

**PROFESSIONAL
DEVELOPMENT FOR**

Sonday System E1-5[®]

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 1[®]
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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The Sonday Essentials Kit
Online Platform includes: Learning Plan Book www.winsorlearning.com



180
Lessons
One for every day!

5

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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.
- Improves spelling for all students.
- Helps to prevent reading difficulties among at-risk students.
- Helps to remediate reading difficulties in underachieving readers.
- Boosts comprehension.



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

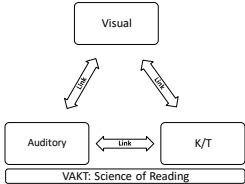
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How We Teach Multisensory Instruction & Reinforcement

“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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Essentials 3 Modeling L26




Turn and Talk

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Foundational Skills

- Phonological and Phonemic Awareness
- Phonics
 - Reading Sounds and Words
 - Spelling Sounds and Words
- Fluency
 - Rate
 - Accuracy
 - Prosody
- Vocabulary



What is mastery?

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Teaching in a Multisensory Way

Incorporates three learning modalities

- See
- Hear
- Feel

Repetition

- Less is more
- Locks learning into long term memory

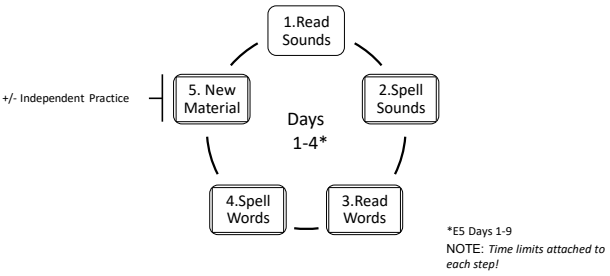
Teacher modeling

- We do together
- You do individually

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Lesson Structure: Simple to Complex



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Lesson Structure: Simple to Complex

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

*Mastery Check for Spelling

Day 5*

*ES Every 10th Day
NOTE: Time limits attached to each step!

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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.

*ES Days 1-9

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Practice Essentials 1

Lesson 61 SONDAY SYSTEM[®] ESSENTIALS 1

1 READ SOUNDS

- 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

- Review Sound Cards 19, 21-32, 39 (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.

First Attempt: Let's Trace! Yes, it's ___/. Trace again.

Not Successful? Directly Teach: This is the letter ___ that says ___/___ as in ___. Let's Trace!

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Practice Essentials 3

Lesson 43 SONDAY SYSTEM[®] ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

- Review Sound Cards 21-43 (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.

First Attempt: Let's Trace! Yes, it's ___/. Trace ___ again.

Not Successful? Directly Teach: This is the letter ___ that says ___/___ as in ___. Let's Trace!

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Practice Essentials 4

Lesson 43 SONDAY SYSTEM[®] ESSENTIALS 4

1 READ SOUNDS

- Review Sound Cards 33-60
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

First Attempt: Let's Trace! Yes, it's ___/. Trace ___ again.

Not Successful? Directly Teach: This is the letter ___ that says ___/___ as in ___. Let's Trace!

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Practice Essentials 5

Lesson 43 SONDAY SYSTEM[®] ESSENTIALS 5

1 READ SOUNDS 2 MIN

- Review Prefix Cards 33-37
- REMINDER: Ask for 2 sounds of aff.
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

First Attempt ↑

Let's Trace!
Yes, it's ____.
Trace ____ again.

Not Successful! ↓

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

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Step 1: Read Sounds

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

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 →

Incorporate SEE-HEAR-FEEL →

Elicit response with questioning →

"The letters -igh say /i/. It comes at the end of the word often followed by t."

Trace while saying "/i/". After students trace the letter(s) -igh saying "/i/" at the end of the word, often followed by t" 2-3 times, ask the class...

"Where do we find the letters -igh?"
Students answer, "At the end of the word or often before t."

TIP: *Minimize teacher talk*

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Breaking Down the Steps: Spell Sounds

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

Materials:
Paper and pens/pencils

Execution:
Students repeat the sound then write.

