

# Sonday System 2<sup>®</sup>

## Sample Lesson Plans

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#### MATERIALS NEEDED

- Watch Instructional Video • Sound Cards 1-59 • Suffix Cards 1-20
- Prefix Cards 1-16 • Paper and Pencil • Sight Word Cards 50-88 • Word Book
- Worksheets 15-17 • Book to Read

## 1 READ SOUNDS (visual/auditory)

2 min

- Review Sound Cards 1-59 (every session).
- Review Suffix Cards 1-14 (every session).
- Review Prefix Cards 1-16 (every 2nd 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 of **ow, c, g, oo, ew, ea, ear**, and all single vowels; 3 sounds of **y**.

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

## 2 SPELL SOUNDS (visual/auditory/tactile)

2 min

- Dictate the following sounds, one at a time.
- Student repeats the sound.
- Student writes the sound on paper.

-tion      pro-      ar      u      sh      pre-

#### QUESTIONS TO ASK THE STUDENT:

**NOTE:** When dictating /ow/, do not say “as in cow” to the student.

What are 2 ways to spell /ow/ (as in cow)? (Answer: ow, ou)

What are 5 ways to spell long e? (Answer: ee, e, e-e, y, ea)

What are 4 ways to spell /er/? (Answer: er, ir, ur, ear)

What are 3 ways to spell /k/? (Answer: c, k, -ck)

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

## 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. 113, Review Prefixes and Suffixes 1
  2. Word Book, p. 114, Three-syllable Words 1
  3. Worksheet 16 (Word Book, p. 111 or Media Kit)
  4. Worksheet 17 (Word Book, p. 115 or Media Kit)
  5. Worksheet 15 (Word Book, p. 95 or Media Kit)
  6. Word Book, p. 109, Suffix Review 1
  7. Word Book, p. 110, Suffix Review 2
  8. Sight Word Cards #50-79
  9. Any previous Word Book list

**4 SPELL WORDS** (visual/auditory/tactile/phonemic segmentation)

7 min

- Dictate the following words, reading down the columns. Use sentences only for homophones.
- Student repeats each word, says sounds aloud while writing the word. Segment multisyllable words and Touch Spell troublesome syllables. Correct errors using eliciting questions.

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

\* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

\*\* Student 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.

- At each session, dictate two of the following sentences. Student repeats and writes each sentence.

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. Student reads aloud the sentences just written.

**5** INTRODUCE NEW MATERIAL (visual/auditory/tactile)

5 min

**1. Teach Sight Words/Irregular Words**

Sight Words/Irregular Words are words that cannot be sounded out and need to be memorized.

- Show all of the new Sight Word Cards, one at a time, and ask the student to read each.
- Dictate the KNOWN words, the ones that the student can read, and ask the student 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 3 UNKNOWN words at each session.

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

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

- 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.
- Point to the vowels and pronounce the unknown sounds.
- 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, add the new Sight Word Card to READ WORDS and enter the words above in the blank spaces of SPELL WORDS.

**NOTE:** Homophones are words that sound the same but have different spellings and meanings. A list of homophones in sentences that convey the meanings of the words is in the **Word Book**, starting on p. 196.

**2. Teach Suffix**

- Show the card and say the sound.
- Student repeats the suffix and traces it on the table.

**Card:** Suffix Card 15 -est /əst/ as in hardest  
meaning: the most

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

- Student reads **-est** words from the **Word Book**, p. 116.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

hardest	fastest	oldest
biggest	deepest	longest

- Student reads the list of words just written.

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

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**5** **INTRODUCE NEW MATERIAL** (visual/auditory/tactile) 5 min

**3. Teach Suffix**

- Show the card and say the sound.
- Student repeats the suffix and traces it on the table.

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

- Student reads **-OUS** words from the **Word Book**, p. 116.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

joyous	jealous	enormous
fabulous	prosperous	generous

- Student reads the list of words just written.

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

**4. Teach Suffix**

- Show the card and say the sound.
- Student repeats the sound and traces it on the table.

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

- Student reads **-al** words from the **Word Book**, p. 116.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

postal	dental	formal
renewal	federal	musical

- Student reads the list of words just written.

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

**NOTE:** After dictating a word, phrase, or sentence, allow quiet time for students to process. Limit teacher talk.

**5** INTRODUCE NEW MATERIAL (visual/auditory/tactile)

5 min

**5. Teach Suffix**

- Show the card and say the sound.
- Student repeats the suffix and traces it on the table.

