

**PROFESSIONAL  
DEVELOPMENT FOR**

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**Sunday System EK-2<sup>®</sup>**

Training Module 2023-2024



1


1

**Agenda**

- Introduction to Sunday System Essentials
- Critical components of Sunday System Essentials
- Model and practice
- Guiding principles for ease of use

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2



**THE SONDAY SYSTEM PRODUCT LINE:**  
Solving and Preventing Reading Failure

<p><b>Sunday System E</b></p> <p>Scientifically-Based Reading Research Orton-Gillingham Approach <i>Structured Literacy.</i></p>	<p><b>Sunday System LPL</b></p> <p><b>Sunday System 1</b></p> <p><b>Sunday System 2</b></p>
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3

**Arlene Sondag**



2009 Recipient of the Margaret Byrd  
Rawson Lifetime Achievement Award  
(International Dyslexia Association)



Founding Fellow  
First President of OGA  
(Orton-Gillingham Academy)

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4

**Warm Up!**


Alphabet Song  
Kindergarten  
Lesson 1

*"We read with our eyes, but the starting  
point for reading is speech."  
-Mark Seidenberg*

**ABCDE  
FGHIJK  
LMNOP  
QRSTU  
VWXYZ**

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5



**The Sondag Essentials Kit**

Online Platform includes:  
Learning Plan Book [www.winsorlearning.com](http://www.winsorlearning.com)


**180**  
Lessons  
One for every day!

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6

### What is Sonday System Essentials?

- Whole group Direct and Explicit Phonics instruction
  - 20+ minutes within literacy block
  - Reading and Spelling
- Based on Orton-Gillingham Approach
  - Structured, systematic, and cumulative
  - Multisensory instruction and reinforcement
- Follows the National Reading Panel Recommendations
  - Phonological and Phonemic Awareness, Phonics, and Fluency
  - Builds foundational skills for vocabulary and comprehension




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
7

### Systematic, Explicit Phonics Instruction

- Enhances children's success in learning to read
- Addresses acquisition in spelling
- Helps to prevent reading difficulties among at-risk students
- Remediates reading difficulties in underachieving readers
- Boosts comprehension



(NRP Summary Report page 9, Subgroup Report page 2-94)

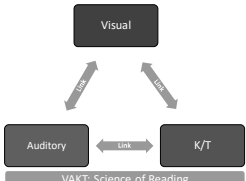


8


### How We Teach Multisensory Instruction & Reinforcement

*"Conscious multisensory procedures using the student's eyes, ears, hands and mouth help to link the sound, sight and feel of spoken language to the printed word on the page."*

-Birsh and Schedler




VAKT: Science of Reading




9

## Sonday System EK




10

### Essentials K Modeling L105



Turn and Talk




11

### Kindergarten Content

- Alphabet Knowledge
  - Naming, Identifying, Forming
- Phonological and Phonemic Awareness
  - Rhyming, Blending, Segmenting, Manipulating
- Phonics
  - Reading and Spelling Sounds, Reading and Spelling Words
- Fluency
  - Rapid Automatic Naming

What is mastery?



12

### Application – Phonological Awareness

Lesson 67

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**FIND WORDS - RHYME** b  
\*1n

- Say: Who can think of a word that **rhymes with bite**?
- 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 bite**?
- Use the same line of questioning for **call, mind, gold and pick**.

**Word Bank**

<b>bite</b>	right, eight, bite, light, might, right, height
<b>call</b>	ball, fall, tall, hall, doll, mall, wall
<b>mind</b>	find, kind, grind, blind, lined, signed, bind
<b>gold</b>	fold, mold, told, sold, hold, old, bold
<b>pick</b>	lick, trick, stick, tick, brick, flick

13

13

### Application – Fluency

Lesson 67

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**AUTOMATICITY PRACTICE - LETTER NAMES** j  
\*1n

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

★ *Note: Reading shapes, colors, numbers, and letters quickly is called Rapid Automatic Naming (RAN) or Rapid Serial Naming (RSN), and automaticity forms a foundation for reading fluency.*

X K D J B Y V

Error? Say and point, "This is D. Say D. What letter is this again?"

