

**PROFESSIONAL
DEVELOPMENT FOR**

Sonday System EK-2[®]
Training Module 2024



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Agenda

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

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THE SONDAY SYSTEM PRODUCT LINE:
Solving and Preventing Reading Failure

Sonday System E

Scientifically-Based Reading Research
Orton-Gillingham Approach
Structured Literacy.

Sonday System LPL


Sonday System T

Sonday System 2


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Arlene Sonday



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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Warm Up!

Alphabet Song
Kindergarten
Lesson 1

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


**A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z**

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The Sonday Essentials Kit


Online Platform includes:
Learning Plan Book www.winsorlearning.com




EK



E1



E2



Essentials

180
Lessons
One for every day!

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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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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)

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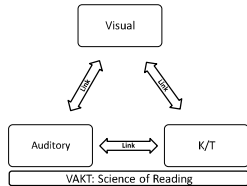
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How We Teach Multisensory Instruction & Reinforcement

“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



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Sonday System EK

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Essentials K Modeling L105



Turn and Talk

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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?

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Application – Phonological Awareness

Lesson
67

FIND WORDS - RHYME L
#13

- 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

bite	right, sight, kite, light, might, night, height
call	ball, fall, tall, hall, stall, mall, wall
mind	find, kind, grind, blind, signed, blind
gold	fold, mold, told, sold, hold, old, bold
pick	lick, trick, stick, sick, tick, brick, flick

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Application – Fluency

Lesson
67

AUTOMATICITY PRACTICE - LETTER NAMES L
#14

- 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?"

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Application – Phonological Awareness

Lesson
67

DELETE - COMPOUND WORDS L
#15

- 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	outlaw	necktie	headset	ourselves
cupcake	nickname	footpath	doghouse	swimsuit
southwest	lifetime	gumdrop	grandson	seaweed
crossover	kickoff	ashcane	fishhook	earthworm

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

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Application – Handwriting

Lesson
67

PRINT Y Z L
#16

- 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

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Application – Handwriting Practice

Lesson
67

INDEPENDENT PRACTICE

Worksheet 17 (Media Kit)

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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-Swerling, 2006)

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

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Practice

Lesson 75

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

MATERIALS NEEDED Media Kit, p. j / r / u Pages, Worksheet

CHUNKING - LETTER NAMES 10
#1*

- 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 stripes, letters, numbers, and letters quickly in Letter Appropriate Reading (IAR) or Rapid Serial Naming (RSN) are automatically linked to reading fluency.

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

TIP: Be the guide, not the leader!

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Let's Practice

Chunking

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

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

TIP: Be the guide, not the leader!

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Practice

Lesson 75

SEGMENT - SYLLABLES 10
#1*

- Listen for syllables or word parts.
- Say the words. 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	jelly/roll
trumpbone	2	trump/bone
cauliflower	4	cauliflow/er
trunkle	4	trunk/le
apple	2	apple
shy/ringer	3	shy/ringer

Note: A *coil* 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).

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Practice

Lesson 75

TEACH LETTERS p j r u 10
#1*

- Display the lowercase p. (Media Kit)
- Students AR WRITE the letter p, then TRACE the letter on any surface using 2 fingers of the writing hand and SA 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 for in the Media Kit.

NOTE: Students do not need to fill each page.


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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



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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

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Turn and Talk

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Sonday System E1

Sonday System E2

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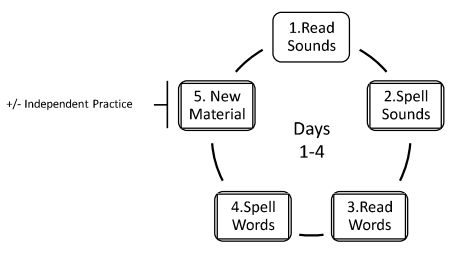
Essentials 1 & 2

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

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Lesson Structure: Simple to Complex



+/- Independent Practice

Days 1-4

NOTE: Time limits attached to each step!