Card: Suffix Card 18

**-able**

/əbl/ as in portable  
meaning: able to

- Student reads **-able** words from the **Word Book**, p. 117.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

portable  
dependable

probable  
enjoyable

remarkable  
available

- Student reads the list of words just written.

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

**CORRECTING SPELLING ERRORS**

- Use questions to help the student self-correct spelling errors.
- Pause briefly after each question to allow the student some “think time.”  
When -al or -able is misspelled, ask:  
“What is the suffix or ending of that word?”  
“How do you spell that suffix?”  
If it can’t be recalled, have the student look at the correct spelling and trace or write the suffix on the table or on paper.
- Student rewrites the misspelled word so that it is spelled correctly twice.

**6. Teach Suffix**

- Show the card and say the sound.
- Student repeats the suffix and traces it on the table.

Card: Suffix Card 19

**-ive**

/iv/ as in native

- Student reads **-ive** words from the **Word Book**, p. 117.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

native  
massive

motive  
elective

captive  
passive

- Student reads the list of words just written.

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

## Suffixes -able, -ive, -ish

Begin using with Level 18

**-able**

avoidable  
miserable  
agreeable  
durable  
tolerable  
available  
capable  
changeable  
injectable  
considerable  
trainable  
dependable  
respectable  
enjoyable  
teachable  
unsinkable  
remarkable  
adorable  
profitable  
probable  
preferable  
liable  
portable

**-ive**

massive  
captive  
active  
decorative  
adjective  
destructive  
passive  
protective  
primitive  
elective  
locomotive  
impressive  
positive  
native  
negative  
subjective  
motive  
objective  
digestive  
extensive  
cursive  
defensive  
subversive

**-ish**

vanish  
garnish  
British  
furnish  
radish  
establish  
Swedish  
varnish  
relish  
foolish  
sheepish  
Spanish  
finish  
childish  
boyish  
tarnish  
greenish  
ravish  
outlandish  
girlish  
reddish  
selfish  
banish

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**5 INTRODUCE NEW MATERIAL** (visual/auditory/tactile) 5 min

**CORRECTING SPELLING ERRORS**

- Use questions to help the student self-correct spelling errors.
  - Pause briefly after each question to allow the student some “think time.”
- 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?”
- Student 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 does not affect the preceding vowel.  
 Examples: love, have, give, native, motive

**7. Teach Suffix**

- Show the card and say the sound.
- Student repeats the suffix and traces it on the table.

**Card:** Suffix Card 20 **-ish** as in foolish  
 meaning: like

- Student reads **-ish** words from the **Word Book**, p. 117.
- Dictate the following words.
- Student repeats, segments, and writes each word. Touch Spell as needed.

foolish	vanish	boyish
tarnish	publish	girlish

- Student reads the list of words just written.

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

**6 READ ALOUD** (visual/auditory/tactile) 10 min

- Choose one of the following activities at each session.
  - a) Sentences, **Word Book**, p. 118.
  - b) Sentences, **Word Book**, pp. 112, 108. (Repeated reading builds automaticity and fluency.)
  - c) Read a book.
 

Select an interesting and appropriate article, story, or book. When continuing with the same chapter book, ask the student to tell what was read at the previous session. Give cues when needed.

If extending the time for this segment is an option, focus on Comprehension by asking factual, predictive, and inferential questions.

### MASTERY CHECK FOR READING Use after Level 18

Using the **Sunday System 2** Learning Plan format, incorporate the Mastery Check for reading in **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 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. 221.

Form A

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

Form B

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

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	%
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%		

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**MASTERY CHECK FOR SPELLING Use after Level 18**

Dictate the following words, reading down the columns. Repeat 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 student 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 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 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
short a	1	ar	28	a-	68
short e	9	-ck	18	de-	69
short i	2	-old	100	e-	69
short o	3	or	28	-et	107
short u	8	move	Sight Word	-ic	107
End Blends	19, 20, 21	often	Sight Word	-ive	117
Doubling	111 (MK Wkst 16)	among	Sight Word	-less	105
				-ous	116
				-tion	104

After identifying the letters and sounds that need more practice, reteach Levels 16-18 or use the Creating a Personal Learning Plan template (found in the **Media Kit** or on pp. 28-29 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 19.

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.

Watch the Instructional Video in the **Media Kit** after administering a Mastery Check and before beginning the level that follows it.