

**PROFESSIONAL
DEVELOPMENT FOR**
imagine
sonday system EK[®]
Training Module 2024 - 2025

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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

imagine
sonday system E

Scientifically-Based Reading Research
Orton-Gillingham Approach
Structured Literacy

imagine
sonday system LPL


imagine
sonday system 1

imagine
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*


ABCDE
FGHIJK
LMNOP
QRSTU
VWXYZ

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The Sonday Essentials Kit

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



Essentials



Learning Plan Book
EK

180
Lessons
One for every day!

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What is Souday 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)

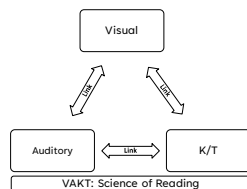
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How We Teach Multisensory Instruction & Reinforcement

"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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Souday 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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Reading Foundations

Phonological Awareness	Phonemic Awareness
Letter-Sound Knowledge	Alphabetic Principle

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Application – Phonological Awareness

Lesson 67

FIND WORDS - RHYME

h
a i n

- 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, doll, mall, wall
mind	find, kind, grind, blind, lined, signed, bind
gold	fold, mold, told, sold, hold, old, bold
pick	lick, trick, stick, sick, tick, brick, flick

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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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Fluency



Automaticity with reading shapes, colors and numbers is the precursor to fluent reading.

Components

1. Rate
2. Accuracy
3. Prosody

Fluency must be practiced

- Teacher modeling during read aloud
- Starts at the beginning of learning to read

Ways to incorporate fluency

- Paired
- Echo
- Repeated reading

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Application – Fluency

Lesson 67

AUTOMATICITY PRACTICE - LETTER NAMES

3
a i n

- 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

5
a i n

- 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	outrage	nickname	headcut	ourselves
cupcake	nickname	footpath	doghouse	swamp
southwest	lifetime	gumdrop	grandson	seaweed
crossroad	kickoff	dishcloth	fishhook	earthworm

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

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Application – Handwriting

Lesson 67

PRINT Y Z

- 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 67 (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. 7 x 9 Pages, Worksheet

CHUNKING - LETTER NAMES

- Display chunking slides. (Media Kit)
- Have students read across the signs, saying the letter names but pausing for the spaces.
- 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 automatically leads 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

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

Teachers says	Number of claps	Word divided into syllables
music	2	music
telephone	3	tel/er/phone
tree	1	tree
whymall	3	why/mall
transbone	2	trans/bone
cauliflower	4	cauliflow/er
rhinobale	2	rhino/bale
apple	2	apple
algacrasper	3	algacrasper

Note: A word 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

75

TEACH LETTERS p j r u 10
#11

- Display the lowercase p (Media Kit)
- Students **ARRANGE** the letter p, then **TRACE** the letter on any surface using 2 fingers of the writing hand and **SAY** the name of the letter aloud.
- Begin with stroke number 1, follow the sequence and the directional arrows.
- Using the printed worksheets, Students **SAY** the name of the letter **TRACE** the completed letter and the ghost letter.
- Finally, **PRINT** the letter from the marked starting point.
- Be sure the letter p is secure before practicing the letters j, r and u using these procedures.

Note: Practice page may be printed from the Printable Kit 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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Additional Support Levels

- In your group, select a lesson you would like to teach with a partner's support.
- Identify the lesson, discuss multisensory instructional approaches, and preview using the media kit (if needed).
- Teach the lesson to your group.
- Evaluate and self reflect
 - Strengths?
 - Areas to capitalize on?



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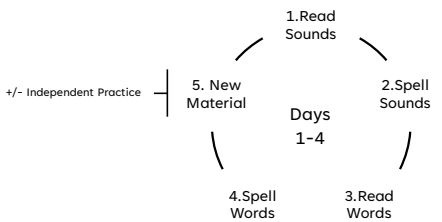


Turn and Talk

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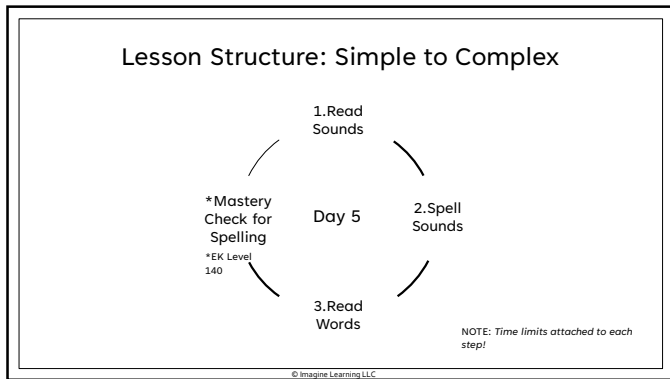
Lesson Structure: Simple to Complex



