



# Sample Lesson Plans

By Arlene Sondag

# EK

800-321-7585 [winsorlearning.com](http://winsorlearning.com)



Lesson  
**41**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, D P R Pages, Worksheet

**TEACH LETTERS D P R**

10  
min

- Display the uppercase **D**. (Media Kit)
- Students AIR-WRITE the letter **D**, then TRACE the letter on any surface using 2 fingers of the writing hand and SAY the name of the letter aloud.
- Begin with stroke number 1, follow the sequence and the directional arrows.
- Using the printed worksheet, Students SAY the name of the letter TRACE the completed letter and the ghost letter.
- Finally, PRINT the letter from the marked starting point.
- **Be sure the letter D is secure before practicing the letters P and R using these procedures.**

*Note: Practice pages may be printed from the Printables file in the Media Kit.*

**SEGMENT - SENTENCES**

6  
min

- Say each sentence. Students REPEAT.
- Have the Students REPEAT the sentence again, clapping once for each word in the sentence.

Run fast!	2 claps	I can see you.	4 claps
Go there.	2 claps	Run to the lake.	4 claps
See the train.	3 claps	Where did he hide it?	5 claps
Can you swim?	3 claps	My dog can sit up.	5 claps

- This is a listening activity. No print is involved.

*Note: Learning to separate sentences into words, words into syllables or words into sounds are phonemic segmenting activities. They form an important foundational skill for spelling. These activities involve playing with words. Students who can play with words become better readers and spellers.*

**NURSERY RHYME - CLOZE**

4  
min

- SAY the nursery rhyme together.
- Repeat twice, having the Students fill in the last word.

**One, Two, Buckle My Shoe**

One, two, buckle my \_\_\_\_\_. (shoe)  
 Three, four, shut the \_\_\_\_\_. (door)  
 Five, six, pick up \_\_\_\_\_. (sticks)  
 Seven, eight, lay them \_\_\_\_\_. (straight)  
 Nine, ten, a big fat \_\_\_\_\_. (hen)

- SAY the rhyme together one more time.



**INDEPENDENT PRACTICE**

Worksheet 41 (Media Kit)

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**42**

**MATERIALS NEEDED** • Media Kit, D P R Pages, Elementary Lined Paper, Worksheet

**SEGMENT - COMPOUND WORDS**

4  
min

- Say each word. Have the Students REPEAT the word and make each word into 2 words.
- Say: **baseball**. Students REPEAT. Can you make 2 words out of **baseball**?
- Say: **driveway**. Students REPEAT. Can you make 2 words out of **driveway**?

corncob	runway	catfish	paycheck
pancake	sandbox	hubcap	forget
hillside	sunset	suntan	bathtub

*Note: This is a listening activity. No print is involved.*

**PRACTICE LETTERS D P R**

6  
min

- Pass out the printed **D P R** pages. *Note: Practice pages may be printed from the Printables file in the Media Kit.*
- Students first TRACE the complete letter **D**, then the ghost letter, and finally PRINT the letter from the marked starting point.
- Practice **P** and **R** using these procedures.

**PRINT D P R**

6  
min

- Have Students practice printing **D P R** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.

**LOCATION WORDS**

4  
min

- Using a chair, a book and toys, practice using **location** words. Say:
 

Put the ___ <b>under</b> the chair.	Put the ___ <b>behind</b> the chair.
Put the ___ <b>on</b> the chair.	Put the ___ <b>between</b> the ___ and the book.
Put the book <b>beside</b> the chair.	Put the ___ <b>over</b> the ___.
Put the ___ <b>in front of</b> the chair.	Put the ___ <b>beside</b> the book.
Put a pencil <b>in</b> the book.	Put the ___ <b>on</b> the book
Put the ___ <b>to the right of</b> the chair.	Put the ___ <b>to the left of</b> the book.

