



Sample Lesson Plans

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Level
18

 **Sonday System 2**

MATERIALS NEEDED

- Watch Instructional Video • Sound Cards 1-59 • Suffix Cards 1-20
- Prefix Cards 1-16 • Paper and Pencil • Sight Word Cards 1-88 • Word Book
- Worksheets 15-17 (Media Kit) • Book to Read

1 READ SOUNDS

2 min

- Review Sound Cards 1-59 Ask for 2 sounds of ow, c, g, oo, ea, ear and all single vowels; 3 sounds of y.
- Review Suffix Cards 1-14 (every Session)
- Review Prefix Cards 1-16 (every 2nd Session)
- Learner reads the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Add cards to the decks as new material is introduced.

2 SPELL SOUNDS

2 min

- Dictate the following sounds, one at a time.

-tion pro- ar u sh pre-

- Learner repeats the sound.
- Learner writes the sound on paper.

QUESTIONS TO ASK THE LEARNER:

When dictating /ow/ do not say “as in cow” to the Learner.

What are two ways to spell /ow/ (as in cow)? (Answer: ow, ou)

What are five ways to spell long /e/? (Answer: ee, e, e-e, y, ea)

What are four ways to spell /er/? (Answer: er, ir, ur, ear)

What are three ways to spell /k/? (Answer: c, k, -ck)

NOTE: Summary of English Language Rules, p. 229.

3 READ WORDS

5 min

- Learner reads aloud from the following sources. Material is provided for several Sessions.
 1. Word Book, p. 97, Review Prefixes and Suffixes 1
 2. Word Book, p. 98, Three-syllable Words 1
 3. Worksheet 16 (Media Kit)
 4. Worksheet 17 (Media Kit)
 5. Worksheet 15 (Media Kit)
 6. Word Book, p. 94, Suffix Review 1
 7. Word Book, p. 95, Suffix Review 2
 8. Sight Word Cards #1-79
 9. Review any previous Word Book Lists



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4 SPELL WORDS

7 min

- Dictate the following words to the Learner. Material is provided for several Sessions.
- Learner repeats the word and writes it. Touch Spell as needed.
- Dictate each word aloud, reading down the columns, correcting errors as they occur.

R The column at the left indicates the sound being practiced in each row of words.

R Ask questions when errors are made to help the Learner self-correct.

-et 1-1-1	jacket drop** dropping	pocket slim** slimmer	market hot** hotter	gadget grab** grabbed
-tion -est -less/-ness Cle ou -ous -ic ea ur -al ea oo/ew sight ear 1-1-1	section helpless gig/gle* house plas/tic* leaf burning	option goodness bat/tle* couch med/ic* creaky re/turn*	donation formless rip/ple* county dras/tic* eager sturdy	convention sharpness bot/tle* flounder pan/ic* beneath mur/der*
death goose many clear slip** slipper	death goose many clear slip** slipper	weather blew heard slop** sloppy	spread moose nearly thin** thinner	stead/y* grew learning shop** shopping
-able ow ai/oo -ive ea ir sight -en ea 1-1-1	plow stain heav/y* first sure golden reaching dip** dipper	growing toothless mead/ow* thirsty open heap cut** cutting	owl brainy in/stead* birth fallen mean snap** snappy	throw hoop heaven squirt harden bleach shrug** shrugged
-ish 2 syllable sight -tion 1-1-1	endless again portion topping	extract caption fitted	perhaps suction shipped	inform formation plotted

*Learner breaks the word into syllables and identifies the syllable types.

**Dictate this word and the next word together to highlight the 1-1-1 rule.

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

The apartment was robbed shortly before dawn.
 He wore baggy pants and a reddish shirt.
 The river was fast and muddy after the rain.
 We dragged the small boat up on shore.
 The girls stood beneath the starry sky.
 I like hot fudge topping on my ice cream.