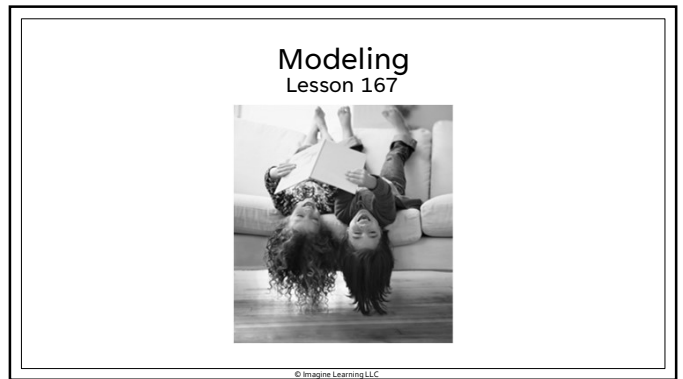
NOTE: Time limits attached to each step!

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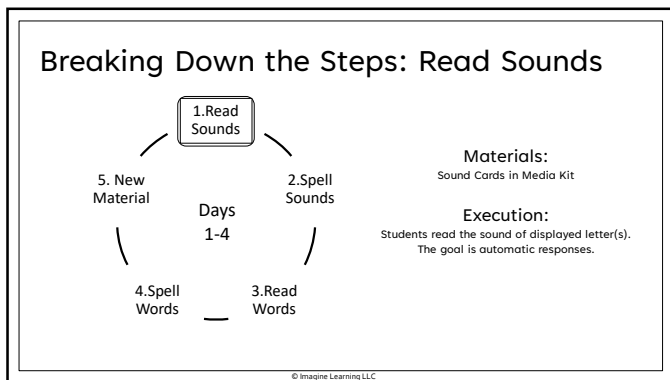
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31



32



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Practice Essentials K

Lesson 167 **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

MATERIALS NEEDED • Media Kit, Elementary Lined Paper

1 READ SOUNDS

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.

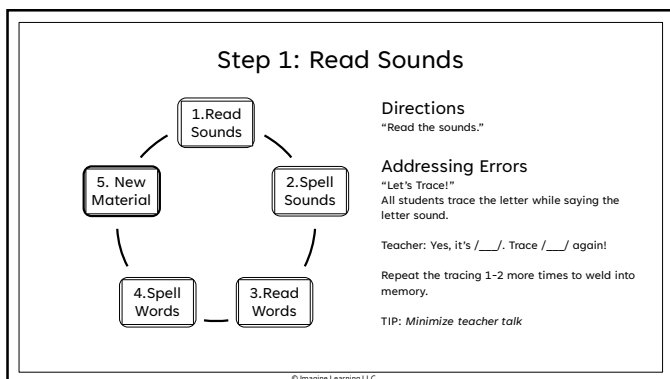
Let's Trace!
Yes, it's ____.
Trace ____ again.

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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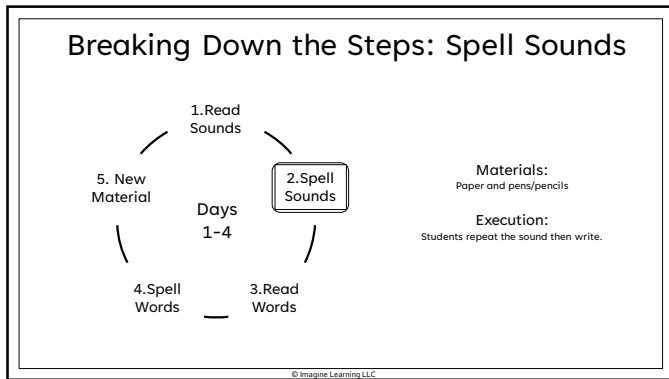
What if a letter is read incorrectly while tracing?