Location words might include:

**on under over in beside in front of between behind above left right**



**INDEPENDENT PRACTICE**

Worksheet 42 (Media Kit)

Lesson  
**43**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • [Media Kit](#), [Elementary Lined Paper](#), [Worksheet](#)

**SAY ALPHABET**

4  
min

- Say the alphabet together.
- Say it again beginning with the letter **G**; with **L**; with **U**.

**FIND WORDS - BEGINNING SOUNDS**

8  
min

- Say: I'm thinking of a word that **starts** with **/m/**. Can you guess what it is? Accept any **/m/** word.
- If Students cannot think of words, build a bank of words. Say the words in the Word Bank below, one at a time, and have the Students **REPEAT** them.
- Say: Now, can you tell me a word that **starts** with **/m/**?
- Use the same line of questioning for words that begin with **/l/** and **/d/**.

**Word Bank**

**/m/**      money, monkey, my, mouse, moose, mess, mark, mud, man, mush  
**/l/**      lip, like, list, lost, lion, lily, litter, learn, label, little, lump  
**/d/**      dog, drink, drive, donkey, dig, double, dirt, dish, dimple

**Note:** This is a listening activity. No print is involved.

**Note:** Slashes before and after a letter **/m/** indicate that the sound of the letter should be pronounced, not the name of the letter.

**SEGMENT - ENDING SOUNDS**

4  
min

- Say: What is the **ending** sound in **fin**? Response: **/n/**  

ham	make	mess	stop
sit	rub	tan	tug

**Note:** Slashes before and after a letter, as in **/f/**, indicate that the sound of the letter should be given and not the name.

**PRINT D P R**

4  
min

- Have Students practice printing **D P R** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.



**INDEPENDENT PRACTICE**

Worksheet 43 (Media Kit)

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**44**

**MATERIALS NEEDED** • [Media Kit](#), [B J K Pages](#), [Worksheet](#)

**TEACH LETTERS B J K**

10  
min

- Display the uppercase B. (Media Kit)
- Students AIR-WRITE the letter B, then TRACE the letter on any surface using 2 fingers of the writing hand and SAY the name of the letter aloud.
- Begin with stroke number 1, follow the sequence and the directional arrows.
- Using the printed worksheet, Students SAY the name of the letter TRACE the completed letter and the ghost letter.
- Finally, PRINT the letter from the marked starting point.
- **Be sure the letter B is secure before practicing the letters J and K using these procedures.**

*Note: Practice pages may be printed from the Printables file in the Media Kit.*

**LOCATION WORDS**

10  
min

- Using a chair, a book and toys, practice using **location** words. Say:
 

Put the ___ <b>under</b> the chair.	Put the ___ <b>behind</b> the chair.
Put the ___ <b>on</b> the chair.	Put the ___ <b>between</b> the ___ and the book.
Put the ___ <b>beside</b> the chair.	Put the ___ <b>over</b> the ___.
Put the ___ <b>in front of</b> the chair.	Put the ___ <b>beside</b> the book.
Put a ___ <b>in</b> the book.	Put the ___ <b>on</b> the book.
Put the ___ <b>to the right of</b> the chair.	Put the ___ <b>to the left of</b> the book.

Location words might include:

**on under over in beside in front of between behind above left right**



**INDEPENDENT PRACTICE**

Worksheet 44 (Media Kit)

Lesson  
**45**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, B J K Page, Elementary Lined Paper, Worksheet

**PRACTICE LETTERS B J K**

<sup>b</sup>  
min

- Pass out the printed **B J K** pages. **Note:** *Practice pages may be printed from the Printables file in the Media Kit.*
- Students first TRACE the complete letter **B**, then the ghost letter, and finally PRINT the letter from the marked starting point.
- Practice **J** and **K** using these procedures.

**Note:** *Encourage the Students to use a three-finger pencil grip. Hold the pencil at the edge of the painted surface, above the point. Hold it between the thumb and the index finger and let the pencil rest just below the knuckle of the next finger. This grip gives the writer maximum control. It may be easier for a beginner to use a large pencil or a purchased pencil gripper. Unlearning and relearning an incorrect pencil grip can be much harder than starting to print using the proper form.*

**PRINT B J K**

<sup>b</sup>  
min

- Have Students practice printing **B J K** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.

