

# PROFESSIONAL DEVELOPMENT FOR

imagine  
**sonday system E K-2®**

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

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](http://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)



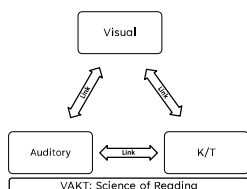
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## How We Teach Multisensory Instruction & Reinforcement

*"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

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**.

<b>Word Bank</b>	
<b>bite</b>	right, sight, kite, light, might, night, height
<b>call</b>	ball, fall, tall, hall, doll, mall, wall
<b>mind</b>	find, kind, grind, blind, lined, signed, bind
<b>gold</b>	fold, mold, told, sold, hold, old, bold
<b>pick</b>	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  
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

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**.

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. 75 (a 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

**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
golfball	3	golf/ball
ironstone	2	iron/stone
cauliflower	4	cauliflow/er
strawberry	4	straw/berry
apple	2	apple
skyscraper	3	sky/scra/per


Note: A and 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



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**TEACH LETTERS p j r u**

---

- 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 Phonics 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
L	Consonant-le
O	Open
V	Vowel Pair
E	E Syllable
R	R Combination

6 Syllable Types

Pattern 1: VCCV

Pattern 2: VCV

Pattern 3: VCCCV

Pattern 4(a): Suffixes

Pattern 4(b): Prefixes

Pattern 5: Cle

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

E3 L27-29

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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## Contents



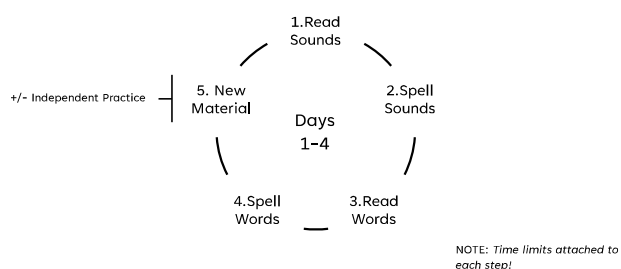
Essentials 1

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

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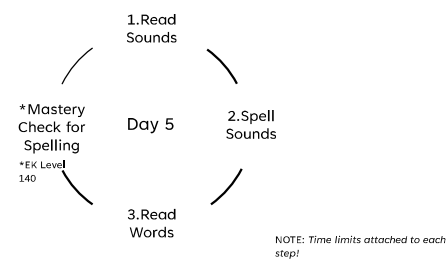
## Lesson Structure: Simple to Complex



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## Lesson Structure: Simple to Complex



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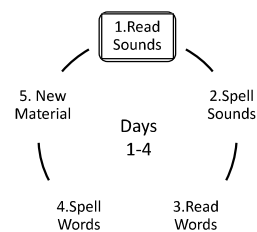
## Modeling Lesson 31



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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

**Lesson 167** **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**MATERIALS NEEDED** • Media Kit, Elementary Lined Paper

**1 READ SOUNDS** 2 min

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!

**Not Successful**

Who dictates the pace? Why?  
How can this happen?

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## Practice Essentials 1

**Lesson 61** **SONDAY SYSTEM® ESSENTIALS 1**

**1 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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## Practice Essentials 2

**Lesson 63** **SONDAY SYSTEM® ESSENTIALS 2**

**1 READ SOUNDS** 2 min

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.

**Directly Teach:**  
 This is the letter \_\_\_\_  
 that says \_\_\_\_/\_\_\_\_/ as in \_\_\_\_.  
 Let's Trace!

**Not Successful**

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## Step 1: Read Sounds

**1. Read Sounds**

**5. New Material**

**4. Spell Words**

**2. Spell Sounds**

**3. Read Words**

**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 -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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## Breaking Down the Steps: Spell Sounds

**1. Read Sounds**

**5. New Material**

**4. Spell Words**

**2. Spell Sounds**

**3. Read Words**

Days 1-4

**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

- 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**

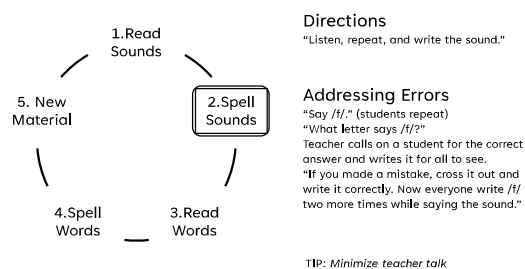
- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say, **SAY and WRITE**: ing y c, k, ck ee, e, e-e o, o-e