14

14

### Application – Phonological Awareness

Lesson 67

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**DELETE - COMPOUND WORDS** s  
\*1n

- Say: **bookstore**. Students **REPEAT**. Say it again but don't say **book**.
- Say: **drumstick**. Students **REPEAT**. Say it again but don't say **stick**.

popcorn	oullar	necktie	headset	ourselves
cupcake	nickname	footpath	doghouse	swimsuit
southwest	lifetime	gumdrop	grandson	seaweed
crossroad	kickoff	dishcloth	fishhook	earthworm

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

15

15

### Application – Handwriting

Lesson 67

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**PRINT Y Z** b  
\*1n

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

Direct Instruction: Level 65  
Practice: Level 66  
Print: Level 67 (3rd day of skill)  
\*If needed, use SN lesson pages 65-66 again

16

16

### Application – Handwriting Practice

Lesson 67

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**INDEPENDENT PRACTICE**  
Worksheet 17 (Media Kit)

17

17

### Why do we teach handwriting (letter formation)?

Letter formation needs to be automatic

- Linked to basic reading and spelling achievement

Labored handwriting creates a drain on mental resources

- Motivation to write is reduced (Spear-Swering, 2006)

NOTE: Children consistently do better writing with a pen. They write more and they write faster. (Berninger 2009)

18

18

## Practice

Lesson 75

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

**MATERIALS NEEDED** Media Kit, p j r u Pages, Worksheet

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**CHUNKING - LETTER NAMES** 10 #18

- Display chunking slides. (Media Kit)
- Have students read across the slides, saying the letter names but pausing for the spaces.
- Call on individual students and ask each to read 1 row.

Note: Reading strips, cards, markers, and letters quickly to collect Rapid Automatic Naming (RAN) or Rapid Serial Naming (RSN) and automaticity leads to reading fluency.

For variety, have students change their voices! (deep, high, scared, happy, sad)

TIP: Be the guide, not the leader!

19

19

## Let's Practice

Chunking

a	bc	def	gh	ij
klm	no	p	qrs	tu
vw	x	y	z	

For variety, have students change their voices! (deep, high, scared, happy, sad)

TIP: Be the guide, not the leader!

20

20

## Practice

Lesson 75

SEGMENT - SYLLABLES

10 #18

- Listen for syllables or word parts.
- Say the word. Students REPEAT the word.
- Students REPEAT again while clapping hands together once for each syllable.

Teachers says	Number of claps	Word divided into syllables
music	2	music
telephone	3	tel/eph/one
tree	1	tree
jellyroll	3	jel/ly/roll
trampoline	2	tramp/olene
cauliflower	4	caulif/low/er
tomato	2	tom/ato
apple	2	ap/ple
skyscraper	3	sky/scraper

Note: A *and* is a syllable, which contains only 1 vowel sound. Syllable work comes later, but chunking is possible before formal syllable instruction. Note: This is a listening activity. No print is involved.

For variety, change the movement (jump, snap, slap thighs, draw tallies).

21

21

## Practice

Lesson 75

TEACH LETTERS p j r u

10 #18

- Display the lowercase p. (Media Kit)
- Students AIR-WRITE the letter p, 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 worksheets, 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 p is secure before practicing the letters j, r and u using these procedures.

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

NOTE: Students do not need to fill each page.