**FIND WORDS - RHYME**

<sup>b</sup>  
min

- Say: Who can think of a word that **rhymes** with **saw**?
- Build a bank of words that rhyme by saying the words in the Word Bank below, one at a time.
- Have the Students REPEAT them.
- Say: Now who knows a word that **rhymes** with **saw**?
- Use the same line of questioning for **hair**, **ball** and **wear**.

**Word Bank**

**saw**      claw, raw, paw, draw, jaw, law, straw  
**hair**      bear, care, wear, air, dare, fair, rare  
**ball**      wall, tall, call, doll, mall, fall, hall  
**wear**      bear, pair, stare, mare, dare, hair, tear

**Note:** *This is a listening activity. No print is involved.*

**Note:** *Accept nonsense words. The goal is to rhyme.*



**INDEPENDENT PRACTICE**

Worksheet 45 (Media Kit)

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
46

**MATERIALS NEEDED** • Media Kit, Elementary Lined Paper, Worksheet

**BLEND - SYLLABLES**

5  
min

- Have the Students combine 2 syllables to make a whole word.

gen...tle	gob...lin	re...cord	pur...ple	ex...pire
spook...y	tar...get	pic...ture	mo...tion	sis...ter
rais...in	ba...con	sub...ject	cra...zy	cra...dle

**Note:** This is a listening activity. No print is involved.

**Note:** Blending parts of words together, a phonological awareness activity, is an excellent activity to master before blending sounds into words.

**SEGMENT - BEGINNING SOUNDS**

5  
min

- Say: What is the **beginning** sound in **fist**? Response: /f/

food	part	wish	beg	lick
ray	lime	took	jump	sell

**Note:** Slashes before and after a letter, as in /f/, indicate that the sound of the letter should be given and not the name.

**SEGMENT - SENTENCES**

4  
min

- Say each sentence. Students **REPEAT**.
- Have the Students **REPEAT** the sentence again, clapping once for each word in the sentence.

Where is the dog?	4 claps	Ring the bell.	3 claps
Write me a note.	4 claps	I can see a speed boat.	6 claps
I like ice cream.	4 claps	Buy gum at the store.	5 claps
He has six small red cars.	6 claps	Read me a book.	4 claps

**Note:** This is a listening activity. No print is involved.

**Note:** Dividing sentences into words is the first step in phonemic segmentation.

**Note:** For variation, blocks, poker chips, buttons or paper squares may be used for counting words in sentences.

**PRINT B J K**

6  
min

- Have Students practice printing **B J K** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.



**INDEPENDENT PRACTICE**

Worksheet 46 (Media Kit)

Lesson  
**47**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • [Media Kit](#), [Worksheet](#)

**BLEND COMPOUND WORDS**

4  
min

- Say the two words that make up the compound word.
- Say: Can you make one word out of **pop...corn**?  
Can you make one word out of **pan...cake**?

[base...ball](#)    [camp...fire](#)    [arm...chair](#)    [sun...rise](#)    [Bat...man](#)

**FIND WORDS - RHYME**

5  
min

- Say: Who can think of a word that **rhymes** with **saw**?
- Build a bank of words that rhyme by saying the words in the Word Bank below, one at a time.
- Have the Students **REPEAT** them.
- Say: Now can you think of a word that **rhymes** with **saw**?
- Use the same line of questioning for **hair**, **ball** and **near**.

**Word Bank**

**saw**    [claw, raw, paw, draw, jaw, law, straw](#)  
**hair**    [bear, care, wear, air, dare, fair, rare](#)  
**ball**    [wall, tall, call, doll, mall, fall, hall](#)  
**near**    [deer, clear, steer, hear, cheer, fear, spear](#)

**Note:** *This is a listening activity. No print is involved.*

**Note:** *Accept nonsense words. The goal is to rhyme.*

**AUTOMATICITY PRACTICE - LETTERS**

3  
min

- Display *Letters*. (Media Kit)
- Have Students read together across the rows, saying the letter names.
- Call on individual Students and ask each to read 1 row.