Long /i/ at the end of a word. (Answer: y)  
 /k/ 3 ways. (Answer: c, k, ck)  
 Long /e/. 2 ways. (Answer: ee, e, e-e)  
 Long /o/. 2 ways. (Answer: o, o-e)

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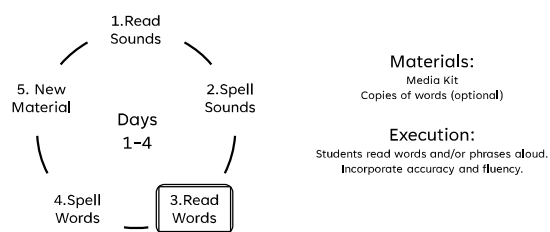
## Step 2: Spell Sounds



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## Breaking Down the Steps: Read Words



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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 file in the Media Kit.

**1. Nouns**

mop	max	mix	nod	tax
tab	job	net	lap	rip
fix	map	it	rag	gas
dog	kid	pan	toss	big
hat	box	rap	mad	off
got	lap	six	bag	dim

**2. Sentences**

The fox hid.	Put the dog.	Hop on the leg.
Sip the pop.	Fix it!	Fill the bag.

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## Practice Essentials 1

### 3 READ WORDS

Students READ aloud. (Media Kit) Note: Numbered tabs may be printed from the Phonics Kit or the Media Kit.

#### Word Cards, Step 1

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

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## Practice Essentials 2

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### SONDAY SYSTEM ESSENTIALS 2

#### 3 READ WORDS

Students READ aloud. (Media Kit) Note: Numbered tabs may be printed from the Phonics Kit or the Media Kit.

#### Word Cards, Step 1

#### 1. Review

go	try	pro	we	dry	spy
sky	sty	ply	so	be	she
me	no	be	by	fly	sly

#### 2. Review

quack	couldn't	blink	fall	haven't	lick
ramp	spent	four	should	past	shell
once	brand	grasp	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

#### 3. Review

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?

Automaticity  
Fluency

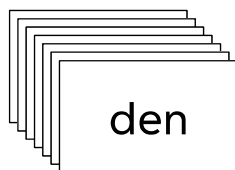
Single Syllable Words    Multisyllabic Words

See    See  
Hear    Divide  
Feel    Feel  
Trace  
Hear

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## Let's Practice

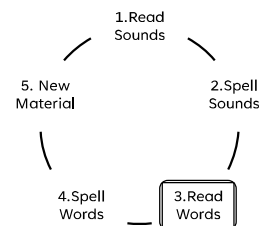


ram    jab  
tug    sum  
wish    wet  
shop    him

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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!"

- 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

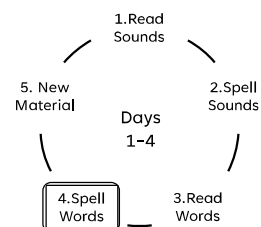
REMINDER: You can print the words that students are reading also!



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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 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.

REMEMBER: First column lists the sounds being practiced.

	1	2	3	4
short a/o/i	cap	lot	hit	dot
misc.	a*	the	is	rip

\* Note: The right word 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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## 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.

REMEMBER: First column lists the sounds being practiced.

REMEMBER: Dictate words and sentences for a total of 7 minutes.

	1	2	3	4
sh	ship	dash	fish	shot
a/i	long	dim	pod	tip
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.

REMEMBER: 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.

REMEMBER: First column lists the sounds being practiced.

