


**PROFESSIONAL
DEVELOPMENT FOR**
 **sonday system E1**
 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

 **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
First President of OGA
(Orton-Gillingham Academy)

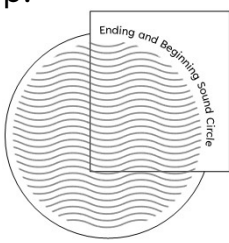
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Warm Up!

Phonemic Awareness
Ending and Beginning Sound Circle

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



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The Sonday Essentials Kit
 Online Platform includes: Learning Plan Book
www.winsorlearning.com



E1



E1

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



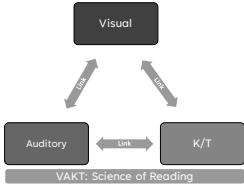
(NRP Summary Report page 9, Subgroup Report page 2-94)

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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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Sonday System E1

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Contents

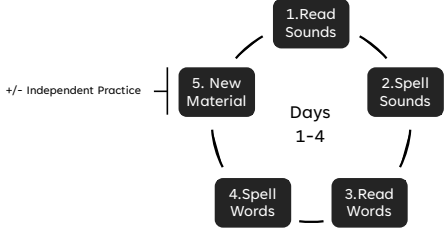
Essentials 1

- Presentation of Consonants and Vowels
- Sight Words
- Beginning and Ending Blends
- Compound Words

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Lesson Structure: Simple to Complex

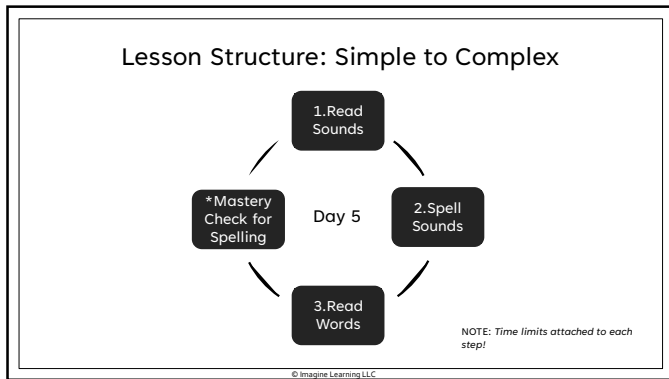


Days 1-4

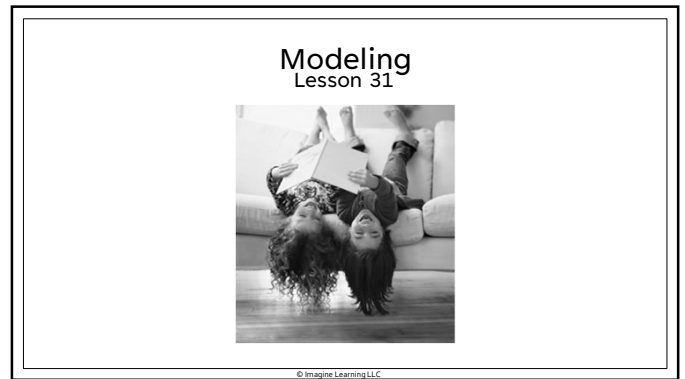
NOTE: Time limits attached to each step!

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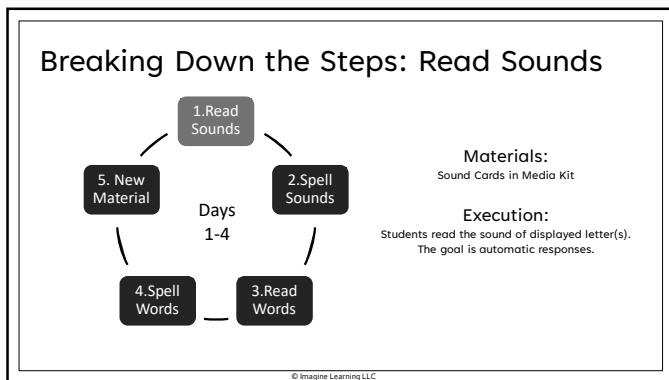
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Practice Essentials 1

Lesson 61

SONDAY SYSTEM® ESSENTIALS 1

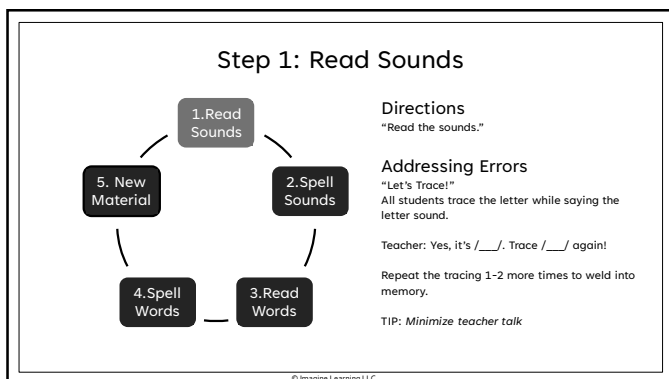
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READ SOUNDS 2 min

- 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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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 -ck say /k/. Trace the two letters together while saying /k/."