22

22

## Let's Practice

Students:

1. Air write while saying the letter NAME
2. Trace on Table while saying the letter NAME
3. Work on printed worksheets saying the letter NAME
4. Print the letter independently saying the letter NAME
  - Students who struggle with proper formation might need to use WORDS to describe how to form the letter



23


23

## Mastery Checks for Learning in Kindergarten Appendix E

- Begin at Lesson 60
  - Lesson 60: write some uppercase or lowercase letters
  - Lesson 80: write entire uppercase alphabet
  - Lesson 100: write some lowercase letters
  - Lesson 110: match upper- and lower-case letters
  - Lesson 120: identify onset (first sound)
  - Lesson 130: identify final sound
  - Lesson 140, 145, 150 etc. : spell 10 words with criteria at 90%
- Criteria contingent on skill
- Shows what is happening now

24

24



Turn and Talk

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25

# Sonday System E1

# Sonday System E2

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26



## Contents

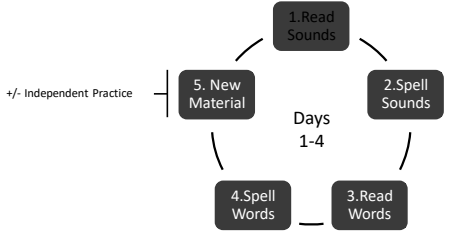
Essentials 1 & 2

- Presentation of Consonants and Vowels
- Sight Words
- Beginning and Ending Blends
- Compound Words
- Syllable Types and Syllable Division
- Affixes

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27

## Lesson Structure: Simple to Complex



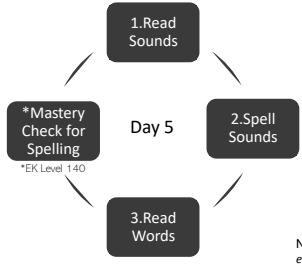
Days 1-4

NOTE: Time limits attached to each step!

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28

## Lesson Structure: Simple to Complex



Day 5

\*Mastery Check for Spelling  
\*EK Level 140


NOTE: Time limits attached to each step!

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29

## Modeling

### E1 Lesson 31



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30

### Breaking Down the Steps: Read Sounds

**Materials:**  
Sound Cards in Media Kit

**Execution:**  
Students read the sound of displayed letter(s).  
The goal is automatic responses.

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31

### Practice Essentials K

Lesson 167 **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

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

**1 READ SOUNDS** 2 min

- Review Sound Cards 1-23 (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.

Let's Trace!  
Yes, it's \_\_\_\_.  
Trace \_\_\_\_ again.

Directly Teach:  
This is the letter \_\_\_\_  
that says /\_\_\_\_/ as in \_\_\_\_.  
Let's Trace!

Who dictates the pace? Why?  
How can this happen?

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32

### Practice Essentials 1

Lesson 61 **SONDAY SYSTEM® ESSENTIALS 1**

**1 READ SOUNDS** 2 min

- Review Sound Cards 1-28 (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.

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33

### Practice Essentials 2

Lesson 63 **SONDAY SYSTEM® ESSENTIALS 2**

**1 READ SOUNDS** 2 min

- Review Sound Cards 19, 21-32, 39 (Media Kit)
- Students **READ** the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

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34

### Step 1: Read Sounds

**Directions**  
"Read the sounds."

**Addressing Errors**  
"Let's Trace!"  
All students trace the letter while saying the letter sound.

Teacher: Yes, it's /\_\_\_\_/. Trace /\_\_\_\_/ again!

Repeat the tracing 1-2 more times to weld into memory

**TIP:** Minimize teacher talk

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35

### What if a letter is read incorrectly while tracing?

- Direct and explicit instruction is best at the moment of the error → "The letters -ck say /k/. Trace the two letters together while saying /k/."
- Incorporate SEE-HEAR-FEEL → After students trace the letter(s) -ck saying /k/ after a short vowel 2-3 times, ask the class...
- Elicit response with questioning → "Where do we find the letters -ck?" Students answer, "At the end of the word after a short vowel."

**TIP:** Minimize teacher talk

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36

### Breaking Down the Steps: Spell Sounds

**Materials:**  
Paper and pens/pencils

**Execution:**  
Students repeat the sound then write.

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37

### Practice Essentials K

LESSON 167 SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

#### 2 SPELL SOUNDS

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: r o j a l s t i f x

**Error?**  
Say /\_\_\_/. What letter says /\_\_\_/?  
If you made a mistake, cross it out and write /\_\_\_/.  
Everyone write /\_\_\_/ two more times saying /\_\_\_/.

