WINSOR LEARNING

Sonday System®

Multisensory solutions for reading | Spring 2022

LPL
» Reading Readiness
» Group Lessons and Intervention

1
» Beginning Readers
» Intervention

2
» Intermediate Readers
» Intervention

E
» Grades K–5
» Group Lessons and Assessment

You asked, we answered.

We have been busy creating new products based on your needs. Here's what's new:

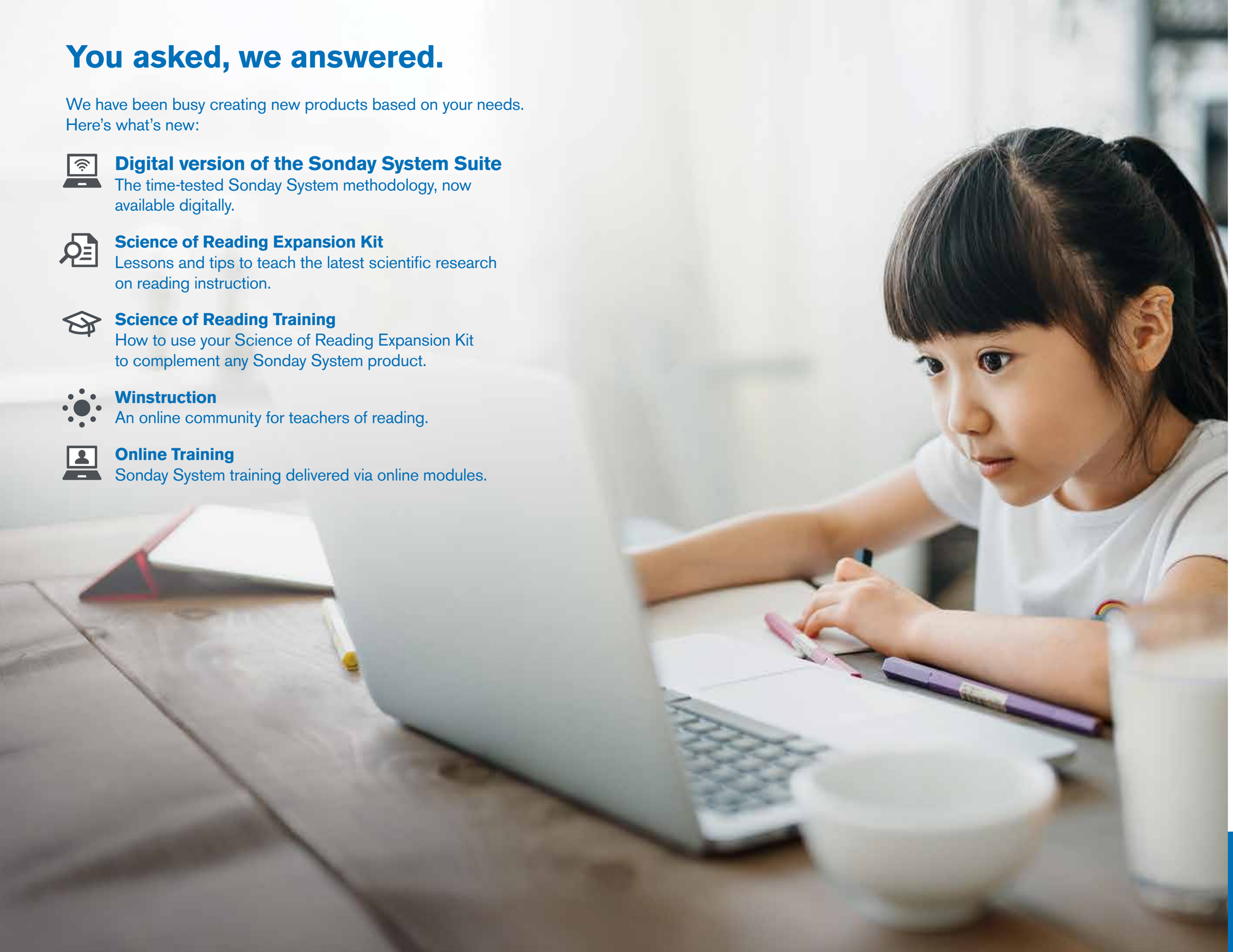
Digital version of the Sonday System Suite
The time-tested Sonday System methodology, now available digitally.

Science of Reading Expansion Kit
Lessons and tips to teach the latest scientific research on reading instruction.

Science of Reading Training
How to use your Science of Reading Expansion Kit to complement any Sonday System product.

Winstruction
An online community for teachers of reading.

Online Training
Sonday System training delivered via online modules.



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Order today:
800-321-7585
winsorlearning.com

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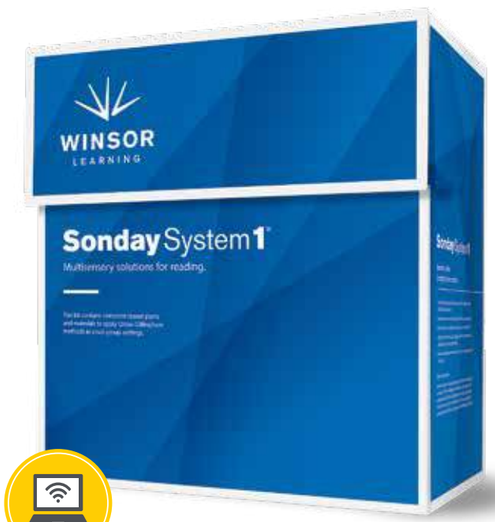


Digital version available

Sonday System 2 p. 30

Digital version available

Sonday System E p. 46

Digital versions available

The Sonday System is a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement and highly effective. This chart shows how each product within the system is designed to be used.