- 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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Practice Essentials K

Lesson 167 **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

2 SPELL SOUNDS

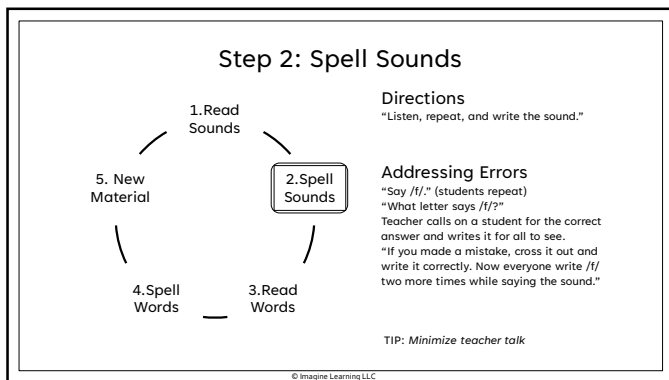
- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: r o j a l s t i f x

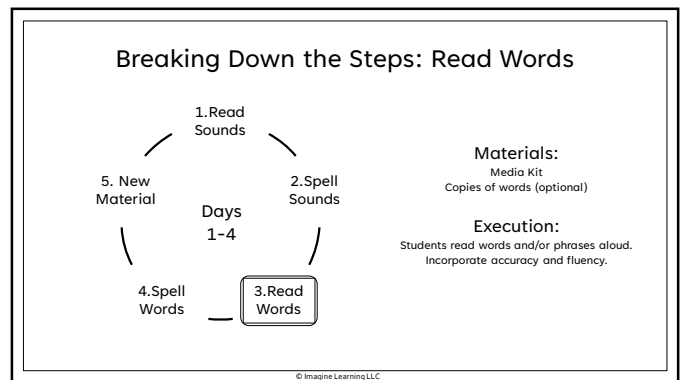
Error?
Say /___/. What letter says /___/?
If you made a mistake, cross it out and write /___/.
Everyone write /___/ two more times saying /___/.

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Practice Essentials K

Lesson 167 **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

3 READ WORDS

• Students READ aloud. (Media Kit) Note: Numbered lists may be printed from the Printables list in the Media Kit

1. Review

mop	max	mix	nod	tax
teb	job	not	lop	rip
fix	map	it	rag	gas
dog	kid	pan	toss	big
hat	box	rap	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 bag.

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Let's Practice

ram	jab
tug	sum
wish	wet
shop	him

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Step 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!"
 Write 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."

TIP: Tracing unlocks words!

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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

Materials:
 Paper & pens/pencils

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

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Practice Essentials K

SONDAY SYSTEM[®] KINDERGARTEN ESSENTIALS

LESSON 167

4 SPELL WORDS

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

REMINDER: First column says the sound being practiced.

short	a/o/i	cap	lot	hit	dot
misc.	a"	the	is	rip	

* Note: The sight word *a* 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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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 ___." Touch the finger with the error.
 "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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Breaking Down the Steps: New Material

Materials:
Paper & pens/pencils
Media Kit

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

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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 Phonetic Code

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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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

5 INTRODUCE NEW MATERIAL

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 aloud the following words. (Media Kit) *Note: Nonmember kits may be printed from the Printables file in the Media Kit.*

1. ray pay may lay
say day hay way

• Dictate the following words.

• Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
may ray hay lay day

• Students READ the words just written.

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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.


- 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

want

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Independent Practice

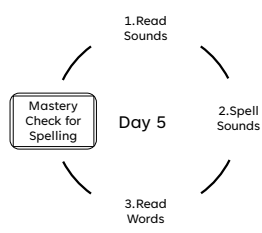


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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Lesson Structure Simple to Complex



1. Read Sounds

2. Spell Sounds

3. Read Words

Mastery Check for Spelling

Day 5

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 27

Goal: To determine how well Students can spell independently.
 • Divide the following words, reading down the columns.
 • Repeat words if necessary.
 • **DO NOT** require Students to repeat the word. Touch/Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

sad	pan	bat	am	ham
mad	ran	jam	had	fan

• 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%

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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 • Helps to identify struggling students • 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 – Lesson 151



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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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Creating Gel Pads



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Sondy 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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Resources

- Supplemental Activities (for skill in pre-reading and reading)
- Independent Practice
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Mastery Checks 60, 80, 100, 110, 120, & 130
 - EK only



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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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