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38

### Practice Essentials 1

LESSON 61

#### 2 SPELL SOUNDS

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: e y s h i a w o u  
Long /a/ at the end of a word. (Answer: ay)  
Long /e/ in the middle of a word. (Answer: ee)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

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39

### Practice Essentials 2

LESSON 63

#### 2 SPELL SOUNDS

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: -ing  
Long /i/ at the end of a word. (Answer: y)  
/k/, 3 ways. (Answer: c, k, ck)  
Long /e/, 3 ways. (Answer: ee, e, e-e)  
Long /o/, 2 ways. (Answer: o, o-e)

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40

### Step 2: Spell Sounds

**Directions**  
"Listen, repeat, and write the sound."

**Addressing Errors**  
"Say /f/ (students repeat)  
"What letter says /f/?"  
Teacher calls on a student for the correct answer and writes it for all to see.  
"If you made a mistake, cross it out and write it correctly. Now everyone write /f/ 2 more times while saying the sound."

TIP: Minimize teacher talk

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41

### Breaking Down the Steps: Read Words

**Materials:**  
Media Kit  
Copies of words (optional)

**Execution:**  
Students read words and/or phrases aloud.  
Emphasize fluency practice.

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42

## Practice Essentials K

**SONDAY SYSTEM™ KINDERGARTEN ESSENTIALS**

**3 READ WORDS**

Students READ about (Media Kit) Note: Numbered tabs may be printed from the Printable file in the Media Kit

Sight Word Cards 1-3

1. Review

mop	max	mix	nod	tax
tab	job	not	lop	rip
fix	map	it	rag	gas
dog	kid	pan	toss	big
hat	box	rap	mad	off
got	lop	six	bag	dim

2. Sentences

The fox hid.	Pat the dog.	Hop on the log.
Sip the pop.	Fix it!	Fill the bag.

43

43

## Practice Essentials 1

**3 READ WORDS**

Students READ about (Media Kit) Note: Numbered tabs may be printed from the Printable file in the Media Kit

Word Cards, short

1. Review

ram	job	cut	bun	mud	lug
tug	sum	jug	day	cob	miss
wish	wet	mesh	fish	let	sheet
shop	him	yet	wax	say	pen
seed	weep	win	sip	may	bet
ham	map	sat	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	wee	zap	bug	rug

44

44

## Practice Essentials 2

**3 READ WORDS**

Students READ about (Media Kit) Note: Numbered tabs may be printed from the Printable file in the Media Kit

Sight Word Cards 30-41

Contraction Cards 27-32

1. y, i, e, v

go	try	pro	we	dry	spy
shy	sty	ply	so	be	she
me	no	he	by	fly	sly

2. Review

quack	couldn't	blink	fall	haven't	flick
ramp	spent	four	should	pact	shell
once	brand	grasp	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

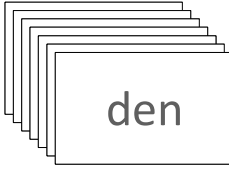
3. Sentences

I couldn't think of his name.	He shouldn't yell like that.
I wouldn't if I were you.	Could you help me with this?

45

45

## Let's Practice



ram	job
tug	sum
wish	wet
shop	him

46

46

## Step 3: Read Words

1. Read Sounds

2. Spell Sounds

5. New Material

3. Read Words

4. Spell Words

3. Read Words

**Directions**  
"Read these words."  
Students read words 1-2 times for accuracy, then 1-2 more times for fluency.

**Addressing Errors**  
"Let's Trace!"  
While looking at the word, students:

- TRACE each letter with two fingers
- SAY each sound aloud
- BLEND the sounds together to make a word

Teacher: "Yes, the word is /\_\_\_/. Everyone trace /\_\_\_/ again and blend two times."

