

PROFESSIONAL DEVELOPMENT FOR



sonday system LPL

Training Module 2024 - 2025



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THE SONDAY SYSTEM PRODUCT LINE:
Solving and Preventing Reading Failure

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Scientifically-Based Reading Research
Orton-Gillingham Approach
Structured Literacy

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sonday system 1


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sonday system 2


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Arlene Sonday



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



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

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Objective

Elements of the Orton-Gillingham Approach

Direct & Explicit

Simultaneous & Multisensory

Systematic & Cumulative

Synthetic & Structured

Diagnostic & Prescriptive

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Let's Play Learn

- Is a **structured, systematic** program that provides **multisensory practice** and **interactive opportunities** for learning
- Develops **pre-reading skills**
- Prepares children to **read, write,** and work with **shapes, colors,** and **numbers**
- Incorporates **The Five Essential Reading Components** recommended by the National Reading Panel
- Is adaptable for students who are **cognitively impaired** or **significantly behind**, regardless of age

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Let's Play Learn

3 Lesson Parts

Whole Group Time <small>Review</small>	Teacher Workstation <small>Introduce New Material</small>	Student Workstations <small>Independent Practice</small>
Review of skills most can do accurately <i>and</i> are working on automaticity.	Direct instruction, review, or intervention support depending on student need.	Independent, paired, or small group practice while teacher is with instructional group.

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Teaching the Lessons

Small Group: Intervention

Warm-Up/Review
Choose 2-3 activities from "Whole Group Time" (1-2 min. for each)

Introduce New Material
Direct instruction from "Teacher Workstation" (5-15 min.)

Independent Practice
Choose an activity from "Student Workstations" (5 min.)

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Experiencing "Let's Play Learn"

Lesson Demonstration

Level 21 – Whole Group Review – page 48
Songs & Phonological Awareness

Level 21 – Teacher Workstation – page 49
Phonological Awareness (word-level)
&
Phonemic Awareness (sound-level)


Level 21 – Student Workstation – page 49
Mastery of foundational skills

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Let's Play Learn Classroom Set

Pre-Reading and Early Literacy Skills





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Learning Plan Book – page 1


112 levels that build and strengthen a child's ability to:


 **SPEAK**


 **LISTEN**

 **READ**



 **WRITE**

 **COUNT**

 **THINK**

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What We Teach: Overview

Five Essential Components of Reading Instruction & more

<ol style="list-style-type: none"> 1. Phonological and Phonemic Awareness 2. Phonics (letter sounds) 3. Fluency (Rapid Automatic Naming) 4. Vocabulary 5. Comprehension (picture, listening, text) 	<ul style="list-style-type: none"> • Print Awareness • Alphabet Knowledge • Printing (upper- and lower-case letters) • Shapes • Colors • Numbers (identify and print) • Counting (1-100)
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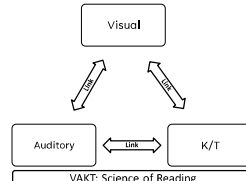
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How We Teach

Simultaneous & Multisensory

"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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Simultaneous & Multisensory

Using all sensory pathways:

- 👁️ **SEEING**
- 👂 **HEARING**
- 👋 **FEELING**
- 🗨️ **SAYING**

Teach using all learning pathways in the brain simultaneously or sequentially in order to enhance memory and learning.

Model formation of letters k and t.



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Using the Songs: VAKT

The Alphabet Song

How?

- Get the children up and moving.
 - **SEE – HEAR – FEEL**
- Sing, dance and clap to the beat.
- Stop midway and 'assess.'
 - Which students stop when the alphabet starts?
 - Which students can say a part of the alphabet when making the movements?
 - Which students can just say a part of the alphabet?



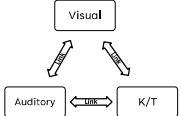
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Rigorous Instruction

Multisensory

- Gross Movements
- Midline Movements
- Objects



Gradual Release of Skill

- **I DO**
 - Teacher models
- **We DO**
 - Students do WITH the teacher
 - REPEAT I DO – WE DO multiple times
- **You DO**
 - Teacher conducts mini assessment
 - Alter degree of skill to differentiate

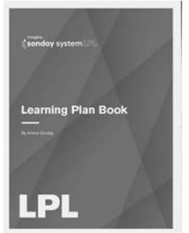
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How We Teach

Direct & Explicit

- Directly teach all concepts with continuous student-teacher interaction.
- Inferential learning cannot be expected.
- Gradual Release of Skill
 - I Do, We Do, You Do




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How We Teach

Systematic & Cumulative

- Begin with the most basic elements and progress methodically to the more difficult material.
- Each step builds on those already learned.