**SIMON SAYS**

8  
min

- The Students respond only if the teacher says **Simon says**.

**Teacher says**

Simon says: Touch your elbow.  
Point to the floor.  
Simon says: Point to the ceiling.  
Simon says: Raise your right hand.  
Simon says: Put your right foot forward.  
Simon says: Shake your left hand.  
Put your hands on your ears.

**Student response**

Touches elbow.  
No response.  
Points to the ceiling.  
Raises right hand.  
Puts right foot forward.  
Shakes left hand.  
No response.

- The final **Simon Says** should get Students into position for the next activity.

**Note:** *When group responses are requested, always indicate this with a starting signal before beginning the activity.*



**INDEPENDENT PRACTICE**

Worksheet 47 (Media Kit)



**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**48**

**MATERIALS NEEDED** • [Media Kit](#), [M N U Pages](#), [Worksheet](#)

**TEACH LETTERS M N U**

10  
min

- Display the uppercase **M**. (Media Kit)
- Students AIR-WRITE the letter **M**, then TRACE the letter on any surface using 2 fingers of the writing hand and SAY the name of the letter aloud.
- Begin with stroke number 1, follow the sequence and the directional arrows.
- Using the printed worksheet, Students SAY the name of the letter TRACE the completed letter and the ghost letter.
- Finally, PRINT the letter from the marked starting point.
- **Be sure the letter M is secure before practicing the letters N and U using these procedures.**

*Note: Practice pages may be printed from the Printables file in the Media Kit.*

**NURSERY RHYME - CLOZE**

5  
min

- Say the nursery rhyme together.
- Repeat twice, having the Students fill in the last word.

**Little Bo Peep**

Little Bo \_\_\_\_ (Peep)  
 Has lost her \_\_\_\_ (sheep)  
 And doesn't know where to find \_\_\_\_\_. (them)  
 Leave them \_\_\_\_ (alone)  
 And they'll come \_\_\_\_ (home)  
 Dragging their tails behind \_\_\_\_\_. (them)

- Say the rhyme together one more time.

**SEGMENT - SENTENCES**

5  
min

- Say each sentence. Students REPEAT.
- Have the Students REPEAT the sentence again, clapping once for each word in the sentence.

Find the dog.	3 claps	I can see you.	4 claps
Take the boat.	3 claps	Where is Jack?	3 claps
Find her.	2 claps	Can you see the bus?	5 claps
Can you play that game?	5 claps	Wait for the next train.	5 claps

*Note: This is a listening activity. No print is involved.*



**INDEPENDENT PRACTICE**

Worksheet 48 (Media Kit)



**Practice, practice, practice! All activities need to be repeated many times before a child can recognize and respond automatically.**

Lesson  
**49**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, M N U Pages, Elementary Lined Paper, Worksheet

**PRACTICE LETTERS M N U**

8  
min

- Pass out the printed **M N U** pages. **Note:** *Practice pages may be printed from the Printables file in the Media Kit.*
- Students first TRACE the complete letter **M**, then the ghost letter, and finally PRINT the letter from the marked starting point.
- Practice **N** and **U** using these procedures.

**PRINT M N U**

6  
min

- Have Students practice printing **M N U** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.

**NURSERY RHYME**

4  
min

- SAY the nursery rhyme together.
- Repeat twice, having the Students fill in the last word.

**One, Two, Buckle My Shoe**

One, two, buckle my \_\_\_\_\_. (shoe)

Three, four, shut the \_\_\_\_\_. (door)

Five, six, pick up \_\_\_\_\_. (sticks)

Seven, eight, lay them \_\_\_\_\_. (straight)

Nine, ten, a big fat \_\_\_\_\_. (hen)

- SAY the rhyme together one more time.

**BLEND - COMPOUND WORDS**

2  
min

- Pause between the two words that make up the compound word.
- Say: Can you make one word out of **pop...corn**?