**TIPS:** Tracing unlocks words!  
Address multisyllabic words with eliciting questions.


47

47

## Options for Reading Words

- Choral
- Echo (short sleeves/long sleeves, by group/row)
- Reader Leader (point and read, students echo)
- Read with a partner or group

**REMINDER:** You can print the words that students are reading also!



48

48



### Breaking Down the Steps: Spell Words

**Materials:**  
Paper & pens/pencils

**Execution:**  
Students spell words and sentences. Students reread words written.

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49

### Practice Essentials K

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS** **LESSON 167**

**4 SPELL WORDS**

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students rewrite the corrected word twice, saying each sound aloud.

**REMINDER:** First column lists the sound being practiced.

short	cap	lot	hit	dot
misc.	a <sup>1</sup>	the	is	rip

\* Note: The right word is pronounced with a schwa /ə/ sound. Schwa is a common vowel sound that sounds like short /a/, as in umbrella.

- Students READ aloud the list of words just written.

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50

### Practice Essentials 1

**SONDAY SYSTEM® ESSENTIALS 1** **LESSON 61**

**4 SPELL WORDS**

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

**REMINDER:** First column lists the sounds being practiced.

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

sh	ship	dosh	fish	shot
a/i	bag	dim	pod	sip
ee/ay	way	sheep	roy	deep
o/ou	hub	cut	rod	rub
e	jet	men	web	fed

- Students READ aloud the list of words just written.

Dictate the following sentences.

- Students REPEAT and WRITE each sentence.

I wish I had cash. Did Pat get wet?

- Students READ aloud the sentences just written.

**REMINDER:** Teach or review sentence capitalization and punctuation.

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51

### Practice Essentials 2

**SONDAY SYSTEM® ESSENTIALS 2** **LESSON 63**

**4 SPELL WORDS**

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

**REMINDER:** First column lists the sounds being practiced.

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

-ng/VCe	sting	lake	hang	joke
y	by*	shy	cry	sly
e/o	be*	go	we*	pro
contractions	I've	you've	they've	couldn't
sight words	could	would*	should	live

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

- Students READ aloud the list of words just written.

Dictate the following sentences.

- Students REPEAT and WRITE each sentence.

I should go home. I would like you to come.

- Students READ aloud the sentences just written.

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52

### Checking Sentences

**Capitalization**

- What letters need to be capitalized

**Appearance**

- Spacing between words
- Legible
- Count the words (check to ensure no words have been omitted)

**Punctuation**

**Spelling**

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53

### Step 4: Spell Words

**Directions**

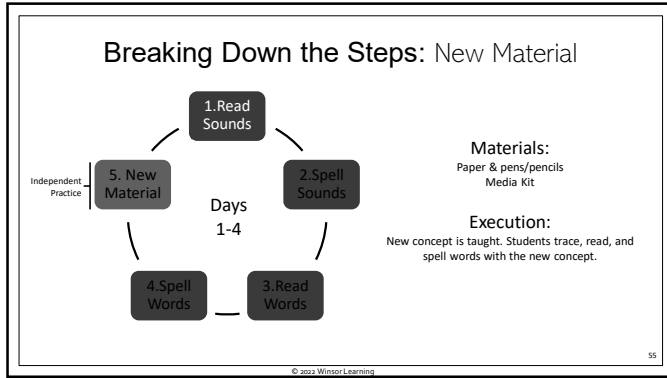
- "Listen, repeat, touch spell, then write."
- Go down the column for review
- Remain cognizant of the time
- Students reread words written for accuracy and fluency

**Addressing Errors**

"Everyone, say \_\_\_\_." (students repeat)  
 "Touch Spell \_\_\_\_." (everyone touch spells)  
 "Grab that sound. What SOUND do you hear?" (students answer)  
 "What LETTER(s) makes that sound?" (students answer)  
 Teacher writes the word correctly on the board.  
 "If you had anything else, cross it out and write it correctly. Everyone write it again!"

