

# 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  
<https://teacher.imaginesonday.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)



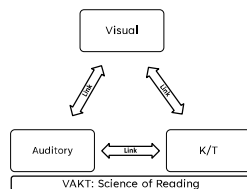
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## How We Teach Multisensory Instruction & Reinforcement

*"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**

<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
- Feel
- Hear

Repetition

- Less is more
- Locks learning into long term memory

Teacher modeling

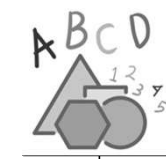
- We do together
- You do individually



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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	poorweed
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.

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)

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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
golfball	3	golf/ball
trampoline	2	tramp/oline
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. 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

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**TEACH LETTERS p j r u** 10 min

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- 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



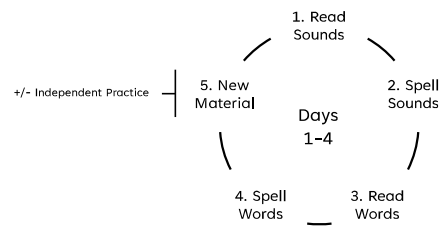
Essentials 1 and 2

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

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## Lesson Structure: Simple to Complex

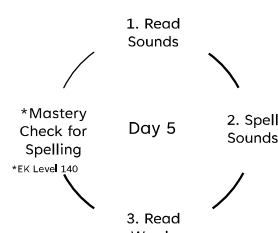


NOTE: Time limits attached to each step!

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## Lesson Structure: Simple to Complex




NOTE: Time limits attached to each step!

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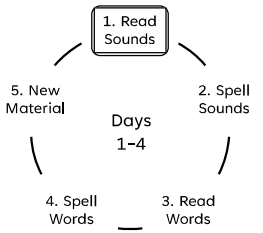
## Modeling Lesson 31



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## Breaking Down the Steps: Read Sounds



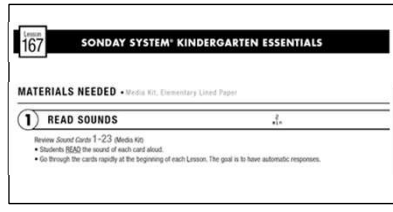
**Materials:**  
Sound Cards in Media Kit

**Execution:**  
Students read the sound of displayed letter(s).  
The goal is automatic responses.

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## Practice Essentials K



**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?**

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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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First Attempt

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

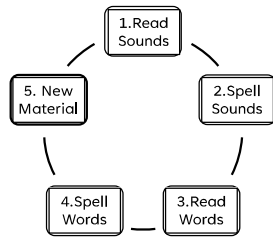
Not Successful?

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## Step 1: Read Sounds



### 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

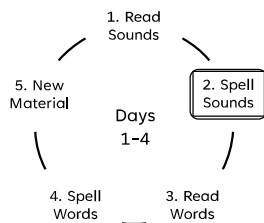
→ "Where do we find the letters -ck?" Students answer, "At the end of the word after a short vowel."

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  
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### 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

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### SONDAY SYSTEM® ESSENTIALS 2

#### 2 SPELL SOUNDS

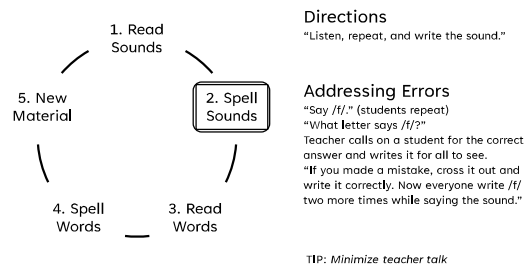
- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: -ing  
Long /i/ at the end of a word. (Answer: y)  
Long /e/ at the end of a word. (Answer: ee)  
Long /a/ at the end of a word. (Answer: ay)  
Long /o/ at the end of a word. (Answer: oy)  
Long /u/ at the end of a word. (Answer: u)

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

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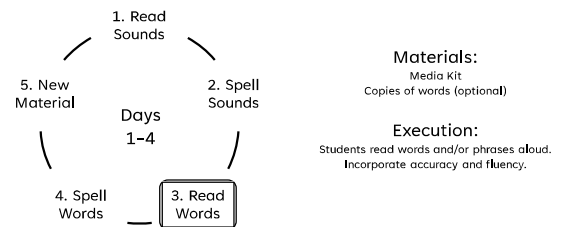
## Step 2: Spell Sounds



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## Breaking Down the Steps: Read Words



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## Practice Essentials K

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SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

### 3 READ WORDS

• 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

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

- 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

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 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:**

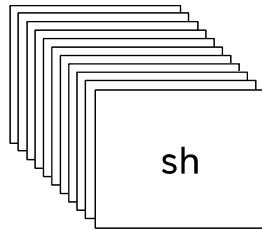
- Sound
- Place Value
- Additional information

~ 90% of English words follow regular patterns.

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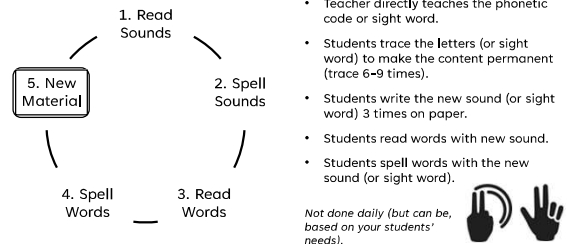
## Learning the Phonetic Code



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## Step 5: New Material



- 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: Handwritten lists 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 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

• 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

• 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

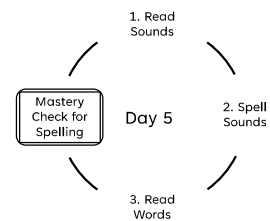


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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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.  
 • Circle the following words, reading down the columns.  
 • Repeat words if necessary.  
 • DO NOT read students to remind 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	clank	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	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%

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## 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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## 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
- 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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## Contact Information

Carrie Clark	carrie.clark@imaginelearning.com
Liz Hawes	elizabeth.hawes@imaginelearning.com
Janda Craig	janda.craig@imaginelearning.com
Tori May	tori.may@imaginelearning.com
Roberta McMurry	roberta.mcmurry@imaginelearning.com
Danielle Kroger	danielle.kroger@imaginelearning.com
Agnes Icker	agnes.icker@imaginelearning.com
Janet Miltenberger	janet.miltenberger@imaginelearning.com

Main Office  
3001 Metro Drive Bloomington, MN | 1-800-321-7585  
Winsor Expert Network  
www.winsorlearning.com



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