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Practice Essentials 1

Lesson 61 SONDAY SYSTEM[®] ESSENTIALS 1

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: e y sh 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

Lesson 63 SONDAY SYSTEM[®] ESSENTIALS 2

2 SPELL SOUNDS 2 min

- 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: it)
 /k/. 3 ways. (Answer: c, k, ck)
 Long /e/. 2 ways. (Answer: ee, e-e)
 Long /o/. 2 ways. (Answer: o, o-e)

ing | y | c, k, ck | ee, e-e | o, o-e

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Practice Essentials 3

LESSON 43 **SONDAY SYSTEM® ESSENTIALS 3**

2 SPELL SOUNDS 2 WKS

- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say **SAY and WRITE**:
 - er o -ink
 - (2 wks, (Answer: e, i))
 - Long W: 3 wks, (Answer: ee, e, e-e)
 - (2 wks, (Answer: s, c))

er	o	ink	s, c	ee, e, e-e
ch, tch				

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Practice Essentials 4

LESSON 43 **SONDAY SYSTEM® ESSENTIALS 4**

2 SPELL SOUNDS 2 WKS

- Dictate the following sounds, one at a time.
- Students **REPEAT and WRITE** each sound.
- Say **SAY and WRITE**:
 - ive age -tion -et
 - (2 wks, (Answer: ee, ee))
 - (2 wks, (Answer: i, i))

ive	age	tion	et	aw, au
s, z				

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Practice Essentials 5

LESSON 43 **SONDAY SYSTEM® ESSENTIALS 5**

2 SPELL SOUNDS 2 WKS

- Dictate the following sounds, one at a time.
- Students **REPEAT and WRITE** each sound.
- Say **SAY and WRITE**:
 - 3 prefixes that mean out: (Answer: ex, ec, et)
 - 7 prefixes that mean in: (Answer: em, en, in, im, ig)

e	ex	ef	em	en
il	ir	in	im	ig

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Step 2: Spell Sounds

```

graph TD
    A[1. Read Sounds] --> B[2. Spell Sounds]
    B --> C[3. Read Words]
    C --> D[4. Spell Words]
    D --> E[5. New Material]
            
```

Directions
"Say and write the sound."

Addressing Errors
"Say /er/" (students repeat)
"What letters say /er/?"

Teacher calls on a student for the correct answer and then writes it for all to see.

"If you made a mistake, cross it out and write /er/ correctly. Now everyone write /er/ 2 more times while saying the sound."

TIP: Minimize teacher talk.

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Looking at Errors

sh	a a a	c, k, ck	o o o	d d d
----	-------	----------	-------	-------

Which sound(s) were initially spelled correctly by everyone? _____

Which sound(s) were made by someone in class, but NOT this student? _____

Which sound(s) did THIS student write in error? _____

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Breaking Down the Steps: Read Words

```

graph TD
    A[1. Read Sounds] --> B[2. Spell Sounds]
    B --> C[3. Read Words]
    C --> D[4. Spell Words]
    D --> E[5. New Material]
    subgraph Days_1-4
        A
        B
        C
        D
    end
            
```

Materials:
Media Kit
Copies of words (optional)

Execution:
Students read words and/or phrases aloud.
Incorporate automaticity, fluency, and a bit of vocabulary practice.

*ES Days 1-9

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Practice Essentials 1

LEVEL 61

3 READ WORDS

Students READ about (Media Kit) Note: Numbers 1-6 may be printed from the Possibilities list in the Media Kit.

Word Cards (Set 1)

1. Name					
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

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Practice Essentials 2

LEVEL 63

SONDAY SYSTEM ESSENTIALS 2

3 READ WORDS

Students READ about (Media Kit) Note: Numbers 1-6 may be printed from the Possibilities list in the Media Kit.

Word Cards (Set 2)

Single Syllable Words

- See
- Hear
- Feel

1. i, e, a					
gir	try	pre	we	dry	spy
shy	sty	ply	so	be	she
me	no	he	by	fly	dy

2. Name

spook	couldn't	blink	fell	haven't	flick
rump	spout	four	should	poet	shell
once	brand	group	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

3. Sentence

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?