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Lesson Structure: Simple to Complex

1. Read Sounds

Day 5

*Mastery Check for Spelling
*EK Level 140

2. Spell Sounds

3. Read Words


NOTE: Time limits attached to each step!

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Modeling

E1 Lesson 31



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Breaking Down the Steps: Read Sounds

Days 1-4

Materials:
Sound Cards in Media Kit

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

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Practice Essentials K

Lesson 167 SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

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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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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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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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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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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Breaking Down the Steps: Spell Sounds

Materials:
Paper and pens/pencils

Execution:
Students repeat the sound then write.

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Practice Essentials K

LESSON 167 **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

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: 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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Practice Essentials 1

2 SPELL SOUNDS 2 min LESSON 61

- 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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Practice Essentials 2

2 SPELL SOUNDS 2 min LESSON 63

- 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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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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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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Practice Essentials K

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

Lesson 167

3 READ WORDS

Students READ about (Media Kit) Note: Numbered lists 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	foss	big
hat	box	rop	mad	off
got	lop	six	bog	dim

2. Sentences

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

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Practice Essentials 1

3 READ WORDS

Lesson 61

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

Word Cards, sheet 1

1. Review

ram	jab	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

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Practice Essentials 2

3 READ WORDS

Lesson 62

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

Sight Word Cards 30-41

Contraction Cards 27-32

1. Review

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

2. Review

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

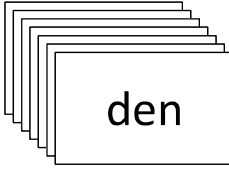
3. Sentences

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?

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Let's Practice



ram	jab
tug	sum
wish	wet
shop	him

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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.


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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!



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Breaking Down the Steps: Spell Words

Days 1-4

Materials:
Paper & pens/pencils

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

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Practice Essentials K

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS LESSON 167

4 SPELL WORDS 7 min

- 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 sounds being practiced.

short	a/o/i	cap	lot	hit	dot
misc.	a ^u	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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Practice Essentials 1

SONDAY SYSTEM® ESSENTIALS 1 LESSON 61

4 SPELL WORDS 7 min

- 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	dash	fish	shot
a/i	bag	dim	pad	sip
ey/ay	way	sheep	roy	deep
o/u	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: Each of these sentences capitalization and punctuation.

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Practice Essentials 2

SONDAY SYSTEM® ESSENTIALS 2 LESSON 63

4 SPELL WORDS 7 min

- 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, put 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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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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Step 4: Spell Words

Directions

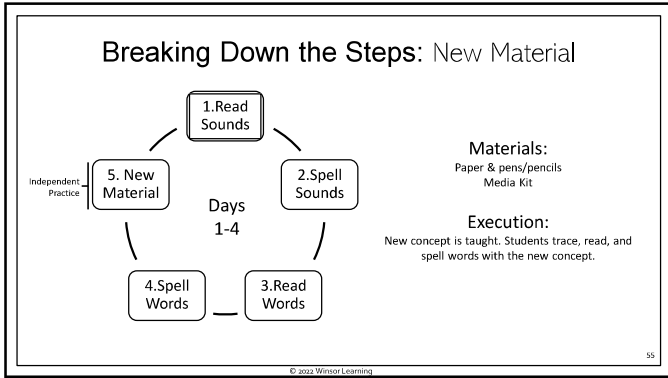
- "Listen, repeat, touch spell, then write."
- Go down the column for review
- Remain cognizant of the time
- Students reread words written for accuracy and fluency

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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Teaching The Phonetic Code