Systematic Review is embedded into the lessons.

simple

- Say alphabet
- Identify colors and shapes
- Read colors and shapes
- Count orally
- Count by twos, tens

↓

complex


- Identify letters and numbers
- Read/write letters and numbers
- Identify letter sounds
- Read sounds
- Spell sounds

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How We Teach

Diagnostic & Prescriptive



- Ongoing analysis of student performance
- Instructional decisions are made in direct response to **student performance**.
- Mastery Checks after every 10th lesson

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Deciding Where to Begin?

Ask...

Can the student recognize/name most (20-26) of the Upper-Case alphabet?
 If yes = MC 40 If no = MC 20

Can the student write most (20-26) of the Upper-Case alphabet?
 If yes = MC 60 If no = MC 40


Does the student know 5-10 letter sounds?
 If yes = MC 70 If no = MC 40

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Attaching Sounds to Letters

What does it mean to "know" a letter?



- Say (in order w/o singing)
- Name (the letters in your name)
- Identify (seek and find)
- Recognize (know when seen in order or mixed)
- Discriminate (upper & lower version of the same letter)
- Form (handwriting/penmanship) – master upper case before introducing lower case
- Sound (first consonant sounds and then vowel sounds)

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Handwriting

Model & Practice Letter Formation
 Level 64, pg. 143

The process of learning to write reinforces the process of learning to read.

- Learning to print letters connects several reading and handwriting networks in the human brain.
- Experiences with handwriting facilitate letter learning.
- Letter learning is a primary predictor of later reading success.




(Longcamp et al., 2006; James, 2010; Pinta & Wagner, 2020; James & Engelhardt, 2012)

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Tracing and Letter Formation



- Gel bags
- Shaving cream
- Sand trays
- Carpet squares
- Shelf liner
- Felt squares
- Sandpaper
- Any tactile surface


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What We Teach: Details

Five Essential Components of Reading Instruction are embedded into lessons

1. Phonological and Phonemic Awareness
2. Phonics (letter sounds)
3. Fluency (Rapid Automatic Naming)



4. Vocabulary
5. Comprehension (picture, listening, text)

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1. Phonological & Phonemic Awareness

Word Level

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – such as word parts, syllables, onsets and rime.

Sound Level

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken language.



Studies have identified **phonemic awareness and letter knowledge** as the two best early predictors of how well children will learn to read during the first two years of instruction.
 – National Reading Panel, Reports of the Subgroups, 2000

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Digging Deeper with Auditory Skills

Identifying an environmental sound

Deleting a Sound

Syllables

Blending Sounds

Identify Rhyming Words

Segment Onset and Rime

Segmenting the Sounds in a Word

Which are Phonological Awareness skills?

Which are Phonemic Awareness skills?

Can you put the skills in order from simple to complex?

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Demo: Phonological & Phonemic Awareness Level 55

Level 55 – Whole Group Review – page 122

Working Memory

R.A.N. – Colors and Letter Names

Clap Rhythm

Counting – 1-10

Level 55 – Teacher Workstation – page 123

Letter Names, tracing, writing

Blending 3 Sounds together

I do

We do

You do

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Practice: Phonological & Phonemic Awareness Your Turn: Level 57

Level 57 – Whole Group Review – page 126

Clap Rhythm

Blend 3 Sounds

Simon Says

Level 57 – Teacher Workstation – page 127

Letter Name and Formation in Names Strings Book

Deleting Beginning Sound

I do

We do

You do

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2. Synthetic Phonics

Level 71, pg. 159 – Teacher Workstation

Phonics instruction that helps children learn the relationships between the letters of written language and the sounds of spoken language.

Systematic Explicit Phonics Instruction

- Enhances children's success in learning to read
- Helps to prevent reading difficulties among at-risk students
- Helps to remediate reading difficulties in disabled readers
- Boosts comprehension



(NRP Summary Report p.9, Subgroup Report page 2-94) © Imagine Learning LLC 28

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How We Teach Synthetic Phonics – Pre-Literacy Skills

- Practice saying word parts and sounds in words with fluency and automaticity.
 - Say the sounds /k/ - /ā/ - /t/

Blend the sounds (orally) into “cat.”
- **Prepare** students for eventual reading by **blending** the **phonemes** together orally to form words.
- Teach correspondence between letters (**graphemes**) and sounds (**phonemes**).
 - Say & Write /t/, /f/, /j/, etc...
- **Prepare** students for eventual writing by **repeating** the **phoneme** then **writing** the **grapheme**.