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54



55

### Teaching The Phonetic Code

#### English Language Rules

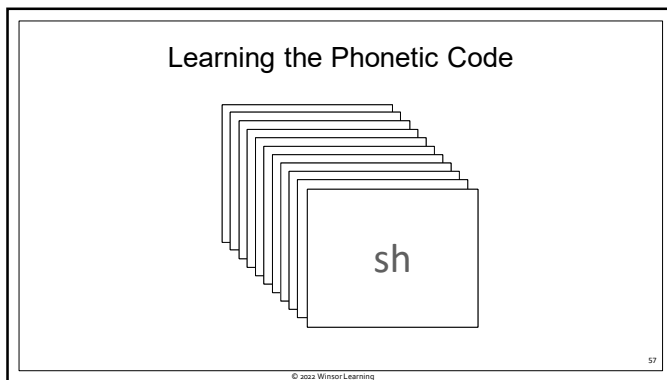
Direct, explicit instruction:

- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

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56



57

### Direct and Explicit Instruction of the Phonetic Code

Directly teach the sound:

“The letters <ai> say / ā /. Repeat / ā ./”

1. Identify the location of the sound:  
“It is most commonly found in the middle of a word. Where is it found?”
2. Address added information (if mentioned):  
“The letters l or n often like to follow <ai>. What two letters like to follow <ai>?”
3. Trace while saying the sound to make it permanent:  
“Trace 3x while saying the sound. Where is it found? What two letters often follow?”

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58

### Step 5: New Material

- Teacher directly teaches the phonetic code or sight word
- Students trace the letters (or sight word) to make the content permanent (trace 6-9 times)
- Students write the new sound (or sight word) 3 times on paper
- Students read words with new sound
- Students spell words with the new sound (or sight word)

*Not done daily (but can be, based on your students' needs)*

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59

### Practice Essentials K

**167** SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

**5** INTRODUCE NEW MATERIAL 5 min

**Teach Sound**

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

Sound: ay    long /a/ as in day

**Rule:** Long /a/ is spelled ay at the end of a word.

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

1. ray    pay    may    lay  
say    day    hay    way

• Dictate the following words.

- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Students READ the words just written.

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60

### Practice Essentials 1

**SONDAY SYSTEM ESSENTIALS 1** Lesson 61

**5 INTRODUCE NEW MATERIAL** 1  
15

**Teach Rule**

- Display the card and say the sound. (Media Kit)
- Students **SAY** the sound while **TRACING** the letters on the desk.
- Students **SAY** and **WRITE** the sound 3 times.

**Sound Card** s

**Rule:** The letters *f, s, z,* and *g* are doubled at the end of a word after a single vowel. Usually that vowel is *short*.

• Students **READ** the following words. (Media Kit) *Note: Numbered lists may be printed from the Procedures file in the Media Kit.*

**2.** pass fuss moss boss hiss less miss mass

• Dictate the following words.

- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound aloud while **WRITING** the word.
- pass fuss boss moss less

• Students **READ** the words just written.

61

### Practice Essentials 2

**SONDAY SYSTEM ESSENTIALS 2** Lesson 63

**5 INTRODUCE NEW MATERIAL** 1  
15

**Teach Sound**

- Display the card and say the sound. (Media Kit)
- Students **SAY** the sound while **TRACING** the letters on the desk.
- Students **SAY** and **WRITE** the sound 3 times.

**Sound** or as in car

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

**4.** part smart card sharp farm charm chart park

- Dictate the following words.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound aloud while **WRITING** the word.
- smart farm card sharp park

• Students **READ** the words just written.

