

PROFESSIONAL DEVELOPMENT FOR

imagine
sonday system E K-2®

Training Module 2025 - 2026

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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

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

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The Sonday Essentials Kit

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



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)



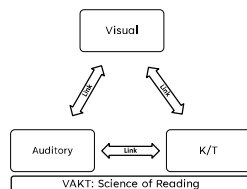
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How We Teach Multisensory Instruction & Reinforcement

*"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 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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 67

FIND WORDS - RHYME 5 min

- 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
- Feel
- Hear

Repetition

- Less is more
- Locks learning into long term memory

Teacher modeling

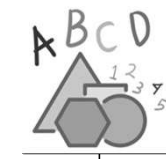
- We do together
- You do individually



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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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 67

AUTOMATICITY PRACTICE - LETTER NAMES 3 min

- 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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 67

DELETE - COMPOUND WORDS 5 min

- Say: **bookstore**. Students **REPEAT**. Say it again but don't say **book**.
- Say: **drumstick**. Students **REPEAT**. Say it again but don't say **stick**.

popcorn	outlaw	necktie	headset	surgeons
cupcake	nickname	footpath	doghouse	swampy
southwest	lifetime	guardrop	grandson	poorwills
crossroad	baboon	duchess	bathtub	warthog

☆

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

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Application – Handwriting

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS 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.

SEE

↑

↓

HEAR ← → FEEL

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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 67

INDEPENDENT PRACTICE

Worksheet 67 (Media Kit)

SEE

↑

↓

HEAR ← → FEEL

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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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 75

MATERIALS NEEDED Media Kit, p. 75 (4 Pages, Worksheet)

CHUNKING - LETTER NAMES

- Display chunking slides. (Media Kit)
- Have students read across the slide, 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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS 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
mouse	2	mouse
telephone	3	tel/eph/one
tree	1	tree
yellow	3	yel/ow
transbone	2	trans/bone
cauliflower	4	caul/flower
strawberry	4	straw/ber/ry
apple	2	apple
skyscraper	3	sky/scra/per

Note: A and is a syllable, which contains only 1 vowel sound. Syllables work across lines, 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

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS Lesson 75

TEACH LETTERS p j r u 10 min

- Display the lowercase **p**. (Media Kit)
- Students **ABSTRACT** 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, **PRODUCE** the letter from the marked starting point.
- Be sure the letter **p** is secure before practicing the letters **j**, **r** and **u** using these procedures.

Note: Practice page may be printed from the Printables file 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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Sonday System E1

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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

C	Closed	Pattern 1: VCCV
L	Consonant-le	Pattern 2: VCV
O	Open	Pattern 3: VCCCV
V	Vowel Pair	Pattern 4(a): Suffixes
E	E Syllable	Pattern 4(b): Prefixes
R	R Combination	Pattern 5: Cle
6 Syllable Types		Pattern 6: V V
		6 Syllable Division Patterns

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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

E2 L136, 138, 141

vc/cv
invite
jumbo
velvet
napkin
rabbit
candy

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Content



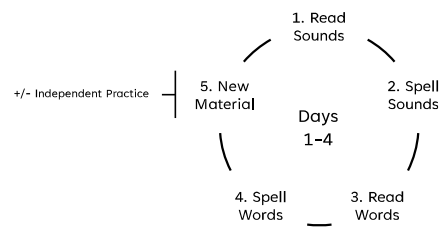
Essentials 1 and 2

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

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Lesson Structure: Simple to Complex

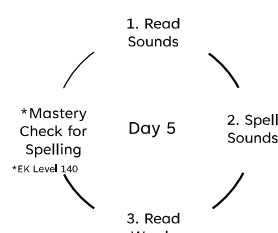


NOTE: Time limits attached to each step!

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Lesson Structure: Simple to Complex



NOTE: Time limits attached to each step!

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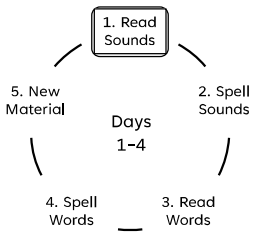
Modeling Lesson 31



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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.

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Practice Essentials K

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.

.....

First Attempt 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?

Try to read it again

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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

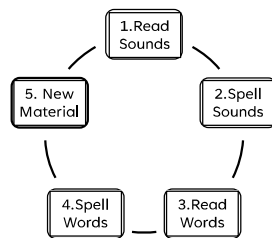
1 READ SOUNDS

- 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.

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Step 1: Read Sounds



Directions

"Read the sounds."

Addressing Errors

"Let's Trace!"
All students trace the letter while saying the letter sound.

Teacher: Yes, it's /___/. Trace /___/ again!

