Leads to fluency

**Vocabulary**

**Comprehension**

# Sample Sunday System® Learning Plan Structure Continued

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## SONDAY SYSTEM LEARNING PLAN

### Reading Level 8

6

**READ ALOUD**

10 MIN

- Choose one of the following activities at each Session.
- a) Reading Strip 8.
- b) Sentences, Word Book, page 16.
- c) Read a book.
  - Sunday Readers, 8a, 8b, 8c. Reread 7a, 7b, 7c.
  - See page 128 of the Word Book for a list of beginning reading books.
- d) Reread Reading Strips 5-7.
- e) Board Game. Word Cards (pink, blue, green and yellow mixed).

**HELPER'S NOTE**

Seeing, hearing and feeling letter shapes and sounds will weld them into memory.

**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.

## 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.winsorlearning.com](http://www.winsorlearning.com).

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## Mastery Check for Spelling

Use after Level 9

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.

|      |     |      |      |
|------|-----|------|------|
| seem | lay | need | fed  |
| get  | zip | vet  | jug  |
| do   | of  | lab  | feet |
| rob  | hut | and  | hop  |
| ten  | bet | sub  | rib  |

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 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    | circle of |

| Errors        | Word Book page | Errors | Word Book page | Errors | Word Book page |
|---------------|----------------|--------|----------------|--------|----------------|
| b □           | 124            | m □    | 125            | a □    | 2,3            |
| c □           | 124            | n □    | 125            | e □    | 18             |
| d □           | 124            | p □    | 125            | i □    | 4              |
| f □           | 124            | r □    | 125            | o □    | 5              |
| g □           | 124            | s □    | 125            | u □    | 12             |
| h □           | 124            | t □    | 125            | ay □   | 10             |
| j □           | 124            | v □    | 125            | ee □   | 15             |
| k □           | 124            | x □    | 7              |        |                |
| and, of, do □ | Sight Word     | z □    | 125            |        |                |

When you have identified the letters/sounds that need more practice, you may reuse Levels 7-9 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 10.

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## Mastery Check for Reading

Use after Level 9

Using the Sunday System 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 in 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 9 – Form A**

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

**Reading Level 9 – Form B**

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

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 this test and 95% accuracy on the Spelling Mastery Check before moving to the next level.