Multisyllabic Words

- See
- Divide
- Feel
- Trace
- Hear

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Practice Essentials 3

LEVEL 43

SONDAY SYSTEM ESSENTIALS 3

3 READ WORDS

Students READ about (Media Kit) Note: Numbers 1-6 may be printed from the Possibilities list in the Media Kit.

Word Cards (Set 3)

1. List					
cent	code	since	dance	place	lace
cell	dance	fence	force	mile	ice
center	price	choice	noise	bruce	race
cite	force	prince	nice	face	trace
cinder	chance	voice	oat	price	vise
brace	spice	grace	rice	slit	twice

2. List

catch	crutch	hutch	starch	speech	stealth
leech	bench	punch	match	outdoor	patch
itch	switch	stitch	pinch	drench	poach
scorch	arch	bench	hitch	notch	scotch

3. Sentence

Add some spice to the bowl. Use a stencil to trace it.
Dump the ranch milk in the sink. We went to a concert under the stars.

Single Syllable Words

- See
- Hear
- Feel

Multisyllabic Words

- See
- Divide
- Hear
- Feel (Trace)

Automaticity Fluency

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Practice Essentials 4

LEVEL 43

SONDAY SYSTEM ESSENTIALS 4

3 READ WORDS

Students READ about (Media Kit)

1. List					
faust	same	branch	enchant	rafting	scrim
pause	focus	coarse	quest	pooper	cube
outrage	default	faucy	jeany	haunted	overhead
essence	bookends	essence	heart	scale	east

2. List

protective	objective	percentage	algebraic	abusive	adjective
barange	image	impressive	backage	reflective	discharge
extensive	negative	advantage	discharge	reflective	discharge
barange	message	violin	capitve	vantrage	porridge

3. Sentence

It was a strong grassie handage.
Put sauce over the top before you serve it.
Please get my laundry in the dryer.
The rocket will launch at dawn.

Single Syllable Words

- See
- Hear
- Feel

Multisyllabic Words

- See
- Divide
- Hear
- Feel (Trace)

Automaticity Fluency

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Practice Essentials 5

LEVEL 43

SONDAY SYSTEM ESSENTIALS 5

3 READ WORDS

Students READ about (Media Kit)

1. List					
effort	effluent	efface	efforts	efficiency	effacing
afflict	effluent	efface	effigy	effortless	effigy

2. Name

singular	embracing	gingerbread	granular	testified	enjoyable
fortified	incidental	caterpillar	incisate	enchanted	cydane
twice	digital	rattled	quantified	intelligent	angular
cellular	circular	generation	coincidence	insignular	legislative
enfolded	registry	envisage	rectangular	coincide	certified
passenger	employable	encryption	dismembered	endorsed	suggestion

3. Sentence

Archie made her complex job look effortless.
Is there a more effective way to deal with the problem?
Parker was effusive with his praise.
The dated coin had been effaced by years of handling.

Single Syllable Words

- See
- Hear
- Feel

Multisyllabic Words

- See
- Divide
- Hear
- Feel (Trace)

Automaticity Fluency

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Step 3: Read Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

3. Read Words

Directions

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

Addressing Errors: One Syllable Word "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."

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

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Step 3: Read Words

1. Read Sounds

E3-4
Days 1-4

E5
Days 1-9

2. Spell Sounds

5. New Material

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: Multisyllabic Words

- 👁️ See
- ✋ Divide
- 👂 Feel
- 👉 Trace
- 👂 Hear

Teacher: "Yes, the word is _____. Everyone trace ____ again."
(blend the sounds 3x)


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

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Options for Reading Words

- Choral
- Echo (unison or 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

1. Read Sounds

Days 1-4

2. Spell Sounds

5. New Material

4. Spell Words

3. Read Words

Materials:
Paper & pens/pencils

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

*E5 Days 1-9

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Practice 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	dash	fish	shot
a/i	bag	dim	pad	sip
ee/ay	way	sheep	roy	deep
o/ou	hub	cut	rod	rub
e	jet	men	web	fed

- Students READ about 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 about the sentences just written.
- Students REPEAT and WRITE each sentence.

REMINDER: Touch or review sentence capitalization and punctuation.

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Practice 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/Vc	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

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

- Students READ about 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 about the sentences just written.