English Language Rules

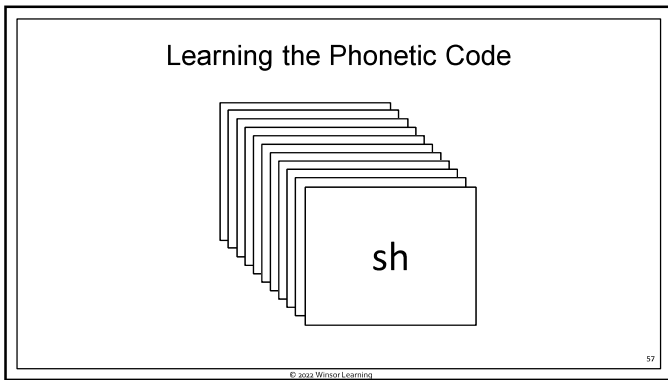
Direct, explicit instruction:

- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

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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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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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Practice Essentials K

Lesson 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: Handwriting kits may be printed from the Phonics Kit in the Media Kit.*

3. ray pay may lay
say day hay way

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

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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 *ai* or *ea*.

• Students **READ** the following words. (Media Kit) Note: Numbered list 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.

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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** about the following word list. (Media Kit) Note: Numbered list 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.

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Media Kit

S

pass	hiss
fuss	less
moss	miss
boss	mass

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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

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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

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Let's Talk About Syllables

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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.

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Syllable Types & Syllable Division Patterns

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">C</td><td style="padding: 2px;">Closed</td></tr> <tr><td style="padding: 2px;">L</td><td style="padding: 2px;">Consonant-le</td></tr> <tr><td style="padding: 2px;">O</td><td style="padding: 2px;">Open</td></tr> <tr><td style="padding: 2px;">V</td><td style="padding: 2px;">Vowel Pair</td></tr> <tr><td style="padding: 2px;">E</td><td style="padding: 2px;">Silent E</td></tr> <tr><td style="padding: 2px;">R</td><td style="padding: 2px;">R Combination</td></tr> <tr><td colspan="2" style="text-align: center; padding: 5px;">6 Syllable Types</td></tr> </table>	C	Closed	L	Consonant-le	O	Open	V	Vowel Pair	E	Silent E	R	R Combination	6 Syllable Types		<p>Pattern 1: VCCV</p> <p>Pattern 2: VCV</p> <p>Pattern 3: VCCCV</p> <p>Pattern 4(a): Suffixes</p> <p>Pattern 4(b): Prefixes</p> <p>Pattern 5: C-le</p> <p>Pattern 6: V V</p> <p style="text-align: center; padding: 5px;">6 Syllable Division Patterns</p>
C	Closed														
L	Consonant-le														
O	Open														
V	Vowel Pair														
E	Silent E														
R	R Combination														
6 Syllable Types															

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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. Use Media Kit as involved.

- 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	slept	sweet	trail	tooth	dump
upset	remake	bedroom	snowfall				
hardship	pancake	going	between				
sooner	defender	important	fish				
cannot	start	reinvented	intending				
banana	melt	hotdog	crab				

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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: he, me, mo, pi, an, cu
 C – Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, moth, 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	ta
met	pin	cut	tap

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Steps for Syllable Division

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

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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

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Independent Practice

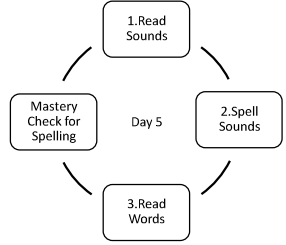


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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Lesson Structure Simple to Complex



Day 5

Mastery Check for Spelling

1. Read Sounds

2. Spell Sounds

3. Read Words

EK Mastery Check begins at Level 140

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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	ban

- Tally 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 remember them 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.

evens	back	spring	over	what
perch	cord	only	long	born
spell	whip	sharp	small	hang
bring	clay	south	about	steep

- Tally 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 remember them 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.

invert	has/jail	judge	du/like	clutch
groin	benchmark	classmate	quest	pink/fish
write	odorous	submit	jaw	split
shelter	porch	spore	any/pine	evolve

- Tally 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%

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Mastery Checks Day 5

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


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

- Essentials K
- Essentials 1
- Essentials 2



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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




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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




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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)



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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

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Closing Thoughts

Our motto
Overlearn to the automatic level!

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