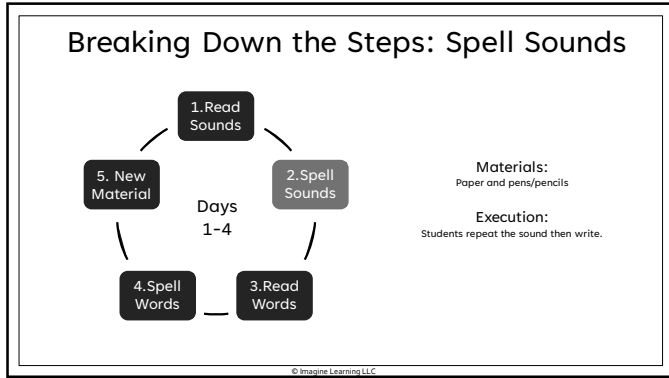
➔ After students trace the letter(s) -ck saying /k/ after a short vowel 2-3 times, ask the class...

➔ "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 1

2 SPELL SOUNDS Lesson 61

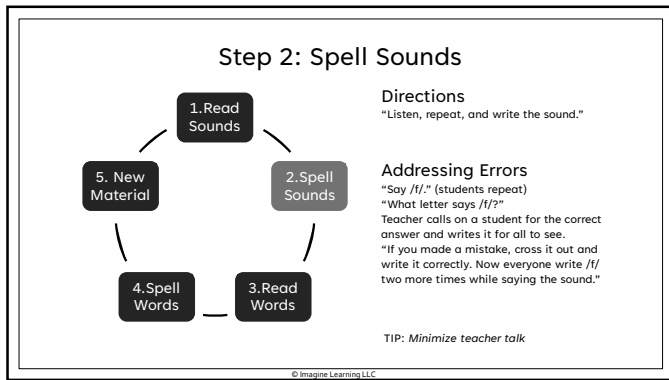
- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: e y 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)

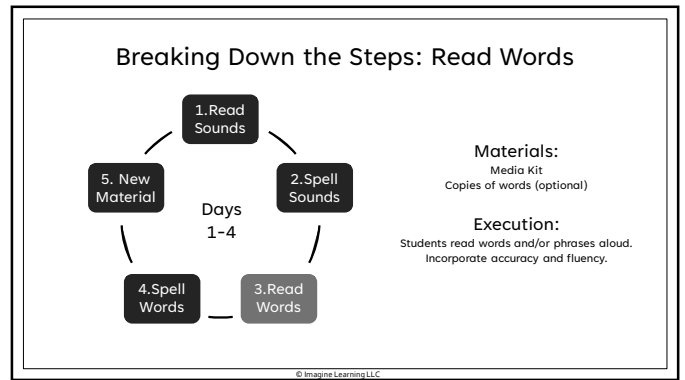
REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

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Practice Essentials 1

3 READ WORDS Lesson 61

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

Word Cards: short e

1. Review

rom	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	moy	bet
ham	map	saf	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	wee	zap	bug	rug

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Let's Practice

ram	job
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!"
 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."

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 1

SONDAY SYSTEM ESSENTIALS 1 Lesson 61

4 SPELL WORDS

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

REMINDER: First column lists the words 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	bulb	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: Touch or review sentence capitalization and punctuation.

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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

Did ~~pat~~ get ~~wet~~ .

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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 1

SONDAY SYSTEM ESSENTIALS 1

Unit 61

5 INTRODUCE NEW MATERIAL

Teach Rule

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

Sound Card [s]

Rule: The letters f, g, z, and v are doubled at the end of a word after a single vowel. Usually that vowel is /i/.
 fuff, guff, zuff, vuff

2. pass fuff moss boss hiss less miss mass

- Students READ the following words. (Media Kit) Note: Soundcard clip may be printed from the Phonics Kit in the Media Kit.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.
- Students READ the words just written.

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Media Kit

pass hiss

fuss less

moss miss

boss mass

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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

- 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

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Mastery Checks Day 5 Essentials 1

SONDAY SYSTEM ESSENTIALS 1

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 and transfer learning to other settings.

cab	off	pass	fuzz	shell
run	tell	pay	less	deep
seed	cuff	moss	wish	will
west	job	rot	fox	yet

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, placing the Student in a small group with closer monitoring and more opportunities for practice may be beneficial.

85%

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Mastery Checks Day 5

What it IS

- Determines how well students can spell independently
- Phonics
- Determines mastery of skills
- 85% or higher E1
- Helps to identify struggling students
- 4 or more words misspelled on 2 consecutive Mastery Checks



What it ISN'T

- 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

-  When reading words: Tracing
- 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
-  When spelling words: Touch Spelling
- 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 1 – Lesson 131



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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

Lesson	Word	Sound	Place Value	Segmented	Traced	Spelled	Corrected
1	cat	/k/ /æ/ /t/	1 2 3	c a t	c a t	c a t	c a t
2	dog	/d/ /ɒ/ /g/	1 2 3	d o g	d o g	d o g	d o g
3	fish	/f/ /ɪ/ /ʃ/	1 2 3	f i sh	f i sh	f i sh	f i sh
4	bird	/b/ /ɜː/ /d/	1 2 3	b i r d	b i r d	b i r d	b i r d
5	tree	/t/ /r/ /iː/ //	1 2 3 4	t r e e	t r e e	t r e e	t r e e

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Creating Gel Pads



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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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Resources

- Supplemental Activities (for skill in pre-reading and reading)
- Independent Practice
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules



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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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