Can you make one word out of **pan...cake**?

stop...light

foot...ball

eye...lid

class...mate

broom...stick

rain...drop

base...ball



**INDEPENDENT PRACTICE**

Worksheet 49 (Media Kit)

**SONDAY SYSTEM<sup>®</sup> KINDERGARTEN ESSENTIALS**

Lesson  
50

**MATERIALS NEEDED** • [Media Kit](#), [Elementary Lined Paper](#), [Worksheet](#)

**SAY ALPHABET**

2  
min

- Say the alphabet together.
- Say it again beginning with the letter **L**; with **G**; with **P**.

**PRINT M N U**

6  
min

- Have Students practice printing **M N U** on *elementary lined paper*, one or two lines of each.
- Watch the starting points and direction of strokes.

**LEFT/RIGHT ACTIVITY**

5  
min

- Have the Students stand and form a line facing the teacher.
- Give directions: Raise your **right** hand. Raise your **left** hand.  
 Point to the ceiling with your **right** hand.  
 Point to the floor with your **right** hand.  
 Point to me with your **left** hand.  
 Point to your **right** foot with your **right** hand.  
 Point to the Student on your **right**. On your **left**.

**FIND WORDS - RHYME**

7  
min

- Say: Who can think of a word that **rhymes** with **steep**?
- Build a bank of words that rhyme by saying the words in the Word Bank below, one at a time.
- Have the Students **REPEAT** them.
- Say: Now can you think of a word that **rhymes** with **steep**?
- Use the same line of questioning for **mind** and **sink**.

**Word Bank**

<b>steep</b>	deep, creep, leap, keep, heap, sleep, beep
<b>mind</b>	find, blind, kind, wind, grind, bind, hind
<b>sink</b>	pink, think, wink, blink, drink, link, rink, stink

*Note: This is a listening activity. No print is involved.*



**INDEPENDENT PRACTICE**

Worksheet 50 (Media Kit)

Lesson  
**151**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, Elementary Lined Paper, Worksheet

**1 READ SOUNDS**

2  
min

Review *Sound Cards 1-21* (Media Kit)

- Students **READ** the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2  
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.

• Say, **SAY** and **WRITE**: **n v r d p a b g f**

• Say, **SAY** and **WRITE**: **/k/, 2 ways** (Answer: c, k)

**3 READ WORDS**

4  
min

Students **READ** aloud. (Media Kit) *Note: Numbered lists may be printed from the Printables file in the Media Kit.*

1. Short a

lad	sad	gap	cam	map
fad	tap	bad	jam	zap
lap	had	ham	am	ad
cap	nap	ram	pad	mad

2. Phrases

a rat	the rag	the jam
a sad lad	a gap	the bad man

**4 SPELL WORDS**

7  
min

- Dictate the following words to the Students.
- Students **REPEAT** each word, **TOUCH SPELL** each word and **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading **down** the columns.

**REMINDER:** Column in black indicates which sound is being practiced.

**REMINDER:** Dictate words and phrases for a total of 7 minutes.

short a	nag	tap	fan	bad
misc.	the	hat	a	nab

- Students **READ** aloud the list of words just written.

- Dictate the following phrases.
- Students **REPEAT** and **WRITE** each phrase.

**the cat a bag**

- Students **READ** aloud the phrases just written.

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS** Lesson **151**

**5** **INTRODUCE NEW MATERIAL** 5 min

**Introduce New Sound**

- Display the Card and say the sound. (Media Kit)
- Students REPEAT the sound, SAY the sound and AIR-WRITE it.
- Students SAY and TRACE the sound on the desk.
- Students SAY and WRITE the sound 3 times.