62

### Media Kit

S

pass	hiss
fuss	less
moss	miss
boss	mass

63

### How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

want

- Show the word, say it aloud, and ask to **REPEAT** the word
- **SAY** and **TRACE** the letter names on their desks, then **REPEAT** the word again
- **SAY** the letter names as they **WRITE** the sight word 3 times on paper

64

### How to Teach Sight Words – Heart Word Method

Sight words cannot be sounded out. Usually, the consonant sounds **ARE** regular, but the vowels are **NOT**

want

- Show the word, say it aloud, and ask to **REPEAT** the word
- Students to copy the word on their paper
- **SAY** the word and students repeat. Together, touch and say the consonant sounds that are regular. Teacher point to and say the irregular part(s) of the word while students are touching and pointing to these and repeating after the teacher.
- **SAY** the word and students **REPEAT**
- **SAY** and **TRACE** the letters on their desks while saying the sounds, then **REPEAT** the word again
- **SAY** the letter **NAMES** as they write the sight word 3 times on paper

65

### Let's Talk About Syllables

66

## What is a syllable?

**Definition**

A syllable is a word, or part of a word, with one vowel sound.

**Why teach syllables?**  
 Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is – or skipping it altogether.

67

67

## Syllable Types & Syllable Division Patterns

C Closed L Consonant-le O Open V Vowel Pair E Silent E R R Combination	Pattern 1: VCCV Pattern 2: VCV Pattern 3: VCCCV Pattern 4(a): Suffixes Pattern 4(b): Prefixes Pattern 5: C-le Pattern 6: V V
6 Syllable Types	6 Syllable Division Patterns

68

68

## Practice Essentials 2

**5 INTRODUCE NEW MATERIAL** LESSON 131

**Teach Syllables**

- Review the sounds of vowels a, e, i, o, u.
- Say a syllable is a word or a part of a word pronounced as a unit. A syllable has only 1 vowel sound.
- A word with 2 vowel sounds would have 2 syllables.

*Note: This is a listening activity. See Media Kit to assist.*

- Ask: How many vowel sounds are in the word?

cat (1)

- Ask: How many syllables? (1)

Repeat this dialogue for each of the following words:

like	boat	band	sleep	sweet	trail	tooth	dump
upset	hardship	remake	pancake	bedroom	going	snowfall	between
sooner	cannot	defender	start	important	re-invented	fish	intending
banana		melt		hotdog		crab	

69

69

## Practice Essentials 2

**5 INTRODUCE NEW MATERIAL** LESSON 132

**Introduce Syllable Types**

**Rule:** O – Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, an, cu  
 C – Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, math, end

**Demonstrate with Media Kit (slides):**

go  
got

- Say: Read the word. Is the vowel long or short? (Answer: long)
- Say: Read the word. Is the vowel long or short? (Answer: short)
- Say: When a consonant comes after a vowel and closes off the vowel, the vowel is short and the syllable is Closed.
- If the vowel is at the end of the word or syllable, the vowel is long and the syllable is Open.

For each word, have Students read the word. Then ask:

- Is the vowel long or short?
- What kind of syllable is it?

me	pi	cu	fa
met	pin	cut	tap

70

70

## Steps for Syllable Division

- 🔍 Scan for vowels
- 👁️ Look between the vowels
- 📄 Divide
- 💡 Identify the syllable type
- 🗉 Read the word

71

71

## Practice Dividing Words by Syllables VC/CV Pattern L136


When there are 2 consonants together, with a vowel on each side, divide between the consonants. The first syllable is always a Closed syllable, and the vowel is short.

combine	upsets
jumbo	banjo
invite	napkin

72

72

## Independent Practice

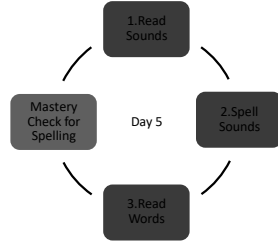


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

73

73

## Lesson Structure Simple to Complex



Day 5

EK Mastery Check begins at Level 140

74

74

## Mastery Checks Day 5 Essentials K

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS** Level 140

**4 MASTERY CHECK**

*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.

sad	pan	bat	am	ham
mad	ran	jam	had	fan

- 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.