They hugged their aunt when she stepped down from the train.
 The showers had not stopped and it was a gloomy day.
 The class party flopped since it was poorly planned.
 The foolish boys were clowning around in the hallway.
 He was strapping the saddle on the horse.
 The leafy, green plants are for sale.

- Check for capitalization, punctuation and spelling.
- Use questions to enable the Learner to self-correct misspelled words.
- Learner reads aloud the sentences just written.



5 INTRODUCE NEW MATERIAL

5 min

1. Introduce New Sight Words.

- Sight Words are words that cannot be sounded out and need to be memorized.
- Show all of the new Sight Words cards, one at a time and ask the Learner to read each.
- Dictate the KNOWN words, the ones that the Learner can read, and ask the Learner to write each word. Add the words that can be spelled to the Sight Word card pack for review at the next Sessions. Words that can be read but not spelled and words that cannot be read are considered UNKNOWN words.
- Teach three UNKNOWN words at each Session.

Cards: **Sight Word Cards 80-88**

#80	move	#83	often	#85	among	#87	steak
#81	prove	#84	listen	#86	great	#88	break
#82	false						

- 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 letter names.
- Learner repeats the word before and after tracing.
- Learner writes the new Sight Word on paper 3 times, saying letter names aloud.

R After teaching a sight word, add the new Sight Word Card to 3. READ WORDS, and enter the words above in the blank spaces of 4. SPELL WORDS.

NOTE: Homonyms are words that sound the same but have different spellings and meanings. Examples: to, too, two; made, maid; there, their, they're; hole, whole. A list of homonyms in sentences that convey the meaning of the words is in the Word Book, p. 166.

2. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the suffix and traces it on the table.

Card: **Suffix Card 15**

-est

as in hardest
meaning: the most

Rule: A suffix is added after a root or base word.

- Learner reads **-est** words from the **Word Book**, p. 99.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

hardest	fastest	oldest
biggest	deepest	longest

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and enter some of the words above in the blank spaces of 4. SPELL WORDS.



5 INTRODUCE NEW MATERIAL

5 min

3. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the suffix and traces it on the table.

Card: **Suffix Card 16** -OUS as in **dangerous**

- Learner reads **-OUS** words from the **Word Book**, p. 99.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

joyous	jealous	enormous
murderous	prosperous	generous

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and enter some of the words above in the blank spaces of 4. SPELL WORDS.

4. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the sound and traces it on the table.

Card: **Suffix Card 17** -al /ul/ as in **normal**

- Learner reads **-al** words from the **Word Book**, p. 99.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

postal	dental	formal
renewal	federal	musical

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and enter some of the words above in the blank spaces of 4. SPELL WORDS.



5 INTRODUCE NEW MATERIAL

5 min

5. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the suffix and traces it on the table.

Card: Suffix Card 18

-able

/ubl/ as in portable
meaning: able to

- Learner reads **-able** words from the **Word Book**, p. 100.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

portable
dependable

probable
enjoyable

remarkable
available

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and 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.
- Pause briefly after each question to allow the Learner some “think time” before responding.

When -al or -able are misspelled, say,
“Pronounce the suffix or ending.”
“How do you spell that suffix?”

If it can't be recalled, have the Learner look at the correct spelling
and trace or write the suffix on the table or on paper.

- Learner rewrites the misspelled word so that it is spelled correctly twice.

6. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the suffix and traces it on the table.