**Card: Sound Card 22** i /i/ as in itch

**Rule:** Short i is found at the beginning or middle of a word.

- Display the **it** matrix. (Media Kit)

i                      t

- Say the sounds out loud /i/ and /t/ and blend the 2 sounds to make the word **it**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY it, 3 times.
- Advance to the next slide.

s                      i                      t

- Students sound out the 3 letters and blend them together to make the word **sit**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY it, 3 times.
- Advance to the next slides and repeat this procedure for **lit, pit, bit, fit, hit**.
- Students READ the following word list. (Media Kit) *Note: Numbered lists may be printed from the Printables file in the Media Kit.*

3. **sit**                      **fit**                      **bit**                      **pit**                      **hit**                      **lit**                      **kit**                      **wit**

- Dictate the following words.
  - Students REPEAT each word, TOUCH SPELL each word and SAY each sound out loud while WRITING the word.
- it**                      **hit**                      **sit**                      **fit**                      **lit**                      **pit**
- Students READ the words just written.

**INDEPENDENT PRACTICE**

Worksheet 151 (Media Kit)

Lesson  
**152**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • [Media Kit](#), [Elementary Lined Paper](#), [Worksheet](#)

**1 READ SOUNDS**

3  
min

Review *Sound Cards 1-22* (Media Kit)

- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

**2 SPELL SOUNDS**

3  
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, **SAY** and **WRITE**: **m z a l p i b r f h**

**3 READ WORDS**

4  
min

Students READ aloud. (Media Kit) **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

1. it

<b>fit</b>	<b>sit</b>	<b>hit</b>	<b>wit</b>
<b>lit</b>	<b>bit</b>	<b>kit</b>	<b>pit</b>

- [Sight Word Cards 1-2](#)

2. Short a

<b>lag</b>	<b>pan</b>	<b>sag</b>	<b>tan</b>
<b>lad</b>	<b>ham</b>	<b>jam</b>	<b>cat</b>
<b>bag</b>	<b>map</b>	<b>am</b>	<b>hat</b>

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**152**

**4 SPELL WORDS**

10  
min

- Dictate the following words to the Students.
- Students REPEAT each word, TOUCH SPELL each word and SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading **down** the columns.

*REMINDER: Column in black indicates which sound is being practiced.*

it	hit	fit	bit	sit
short a	tag	ran	gap	dab

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

a fat cat	hit it
the map	a pit

- Students READ aloud the phrases just written.



**INDEPENDENT PRACTICE** allows for review and additional time-on-task. Monitoring decreases as students become more confident. Any worksheets may be reused for those Students who need more practice. Appendix B provides additional suggestions for individual and shared activities.

**INDEPENDENT PRACTICE**

Worksheet 152 (Media Kit)

Lesson  
**153**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • [Media Kit](#), [Elementary Lined Paper](#), [Worksheet](#)

**1 READ SOUNDS**

2  
min

Review *Sound Cards 1-22* (Media Kit)

- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2  
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, **SAY** and **WRITE**: **m r p a v s i x d h**

**3 READ WORDS**

4  
min

Students READ aloud. (Media Kit) **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

1. Short a

ram	cab	an	at
had	rap	fat	cap
lag	pan	sag	tan
lad	ham	jam	cat
bag	map	am	hat

- *Sight Word Cards 1-2*

2. it

fit	sit	hit	bit
lit	bit	kit	pit

3. Phrases

**a pit      the pan      bad fit**



**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**153**

**4 SPELL WORDS**

7  
min

- Dictate the following words to the Students.
- Students REPEAT each word, TOUCH SPELL each word and SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading **down** the columns.

*REMINDER: Column in black indicates which sound is being practiced.*

*REMINDER: Dictate words and phrases for a total of 7 minutes.*

it	pit	bit	lit	hit
misc.	gab	the	lap	a

- Students READ aloud the list of words just written.

**5 INTRODUCE NEW MATERIAL**

5  
min

**Practice Short i**

- Display the **in** matrix. (Media Kit)



- Say the sounds out loud /i/ and /n/ and blend the 2 sounds to make the word **in**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY in, 3 times.
- Advance to the next slides and repeat this procedure for **pin, fin, tin, bin, kin, win**.