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Practice Essentials 3

Lesson 43

4 SPELL WORDS

- Dictate the following words to the Students.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading down the columns.

REMINDER: Column in black indicates which sound is being practiced.
REMINDER: Dictate words and sentences for a total of 7 minutes.

soft c	groce	twice	rice	trace
-ch	crutches	dutch	ditch	catch
vowel pairs	vow	slower	footstool	join
ch	munching	pooch	torch	speech
sight words	have	give	live	could

- Students READ about the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Can you catch a falling star? The dog began to growl.

- Students READ about the sentences just written.

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Practice Essentials 4

SONDAY SYSTEM[®] ESSENTIALS 4 LESSON **43**

4 SPELL WORDS 7 *24

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

e rule	using	liked	nicest	timing
-ive	digestive	extensive	curvise	objective
doub/-tion	chipping	function	slammed	prediction
-age	vintage	advantage	carriage	baggage
ou	launch	haunted	fault	fraud

The hottest weather is in August. He's too timid to manage that.
Students READ aloud the list of words and sentences just written.

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Practice Essentials 5

SONDAY SYSTEM[®] ESSENTIALS 5 LESSON **43**

4 SPELL WORDS 7 *24

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT 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.

soft c/g	incinerate	registry	coincide	legislate
-or	circular	singular	rectangular	angular
ef-	effective	effort	effortless	effect
y rule	certified	ratified	fortified	fortified
en-	enjoyable	enfold	entwine	enchanted

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
- She completed the task effortlessly. The group devised an effective solution.
- Students READ aloud the words and sentences just written.

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Step 4: Spell Words

Directions
"Listen, repeat, segment, 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)
 "Segment ____." (everyone segments by sounds or syllables)
 "Grab that sound. What SOUND(s) do you hear?" (students answer)
 "What LETTER(s) makes those sounds?" (students answer)
 Teacher writes the word correctly on the board.
 "Don't have ____ cross it out and write ____ correctly.
 Everyone write ____ again!"

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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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Sentences for Step 4

- Always incorporate a sentence within Step 4.
- Teacher reads the sentence fluently. Students repeat.
- Students write the sentence.
 - Do not help!
- Check for errors using CAPS.
- All students reread sentence once edited for fluency.
 - Chunking and phrasing

The ~~d~~og began to growl.

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Breaking Down the Steps: New Material

Materials:
Paper & pens/pencils
Student Notebook

Execution:
New concept is taught. Students trace, read, and spell words.

*E5 Days 1-9

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Teaching The Phonetic Code English Language Rules

Direct, explicit instruction:

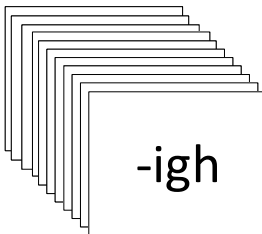
- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

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Learning the Code of English



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Direct and Explicit Instruction of the Code

Directly teach the sound:

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

1. Identify the location of the sound:
“It is 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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Practice Essentials 1

Lesson 61

SONDAY SYSTEM® ESSENTIALS 1

5 INTRODUCE NEW MATERIAL

Teach Rule

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

Sound Card s

Rule: The letters f, s, z, and v 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 Printables file in the Media Kit.
- 1. pass fuss moss boss hiss less miss moss
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAF** 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

Lesson 63

SONDAY SYSTEM® ESSENTIALS 2

5 INTRODUCE NEW MATERIAL

Teach Sound

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

Sound ar as in car

- Students **READ** about the following word list. (Media Kit) Note: Numbered lists may be printed from the Printables 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 **SAF** each sound aloud while **WRITING** the word.
- smart farm card sharp park
- Students **READ** the words just written.

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Practice Essentials 3

Lesson 43

SONDAY SYSTEM® ESSENTIALS 3

5 INTRODUCE NEW MATERIAL

Review Sound

- Show the card and say the sound. (Media Kit)
- Students **REPEAT** the sound, then **SAF** the sound while **TRACING** the letters on the desk.
- Students **WRITE** the letters and **SAF** the sound 3 times.

Card: Sound Card 44 -dge /j/ as in fudge


Rule: -dge comes at the end of a word after a short vowel.