	1	2	3	4
ng/Yc	string	lake	hang	joke
y	by*	shy	cry	fly
e/a	be*	go	we*	pre
contractions	I've	you've	they've	couldn't
sight words	could	would*	should	live

\* After dictating a homophone, give it its 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**

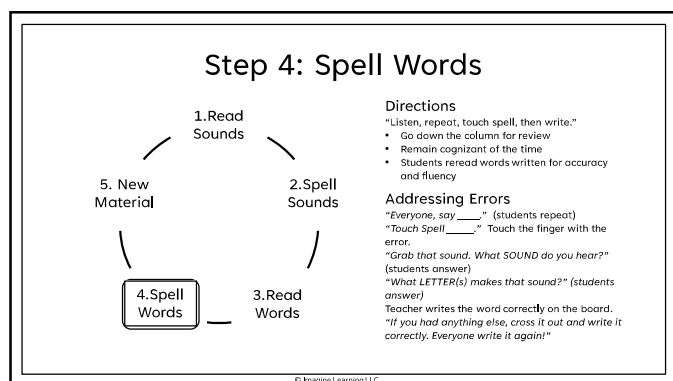
- Spacing between words
- Legible
- Count the words (Check to ensure no words have been omitted.)

**Punctuation**

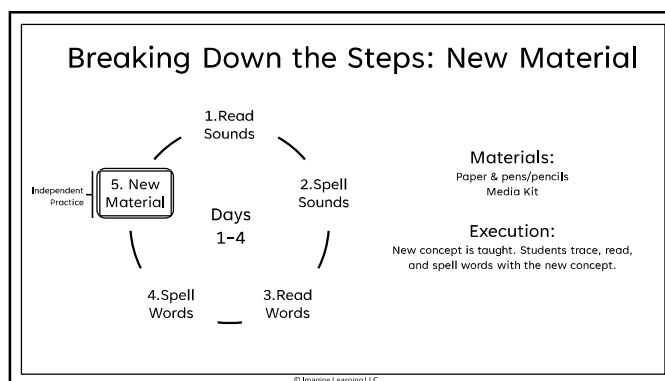
**Spelling**

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## Teaching The Phonetic Code English Language Rules

Direct, explicit instruction:

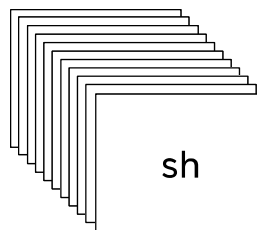
- Sound
- Place Value
- Additional information

~ 90% of English words  
follow regular patterns.

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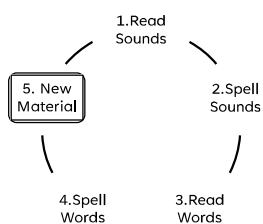
## Learning the Phonetic Code



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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

**167** **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**5 INTRODUCE NEW MATERIAL** **5 min**

**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: Soundcard K01 may be printed from the Pronouns file in the Media Kit.*

3. 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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## Practice Essentials 1

**SONDAY SYSTEM® ESSENTIALS 1** **Lesson 61**

**5 INTRODUCE NEW MATERIAL** **5 min**

**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 s, a, z, and c are doubled at the end of a word after a single vowel. Usually that vowel is short.

• Students READ aloud the following words. (Media Kit) *Note: Soundcard K01 may be printed from the Pronouns file in the Media Kit.*

2. pass fuss moss boss hiss less miss mass

• Dictate the following words.

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

pass fuss boss mass less

• Students READ the words just written.

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## Practice Essentials 2

**SONDAY SYSTEM® ESSENTIALS 2** **Lesson 63**

**5 INTRODUCE NEW MATERIAL** **5 min**

**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: Soundcard K01 may be printed from the Pronouns 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 SAY each sound aloud while WRITING the word.

smart farm card 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

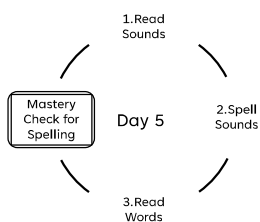


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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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.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT remind Students to repeat the word. Teach-Spell the word or sound 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.

said	jam	bat	am	ham
mad	ran	jam	had	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

Lesson 65

### 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 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	shed
run	tell	pay	less	deep
seed	cuff	mess	wish	will
wet	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

Lesson 65

### 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 remind students to repeat the word. 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	pro	zink
have	chuck	try	they've	she
prank	I've	clunk	think	hook
give	brink	live	spy	junk

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.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	25%	6	75%	11	87.5%	16	100%
2	50%	7	87.5%	12	93.75%	17	100%
3	75%	8	100%	13	100%	18	100%
4	100%	9	100%	14	100%	19	100%
5	100%	10	100%	15	100%	20	100%

85%

80

## 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

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### Creating Gel Pads



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### Sondax 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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