90%

75

75

## Mastery Checks Day 5

**SONDAY SYSTEM® ESSENTIALS 1** Level 140

**4 Mastery Check for Spelling**

*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 rewording been to repeat or Touch Spell the word. 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.

banes	flack	spring	once	what
poth	cord	only	long	burn
spell	whip	sharp	small	lung
lung	dry	south	about	steep

- 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.

**SONDAY SYSTEM® ESSENTIALS 2** Level 140

**4 MASTERY CHECK FOR SPELLING**

*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 rewording been to repeat or Touch Spell the word. 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.

invest	has/ell	judge	du/like	clutch
grain	hand/mark	classmate	spirit	pink/fish
write	odious	submit	jaw	split
shelter	poach	space	any/pine	overdue

- 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.

Both Mastery Checks = 85%

76

76

## Mastery Checks Day 5

<p><b>What it IS</b></p> <ul style="list-style-type: none"> <li>• Determines how well students can spell independently</li> <li>• Phonics</li> <li>• Determines mastery of skills                             <ul style="list-style-type: none"> <li>• 90% or higher EK</li> <li>• 85% or higher E1 and E2</li> </ul> </li> <li>• Helps to identify struggling students                             <ul style="list-style-type: none"> <li>• 4 or more words misspelled on 2 consecutive Mastery Checks</li> </ul> </li> </ul>	<p><b>What it ISN'T</b></p> <ul style="list-style-type: none"> <li>• A list of spelling words students take home for practice throughout the week</li> <li>• Words used in sentences                             <ul style="list-style-type: none"> <li>• Just say each word once or twice</li> </ul> </li> <li>• Touch Spelling as a group                             <ul style="list-style-type: none"> <li>• This strategy can be used if a student chooses, but no teacher prompting</li> </ul> </li> </ul>
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77

77

## Multisensory Components


<p><b>When reading words: Tracing</b></p> <ul style="list-style-type: none"> <li>• Cements letter formation and words into motor memory</li> <li>• Anchors images in long term memory where they are easily retrieved</li> <li>• Utilizes the first 2 fingers of the writing hand on a textured surface</li> </ul>	<p><b>When spelling words: Touch Spelling</b></p> <ul style="list-style-type: none"> <li>• Segmenting words into individual sounds</li> <li>• Marks each sound</li> <li>• Identifies place value within word</li> <li>• Utilizes the thumb and fingers of the non-writing hand</li> </ul>
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78

78

## Additional Practice

- Essentials K
- Essentials 1
- Essentials 2



79

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## Recording Student Work (Data Collection)

Writing paper at least 3 times/week

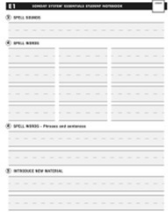
- Writing Tools: markers, pens, colored pencils

Individual Whiteboards

- Sheet protector with writing paper as a template
- Binder with slip front cover

Multisensory materials

- Sand Trays, sandpaper
- Shaving Cream on the desk
- Gel Bags




80

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80

## Sonday System Essentials Non-Negotiables

- Complete every section of every lesson daily
- Use all sensory pathways- seeing, hearing, feeling
- Consistently use the multisensory strategies
  - TRACE when reading
  - TOUCH SPELL when spelling




81

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81

## Appendices

- Supplemental Activities (for skill in pre-reading and reading) (1)
- Independent Practice (K)
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meaning Guide (2)
- Mastery Checks (K)



82


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82

## Closing Thoughts

Reading is

- Unique
  - Highest expression of human intelligence
- Important
  - This skill is critical to our ability to thrive
  - How children are taught...affect whether they become readers or not, their level of reading skill, and the extent to which they enjoy and seek out the experience
- A tool for understanding human cognition
  - Learning to read is like technology.... it's complex and essential



-Mark Seidenberg

83

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83

## Closing Thoughts

Our motto  
Overlearn to the automatic level!!

84

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84

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85

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86

86