- Students **READ** about the following word list. (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.
- 4. badge lodge wedge sludge ledge ridge edge smudge
- Dictate the following words.
- Students **REPEAT** and **SEGMENT** each word, then **SAF** each sound out loud while **WRITING** the word.
- badge lodge wedge ridge smudge
- Students **READ** the words just written.

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Media Kit



-dge

badge	ledge
lodge	ridge
wedge	edge
sludge	smudge

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Practice Essentials 4

LESSON 43 SONDAY SYSTEM® ESSENTIALS 4

5 INTRODUCE NEW MATERIAL

Teach Sound

- Show 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.

Key: Long /e/ as in key

Rule: *ey* comes at the end of a word but is not a suffix. Unlike -y, *ey* is not used with a base word. Words with *ey* are usually nouns.

- Students READ about the following word list (Media Kit):

5. hockey	jersey	key	donkey
chimney	medley	parsley	alley

- Dictate the following words:
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

donkey	chimney	jersey	parsley	hockey
--------	---------	--------	---------	--------

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Practice Essentials 5

LESSON 43 SONDAY SYSTEM® ESSENTIALS 5

5 INTRODUCE NEW MATERIAL

Teach Root

- Show the card and say the meaning of the root.
- Students WRITE the root, then say the meaning. Repeat 3 times.

Note: No single key word is provided for roots since pronunciation of the root varies. When reviewing root cards in 1. READ SOUNDS, have students look at the root card and provide the meaning only.

fort/force Meaning: strong

- Students READ about the following word list (Media Kit):

4. effort	fortify	reinforce	effortless
enforce	forcefulness	forcible	comfortable

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

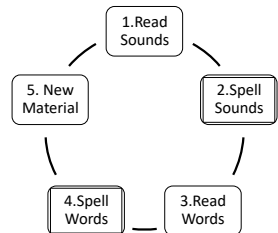
effort	enforce	forcefulness	effortless	reinforce
--------	---------	--------------	------------	-----------

- Students READ the words just written.

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Step 5: New Material




```

    graph TD
      A[1. Read Sounds] --> B[2. Spell Sounds]
      B --> C[3. Read Words]
      C --> D[4. Spell Words]
      D --> E[5. New Material]
      E --> A
  
```

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

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



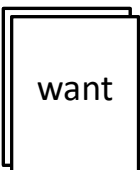
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How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

- 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



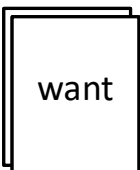
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How to Teach Sight Words – Heart Word Method

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

- 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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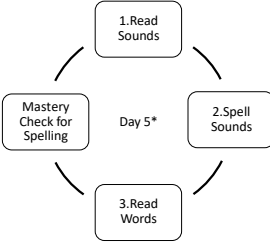
Independent Practice

- Not every lesson has “New Material”
- Independent Practice fosters development of skills previously taught
 - Centers – differentiate learning
 - Homework
- Optional activity
- Data collection tool in Media Kit



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Lesson Structure Simple to Complex



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Mastery Checks Day 5 Locate in Your LPB L75

SONDAY SYSTEM® ESSENTIALS 3 Lesson 75

4 MASTERY CHECK FOR SPELLING

Goal: To determine how well Students can spell independently.

- Circle 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.

boiler	many	fashioning	camper	passing
plants	springing	fashions	cleans	sender
blend/er	rashes	bath	patches	dresses
howling	loud/er	drain/ing	growler	buy

NOTE: When a student divides a word, ask Students to divide the word into syllables and label each syllable.

- 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 4 or more words are misspelled on 2 consecutive Mastery Checks, placement in a small group with closer monitoring and more opportunities for practice may be beneficial.

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Mastery Checks Day 5 Locate in Your LPB L75

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

E2-5 Mastery = 85% or higher

Under *85% on two consecutive Mastery Checks means additional support may be needed.