- Students READ aloud the following word list. (Media Kit) *Note: Numbered lists may be printed from the Printables file in the Media Kit.*

4. **in pin bin fin tin kin**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word and SAY each sound out loud while WRITING the word.

**tin fin bin pin in**

- Students READ the words just written.

**INDEPENDENT PRACTICE**

Worksheet 153 (Media Kit)

Lesson  
**154**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, Elementary Lined Paper, Worksheet

**1 READ SOUNDS**

3  
min

Review *Sound Cards 1-22* (Media Kit)

- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

**2 SPELL SOUNDS**

3  
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, **SAY** and **WRITE:**    **p   a   t   i   s   m   f   d   r   x**

**3 READ WORDS**

4  
min

Students READ aloud. (Media Kit) **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

1. in

<b>in</b>	<b>bin</b>	<b>tin</b>	<b>kin</b>
<b>pin</b>	<b>fin</b>	<b>din</b>	<b>win</b>

2. it

<b>it</b>	<b>sit</b>	<b>lit</b>	<b>hit</b>
<b>bit</b>	<b>fit</b>	<b>pit</b>	<b>kit</b>

3. Short a

<b>ram</b>	<b>cab</b>	<b>an</b>	<b>at</b>
<b>had</b>	<b>rap</b>	<b>fat</b>	<b>cap</b>
<b>lag</b>	<b>pan</b>	<b>sag</b>	<b>tan</b>
<b>bag</b>	<b>map</b>	<b>am</b>	<b>hat</b>

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**154**

**4 SPELL WORDS**

10  
min

- Dictate the following words to the Students.
- Students REPEAT each word, TOUCH SPELL each word and SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading **down** the columns.

*REMINDER: Column in black indicates which sound is being practiced.*

<b>in</b>	<b>pin</b>	<b>fin</b>	<b>tin</b>	<b>bin</b>
<b>misc.</b>	<b>tap</b>	<b>sit</b>	<b>cab</b>	<b>hit</b>

- Students READ aloud the list of words just written.



**STUDENT RESPONSE TIME:** After delivering verbal directions allow quiet response time for processing and writing. Students who can focus on only one thing at a time may be distracted by continuous teacher talk.



**INDEPENDENT PRACTICE**

Worksheet 154 (Media Kit)

Lesson  
**155**

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • [Media Kit](#), [Elementary Lined Paper](#), [Worksheet](#)

**1 READ SOUNDS**

<sup>2</sup>  
min

Review *Sound Cards 1-22* (Media Kit)

- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

**2 SPELL SOUNDS**

<sup>2</sup>  
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, **SAY** and **WRITE**: **n v r d i a b g f**
- Say, **SAY** and **WRITE**: **/k/, 2 ways** (Answer: c, k)

**3 READ WORDS**

<sup>4</sup>  
min

Students READ aloud. (Media Kit) **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

1. Review

fit	pin	bit	fin
pad	fad	had	ram
tin	hit	bin	kit
lad	pad	rag	tab

2. Phrases

bad cat	a pin
the kit	sad lad

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

Lesson  
**155**

**4**

**MASTERY CHECK**

12  
min

**Goal:** To determine how well Students can spell independently.

- Dictate the following words, reading **down** the columns.
- Repeat words if necessary.
- DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

<b>sit</b>	<b>pin</b>	<b>tin</b>	<b>fin</b>	<b>the</b>
<b>fit</b>	<b>bag</b>	<b>cap</b>	<b>sad</b>	<b>bit</b>

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct on each student's *Mastery Check Score Sheet*.
- If 2 or more words are misspelled on 2 consecutive Mastery Checks, placing the Student in a small group with closer monitoring and more opportunities for practice may be beneficial.

**Note:** Praise and encourage neat, legible handwriting.

# Correct	%	# Correct	%
1	10%	6	60%
2	20%	7	70%
3	30%	8	80%
4	40%	9	90%
5	50%	10	100%



Printable word lists may be taken home for additional practice.



**INDEPENDENT PRACTICE**

Worksheet 155 (Media Kit)