Card: Suffix Card 19

-ive

/iv/ as in native

- Learner reads **-ive** words from the **Word Book**, p. 100.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

native
massive

motive
elective

captive
passive

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and enter some of the words above in the blank spaces of 4. SPELL WORDS. ↓

Suffixes **-able, -ive, -ish** Begin using with Level 18

<u>-able</u>	<u>-ive</u>	<u>-ish</u>
avoidable	massive	vanish
miserable	captive	garnish
agreeable	active	British
durable	decorative	furnish
tolerable	adjective	radish
available	destructive	establish
capable	passive	Swedish
changeable	protective	varnish
workable	primitive	relish
considerable	elective	foolish
trainable	locomotive	sheepish
dependable	impressive	Spanish
respectable	positive	finish
enjoyable	native	childish
teachable	negative	boyish
favorable	subjective	tarnish
remarkable	motive	greenish
adorable	objective	ravish
profitable	digestive	outlandish
probable	extensive	girlish
preferable	cursive	reddish
liable	defensive	selfish
portable	subversive	mannish

5 INTRODUCE NEW MATERIAL 5 min

CORRECTING SPELLING ERRORS

- Use questions to help Learner self-correct when spelling errors are made.
 - Pause briefly after each question to allow the Learner some “think time” before responding.
- When massive is spelled as massiv, ask,
- “What is the base word?”
- “What suffix are you going to add?”
- “How do you spell that suffix?”
- Learner rewrites the misspelled word so that it is spelled correctly twice.

NOTE: v is never alone at the end of a word. Silent e will follow v but often doesn’t affect the preceding vowel. Examples: love, have, give, native, motive.

7. Introduce New Suffix

- Show the Card and say the sound.
- Learner repeats the suffix and traces it on the table.

Card: Suffix Card 20

-ish

as in foolish
meaning: like

- Learner reads **-ish** words from the **Word Book**, p. 100.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and writes it on paper.

foolish
tarnish

vanish
publish

boyish
girlish

- Learner reads the list of words just written.

R After teaching a suffix, add the new Suffix Card to 1. READ SOUNDS and dictate the suffix in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS, and enter some of the words above in the blank spaces of 4. SPELL WORDS.

6 READ ALOUD 10 min

- Choose one of the following activities at each Session.
 - a) Sentences, **Word Book**, p. 101.
 - b) Sentences, **Word Book**, pp. 93, 96. (Repeated reading builds fluency.)
 - c) Read a book.

Select an interesting and appropriate article, story or book. When continuing with the same chapter book, ask the learner to tell what was read at the last Session. Give cues when needed. Focus on Comprehension by asking factual and predictive and inferential questions.



MASTERY CHECK FOR READING Use after Level 18

Using the **Sonday System 2** 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. 181.

Reading Level 18 - Form A

sleepless	treatment	rejection	teachable
jealous	gripping	protective	generous
false	cheerful	available	starred
electric	blanket	listen	central
smoothest	frighten	weakness	establish

Reading Level 18 - Form B

false	electric	smoothest	treatment
gripping	cheerful	blanket	frighten
rejection	protective	available	listen
weakness	teachable	generous	starred
central	establish	sleepless	jealous

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 85% accuracy on the Spelling Mastery Check before moving to the next level.

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MASTERY CHECK FOR SPELLING Use after Level 18

Dictate the following words, reading down the columns. Repeat the words if necessary, but do not use the words in a sentence. The goal is to determine what has been learned and how well the Learner can spell independently.

mention	slipping	hidden	dependable
move	helpless	national	crabby
plastic	often	restful	varnish
biggest	ticket	grant	apartment
native	enormous	golden	among

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	slipping	is spelled as	sliping	mark 1-1-1
If	ticket	is spelled as	tiket	mark -ck
If	plastic	is spelled as	plastick	mark -ic
If	among	is spelled as	umong	mark a-

Errors	Word Book Page	Errors	Word Book Page	Errors	Word Book Page
a	1	ar	27	a-	57
e	9	-ck	18	de-	58
i	2	-old	85	e-	58
o	3	or	27	-et	92
u	8	move	Sight Word	-ic	92
VCe	32	often	Sight Word	-ive	100
End Blends	19, 20, 21	among	Sight Word	-less	90
				-ous	99
1-1-1	Worksheet 16			-tion	89

When you have identified the letters/sounds that need more practice, you may reuse Levels 16-18 or you may create Personalized Learning Plans following the instructions in the Media Kit. 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 on to Level 19.