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Mastery Checks Day 5

<p>What is IS</p> <ul style="list-style-type: none"> • Determines how well students can spell independently. • Phonics • Determines accuracy of skills. • 85% or higher determines mastery • Helps to identify struggling students. • 4 or more words misspelled on 2 consecutive Mastery Checks 	<p>What is 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 or syllables • Marks each sound. • Identifies place value within word. • Utilizes the thumb and fingers of the non-writing hand.
---	---

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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;">E Syllable</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	E Syllable	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: Cle</p> <p>Pattern 6: V V</p> <p style="text-align: center; font-size: x-small;">6 Syllable Division Patterns</p>
C	Closed														
L	Consonant-le														
O	Open														
V	Vowel Pair														
E	E Syllable														
R	R Combination														
6 Syllable Types															

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Common Syllable Types Essentials 2

Type:	Open	Closed	E Syllable
Ends with:	vowel	consonant(s)	VCe
Vowel is:	long	short	long
	a	ap	ape
	no	not	note
	bi	bit	bite
	me	met	mete

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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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Syllable Division Patterns

<p style="text-align: center; font-size: x-small;">E2 L136, 138, 141</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">vc/cv</td></tr> <tr><td style="padding: 2px;">invite</td></tr> <tr><td style="padding: 2px;">jumbo</td></tr> <tr><td style="padding: 2px;">velvet</td></tr> <tr><td style="padding: 2px;">napkin</td></tr> <tr><td style="padding: 2px;">rabbit</td></tr> <tr><td style="padding: 2px;">candy</td></tr> </table>	vc/cv	invite	jumbo	velvet	napkin	rabbit	candy	<p style="text-align: center; font-size: x-small;">E3 L27-29</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">v/cv or vc/v</td></tr> <tr><td style="padding: 2px;">volume</td></tr> <tr><td style="padding: 2px;">open</td></tr> <tr><td style="padding: 2px;">crazy</td></tr> <tr><td style="padding: 2px;">refine</td></tr> <tr><td style="padding: 2px;">cabin</td></tr> <tr><td style="padding: 2px;">solid</td></tr> </table>	v/cv or vc/v	volume	open	crazy	refine	cabin	solid
vc/cv															
invite															
jumbo															
velvet															
napkin															
rabbit															
candy															
v/cv or vc/v															
volume															
open															
crazy															
refine															
cabin															
solid															

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Syllable Division Patterns

E3 L128-29

vcccv
pumpkin
dolphin
bathtub
complete
spectrum
tendrill

Keep consonants together that are easily recognized.

E4 L2

You Try!

basin
eject
tribute
menu
wedding
impress
baby

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Essentials Content

Essentials 1-5

- Phonetic Code
- Presentation of Consonants and Vowels
 - Digraphs, diphthongs, vowel pairs
- Sight Words
- Beginning, Ending, and Tri Blends
- Compound Words and Contractions
- Syllabication with multisyllabic words
 - Affixes and Roots
 - Inflectional Endings
 - Roots

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Morphology Prefixes, Suffixes, and Roots

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R Controlled

- When the letter <r> follows a single vowel, it prevents the vowel from saying its true sound
 - “bossy R”
- ‘ar’ and ‘or’
 - like in car, farm, torn, and form
- ‘ir’, ‘ur’, and ‘er’ are pronounced the same (/er/)
 - /er/ like in third, burn, and term and –ear like in heard
 - -or (doctor) and -ar (dollar) in E5
- R Controlled is one of the 6 Syllable Types

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Consonant-le Syllable and Division

- Consonant-le has many spelling variations
- The -le always stays the same, but consonant(s) changes before the -le

-ble	-kle
-dle	-tle
-fle	-gle
-zle	-ple

Consonant-le, count back three!

g a r / g l e

stable – bubble – little – ample – candle

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Syllable Division Pattern VV

- Break between adjacent vowel sounds
- Only one vowel sound in a syllable
- Break syllable between neighboring vowel sounds

d i e t

v | v

v i o l i n

v | v | c v

riot
duet
video

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Sunday 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
 - See- Divide
 - Feel – Trace
 - Hear
 - TOUCH SPELL when spelling




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Resources

- Supplemental Activities
- Error Correction Dialogue
 - Correcting Spelling Errors
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meanings Guide
 - Prefix and Suffix
 - Roots




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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...affects 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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A Closing from Arlene Sunday

Our motto
Overlearn to the automatic level!

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Sunday System

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