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Demo: Read Sounds Level 71

Level 71 – Whole Group Review – page 158

Say Alphabet

Segment Syllables

Read Letter Names

Level 71 – Teacher Workstation – page 159

Teach Sounds /s/ and /t/

Beginning Sounds

I do

We do

You do

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Practice: Read Sounds Your Turn: Level 71

Level 71 – Teacher Workstation – page 159

- Show the **Sound Card**.
- Say the sound and give the key word on the back of the **Sound Card**.
- Children repeat the **sound** and **trace** it on the table with 2 fingers of the writing hand, 5 times.
- Children **write** the letter on paper 5 times while saying the sound.



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Demo: Read Sounds Error Correction

Level 75 – Teacher Workstation – page 167

- Review **Sound Cards**.
- Children **read the sound** of each card aloud.
- Have children **trace** on the table while saying the sounds.

When there is an error...

Say, "Trace it!"

If the correct sound isn't produced during tracing, teach the sound directly.

- This is the letter ___
- which says /___/
- as in ___(flip card to show picture)___
- Let's Trace!

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Practice: Read Sounds Error Correction Your Turn: Level 73

Level 73 – Whole Group Review – page 162

Match Sounds
Read Letter Names
(Name Strings Book, page 14)
Simon Says

Level 73 – Teacher Workstation – page 163

Read Sounds
Teach Sounds /b/ and /m/
Print letters c, a, d

I do

We do

You do

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Demo: Spell Sounds

Level 75 – Teacher Workstation – page 167

- Dictate the following sounds, one at a time.
- Children **listen, repeat** the sounds, and **write** the sound on paper, in a sand tray, or on any hard surface.

When there is an error...

I see /___/. (Write it on the board) and cross it out.

Say /___/. What letter makes the /___/ sound? Students answer. Write the correction on the board.

If you made a mistake, cross it out and write it correctly.

Now ALL students write /___/ again 2 more times, while saying the /___/ sound.

m b s t

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Practice: Spell Sounds Your Turn: Level 76

Level 76 – Teacher Workstation – page 169

- Dictate the following sounds, one at a time.
- Children **listen, repeat** the sounds, and **write** the sound on paper, in a sand tray, or on any hard surface.

b s t m

When there is an error...

I see /___/. Write it on the board and cross it out.

Say /___/. What letter makes the /___/ sound? Students answer. Write the correction on the board.

If you made a mistake, cross it out and write it correctly.

Now ALL students write /___/ again 2 more times, while saying the /___/ sound.

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3. Fluency

Level 15 Read Letter Names, pg. 35
Level 105 Chunking 7, pg. 233

Reading fluency is reasonably **accurate** reading, at an **appropriate** rate, with **suitable** prosody and expression that leads to accurate and deep comprehension and motivation to read.

Efforts to address fluency must start at the **beginning of the reading acquisition process**, not after reading is already acquired. – Jan Hasbrouck

RAN*: The seemingly simple task of **naming** a series of familiar items as **quickly** as possible appears to invoke a microcosm of the later developing, more elaborated reading circuit. – Maryanne Wolf

* RAN = Rapid Automatic Naming

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RAN – Rapid Automatic Naming

Colors

Shapes

Numbers

Letter Names

Letter Sounds

Why?

Precursor to fluency

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Demo: Fluency

Level 15 - Teacher Workstation, pg. 35
Read Letter Names

Level 105 - Teacher Workstation, pg. 233
Chunking 7

I Do
We Do
You Do

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Practice: Fluency

Your Turn: Levels 55 & 73

Level 55 – Whole Group Review, pg. 122
Read Colors
(Colors 6 Poster)

Level 73 – Whole Group Review, pg. 162
Read Letter Names
(Letters 9 Poster)
(Names Strings Book, pg 14)

I Do
We Do
You Do

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4. Vocabulary

Beginning readers have a much **more difficult time reading words that are not already part of their oral vocabulary.**

“Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.”

Alphabet Book: Read the 'B' page working on the meaning of the words!

–Diamond and Gutlohn, 2006

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Demo: Vocabulary

Alphabet Book D:
Read the 'D' page
working on the meaning
of the words!

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Practice: Vocabulary

Alphabet Book:
Pick any page working on
the meaning of three
words!



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5. Comprehension

Skilled readers don't just read, they interact with the text.

- Asking **factual**, **predictive** and **inferential** questions about pictures and about stories that have been read aloud involves observing, listening, vocabulary building, processing, organizing and critical thinking.
- These are the same skills needed for reading comprehension.


Alphabet Book: Read the 'D' page working on the what is happening!

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Demo: Comprehension

Level 87- Whole Group Review Time, pg. 192
Read Aloud
(Alliterations, Track 1 on Music File)
E Page of the Alphabet Book.