Repeat the tracing 1-2 more times to weld into memory.

TIP: Minimize teacher talk

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What if a letter is read incorrectly while tracing?

Direct and explicit instruction is best at the moment of the error → "The letters -ck say /k/. Trace the two letters together while saying /k/."

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

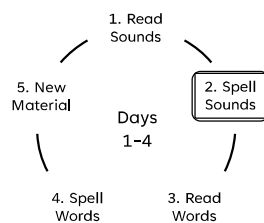
Elicit response with questioning → "Where do we find the letters -ck?" Students answer, "At the end of the word after a short vowel."

TIP: Minimize teacher talk

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Breaking Down the Steps: Spell Sounds



Materials:
Paper and pens/pencils

Execution:
Students repeat the sound then write.

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Practice Essentials K

Lesson
167

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

2 SPELL SOUNDS

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

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

Error?

Say /___/. What letter says /___/?

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

Everyone write /___/ two more times saying /___/.

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Practice Essentials 1

2 SPELL SOUNDS

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 2

2 SPELL SOUNDS

Lesson 63

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: ing y c, k, ck ee, e, e-e o, o-e

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Step 2: Spell Sounds

Days 1-4

Directions
"Listen, repeat, and write the sound."

Addressing Errors
"Say /f/." (students repeat)
"What letter says /f/?"
Teacher calls on a student for the correct answer and writes it for all to see.
"If you made a mistake, cross it out and write it correctly. Now everyone write /f/ two more times while saying the sound."

TIP: Minimize teacher talk

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Breaking Down the Steps: Read Words

Days 1-4

Materials:
Media Kit
Copies of words (optional)

Execution:
Students read words and/or phrases aloud.
Incorporate accuracy and fluency.

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Practice Essentials K

3 READ WORDS

Lesson 167

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

1. Review

mop	max	mix	nod	tax
tab	job	not	lop	rip
fix	map	it	rag	gas
dog	kid	pan	toss	big
hat	box	rap	mad	off
got	lap	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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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.

1. Review

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	saf	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	wee	zap	bug	rug

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Practice Essentials 2

63 SUNDAY SYSTEM® ESSENTIALS 2

3 READ WORDS

Students READ about Media Kit. When the word list says an action from the Picture, do it in the Media Kit.

Students TOUCH each word.

1. go	try	pro	we	dry	spy
shy	sty	ply	so	be	she
me	ma	he	by	fly	shy

2. Name:

quick	couldn't	black	fall	haven't	lick
ramp	spent	four	should	poet	shell
once	brand	group	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

3. Summarize:

I couldn't think of his name.
I wouldn't if I were you.

He shouldn't yell like that.
Could you help me with this?

Automaticity Fluency

Single Syllable Words

See
Feel
Hear

Multisyllabic Words

See
Divide
Feel
Trace
Hear

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Let's Practice

den

ram

tug

wish

shop

jab

sum

wet

him

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Step 3: Read Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

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

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

Materials:

Paper & pens/pencils

Execution:

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

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Practice Essentials K

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 into the second 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 umbrellas.

• Students READ aloud the list of words just written.

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Practice Essentials 1

SONDAY SYSTEM® ESSENTIALS 1 LESSON 61

4 SPELL WORDS

• 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
ee/i	bag	dim	pod	sip
ee/ay	way	sheep	ray	deep
o/u	hub	cut	rod	rub
e	jet	men	web	fed

• Students READ aloud the list of words just written.
 • Dictate the following sentences.
 • Students REPEAT and WRITE each sentence.
 I wish I had cash. Did Pat get wet?
 • Students READ aloud the sentences just written.
 REMINDER: Touch or review sentence capitalization and punctuation.

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Practice Essentials 2

SONDAY SYSTEM® 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	lo*	go	wo*	pro
contractions	I've	you've	they've	couldn't
sight words	could	would*	should	live

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.
 • Students READ aloud the list of words just written.
 • Dictate the following sentences.
 • Students REPEAT and WRITE each sentence.
 I should go home. I would like you to come.
 • Students READ aloud the sentences just written.

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Checking Sentences

Capitalization
 • What letters need to be capitalized

Appearance
 • Spacing between words
 • Legible
 • Count the words (Check to ensure no words have been omitted.)

Punctuation

Spelling

P wet
The ~~pat~~ get ~~wit~~?

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Step 4: Spell Words

1. Read Sounds

5. New Material

4. Spell Words

2. Spell Sounds

3. Read 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

1. Read Sounds

5. New Material

4. Spell Words

2. Spell Sounds

3. Read Words

Days 1-4

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:

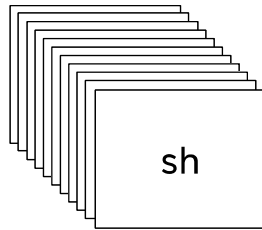
- Sound
- Place Value
- Additional information

~ 90% of English words follow regular patterns.