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Practice: Comprehension

Your Turn: Level 82

Level 82- Whole Group Review Time, pg. 182
Read Aloud
(Alliterations, Track 1 on Music File)
U Page of the Alphabet Book.




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Reading Aloud

“Reading aloud is the foundation for literacy development. It is the single most important activity for reading success.”
(Bredenkamp, Copple, & Neuman, 2000)



- Builds foundational skills (*book handling and print awareness*)
- Builds vocabulary
- Provides a model of fluent, expressive reading
- Develops a child's interest in becoming a reader
- Develops listening comprehension

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Teacher Workstation

How to Differentiate

- Not all groups need to be working on the same “level.”
- Teach the content from the level that matches each group's needs.

Example:

Group A Very Low	Group B Low	Group C On-Level	Group D High
Level 10	Level 15	Level 20	Level 30

Low groups get exposure in whole group, but get their unique level at the teacher workstation.

On-level group determines the whole group instruction.

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Student Workstations

Independent Practice

Level 24, page 55

- Student Workstations can be comprised of students with mixed needs.
- Workstations **do not** need to be changed daily.
- Optional Activities
Beginning of every 10 levels
(pages 3, 25, 47, 69...)

(M) Monitored Activity
(P) Paired Activity
(I) Individual Activity

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Student Workstations

Alphabet/Pre-Reading

Language Comprehension:

- Sounds Around Us

Phonological Awareness:

- Ball toss
- Rhyming song
- Sound basket

Alphabet Awareness:

- Match letters w/alphabet strip using plastic letters
- Match capital and lowercase letters
- Arrange plastic letters in order
- Go Fish! or Memory


Automaticity:


- Chunking charts

Pre-Writing/Writing

Handling Writing Tools:

- Coloring /Drawing
- Jigsaw puzzles
- Games (requiring pincher fingers)
- Writing upper- and lower-case letters and numbers
- Coloring books
- Sand tray
- Tactile letter cards





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Student Workstations

Numbers/Counting

Counting:

- Songs
- Number grids
- Connect-the-dots

Recognizing Numbers:

- Sorting number cards
- Reading number grids
- Putting plastic numbers in sequence
- Go Fish! or Memory

Automaticity:

- Read numbers

Shapes/Color

Recognizing, naming, and sorting by shape, color add size:



- Shape sorter
- Color songs
- Shape charts

Patterns:

- Shape cutouts
- Color on blank grids

Automaticity:

- Read colors and shapes

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Running Effective Student Workstations

Effective Management = Success

- Develop a management system.
- Have a plan for transitions.
- Determine how students will handle "problems."
- Give **explicit** center directions.

Take the time to teach EVERY procedure.
Model! Model! Model!
Practice (often)!

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Let's Practice

Level 86, pg. 190-191

Whole Group Time:
Review

Teacher Workstation:
Introduce New Material

Student Workstations: Independent Practice

Review or teach **some** items from each section.

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Mastery Checks

Every Ten Levels page 178

- Can be used to show:
 - *group** mastery
 - *individual** mastery
- Ongoing assessment:
 - Check it off when it is observed.
 - Include the date.
- Locate the coordinating activity for each skill in your Learning Plan Book and mark it with a ★ or ✓.

Write un-mastered skills here and carry them forward.

Mastery Check -- Level 80 page 178

Mastery Checks for progress will occur after every lesson. The Mastery Check for each skill includes activities to:

- Review what was learned at the end of the lesson
- Monitor student progress
- Identify student progress
- Monitor when students need additional instruction

Directions: An activity check in the individual group. If one student misses an activity, put a mark under "needs assistance." In every lesson, the teacher will observe and provide feedback on the activity. When a student demonstrates an activity, the student's name should be marked above the activity, may be blank. This form may be completed for each student in each group.

Student Name	Activity 1	Activity 2	Activity 3	Activity 4
Student 1	✓	✓	✓	✓
Student 2	✓	✓	✓	✓
Student 3	✓	✓	✓	✓
Student 4	✓	✓	✓	✓
Student 5	✓	✓	✓	✓
Student 6	✓	✓	✓	✓
Student 7	✓	✓	✓	✓
Student 8	✓	✓	✓	✓
Student 9	✓	✓	✓	✓
Student 10	✓	✓	✓	✓


Teacher Note: Mark off (check) if the student demonstrates the skill in the Mastery Check after Level 80.

- ✓ Observed
- ★ Observed
- ✗ Not Observed
- ✗ Not Observed

Do not check off a skill if the student does not demonstrate mastery (80%) and do not check off a skill if the student does not demonstrate mastery (80%) and do not check off a skill if the student does not demonstrate mastery (80%).

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"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

- Fred Rogers

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