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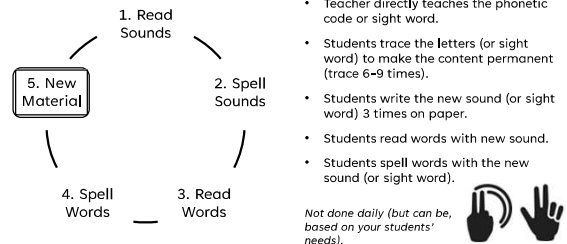
Learning the Phonetic Code



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Step 5: New Material



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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: Handwritten lists may be printed from the Printables file in the Media Kit.*

1. ray pay may lay
say day hay way

2. Dictate the following words.

Students REPEAT 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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Practice Essentials 1

SONDAY SYSTEM® ESSENTIALS 1

5 INTRODUCE NEW MATERIAL

Teach Rule

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

Sound Card s

Rule: The letters t, s, z, and c are doubled at the end of a word after a single vowel. Usually that vowel is short.

Students READ the following words. (Media Kit)

2. pass fuss moss boss hiss less miss moss

3. Dictate the following words.

Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

pass fuss boss moss less

Students READ the words just written.

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Practice Essentials 2

SONDAY SYSTEM® ESSENTIALS 2

5 INTRODUCE NEW MATERIAL

Teach Sound

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

Sound or as in car

Students READ aloud the following word list. (Media Kit) *Note: Handwritten lists may be printed from the Printables file in the Media Kit.*

4. part smart cord sharp farm charm chart park

5. Dictate the following words.

Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

smart farm cord sharp park

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 – 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

want

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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.

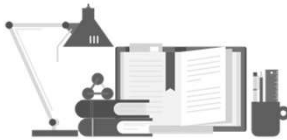
- Show the word, say it aloud, and ask to REPEAT the word
- Students to copy the word on their paper
- SAY the word and students repeat. Together, touch and say the consonant sounds that are regular. Teacher point to and say the irregular part(s) of the word while students are touching and pointing to 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

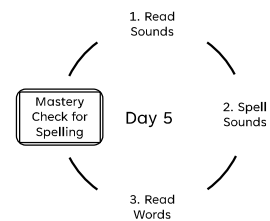


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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Lesson Structure Simple to Complex



EK Mastery Check begins
at Level 140

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Mastery Checks Day 5 Essentials K

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

Level 140

4 MASTERY CHECK

Goal: To determine how well Students can spell independently.
Outline the following words, reading down the columns.
• Repeat words if necessary.
• DO NOT expect Students to repeat the word. Teach 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	bad	fan

- 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 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 Essentials 1

SONDAY SYSTEM® ESSENTIALS 1

Level 65

4 Mastery Check for Spelling

Goal: To determine how well Students can spell independently.
Outline the following words, reading down the columns.
Repeat words if necessary.
• DO NOT expect Students to repeat the word. Teach 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.

call	off	pass	fuzz	shell
run	tail	pay	less	deep
seed	cuff	mess	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 Essentials 2

SONDAY SYSTEM ESSENTIALS 2

4) MASTERY CHECK FOR SPELLING

Goal: To determine how well students can spell independently.
 • Dictate the following words, reading down the columns.
 • Repeat words if necessary.
 • DO NOT assist students by reminding them to repeat or Touch Spell the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

shy	haven't	you've	pre	zook
have	chunk	try	they've	she
prank	I've	clunk	think	hook
give	brink	live	spy	junk

• Take 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, place the student in a small group with closer monitoring and more opportunities for practice may be beneficial.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	20%	6	80%	11	85%	16	88%
2	25%	7	87.5%	12	88%	17	89%
3	37.5%	8	93.3%	13	90%	18	90%
4	50%	9	95%	14	92.5%	19	91.7%
5	62.5%	10	96.7%	15	93.8%	20	92.3%

85%

Mastery Checks Day 5

What it IS

- Determines how well students can spell independently
- Phonics
- Determines mastery of skills
 - 90% or higher EK
 - 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 K – Lesson 151

Essentials 1 – Lesson 131

Essentials 2 – 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

Student	Word	Correct	Incorrect	Score
Student 1	shy			
	have			
	prank			
	give			
	haven't			
	I've			
	chunk			
	brink			
	you've			
	try			
Student 2	shy			
	have			
	prank			
	give			
	haven't			
	I've			
	chunk			
	brink			
	you've			
	try			

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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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