Science of Reading Expansion Kit

This companion piece will keep you up to date with the latest scientific research on reading instruction. It's easy to use and compatible with our entire suite of Sonday System products. See page 54 for more information.

Sonday System	LPL	1	2	E
One-On-One Intervention	●	●	●	○
Small Group Intervention	●	●	●	○
Whole Class Lessons	●	○	○	●
Digital Versions	○	●	●	●
Pre-Reading (Reading Readiness Skills)	●	○	○	○
Beginning Reading (K-2 Reading Levels)	○	●	○	●
Intermediate Readers (3-8 Reading Levels)	○	○	●	●
Placement	●	●	●	○
Assessment	●	●	●	●
MTSS/RTI	All Tiers	Tier 2 & 3	Tier 2 & 3	Tier 1
Complemented by Science of Reading Expansion Kit	●	●	●	●

Sonday System LPL®

Let's Play Learn offers structured, systematic, multisensory practice for preschool through kindergarten students. It is used as a tool to develop foundational reading skills and prevent reading difficulties or as an intervention for those who need to strengthen pre-reading skills. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in whole class and small group settings.

LPL

Settings
- Pre-reading and early reading instruction
- Pre-reading intervention
- Dyslexia instruction
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

Content Level
- Preschool through kindergarten reading levels

Group Size
- Whole class
- Small group

Lesson Duration
- Varies

Frequency
- 5 days per week

Skills and Concepts Taught
- Pre-reading and pre-numeracy
- Shapes and colors
- Numbering and counting
- Alphabet/letter names and sounds
- Letter formation

Let's Play Learn Classroom Set

The Let's Play Learn Classroom Set, featuring the Instructor Kit and Manipulatives Set, provides all necessary instructional and student materials for whole class and small group multisensory pre-reading lessons.

Complement this system with the Science of Reading Expansion Kit. See page 54 for more information.

Instructor Kit

This kit includes complete multisensory lesson plans and printable activity books as well as extra materials for a classroom aide to work with students in a small group station.

- 2 Learning Plan Books (112 levels)
- Media Kit (printable activity books, music files, pronunciation guides)
- Rapid Naming Poster Set
- 2 Sound Card Decks
- Alphabet Book
- Shapes and Numbers Book
- Name Strings Book
- Color Cards
- Letter and Number Card Decks
- Shape Cutout Sheets
- Tactile Card Decks
- 2 Alphabet Strips (one each of uppercase and lowercase)
- 2 Number Strips

Let's Play Learn Classroom Set

Includes Instructor Kit and Manipulatives Set.

110-1600

$1195.00

N. Manipulatives Set

This set contains 6 multisensory manipulatives, including:

- Uppercase Letters
- Lowercase Letters
- Numbers
- Shape Cutouts
- Sound and Rhyme Basket
- Shape Sorter Mat

Instructor Kit

Manipulatives Set

Let's Play Learn Learning Plan Book Sample Pages

Each daily lesson plan is formatted for small group or whole class settings. Designed to be flexible and comprehensive, the structured, sequential plans feature activities for review, direct instruction, and activities for independent practice so preschool skills are continually introduced and reinforced throughout the year.

Sonday System LPL

Whole Group Time – Review LEVEL 79

Calendar Activity
- Begin each day with the calendar activity that incorporates numbers and counting, days and months, sequencing and relationships, observation and weather, vocabulary, speaking, thinking and social interaction.

Phonemic Awareness

Substitute
- Say, "**sand**." Children repeat.
- Say, "Now take away /**s**/ and put /**b**/ at the **beginning**. What is the new word?" (**band**)

Teacher says

Children repeat	Take away	Put on	New word
sand	/s/	/b/	band
park	/p/	/sh/	shark
shape	/sh/	/k/	cape
think	/th/	/l/	link
shark	/sh/	/d/	dark
face	/f/	/l/	lace
bark	/b/	/m/	mark
link	/l/	/s/	sink

- This is a listening activity. No print is involved.

Rapid Automatic Naming: Pre-Fluency

Read Numbers
- Using the *Numbers 8* poster, have children read together across the rows.
- Call on 4 children and ask each to read 1 row.

Count by Fives
- Count together from **5-100**, two times.

Phonemic Awareness

Rhyming Song
- Listen to *Rhyming Song*, Track 8, on the *Music File*, and sing along.

Find Words – Rhyme
- Say, "Who can think of a word that **rhymes** with **back**?"
- If children cannot think of words, build a bank of words that rhyme. Say the words in the Word Bank below, one at a time, and have the children repeat them.
- Say, "Now, can you tell me a word that **rhymes** with **back**?"
- Use the same line of questioning for the next rhymes.

Word Bank

back	sack, rack, pack, black, tack, crack, jack, stack
deep	leap, steep, creep, heap, beep, sleep, keep
sit	bit, fit, hit, pit, slit, mitt, spit, lit,
find	mind, blind, grind, kind, wind, hind, bind, lined, signed

- This is a listening activity. No print is involved.

Vocabulary
Comprehension

Read Aloud
- Have a child open the book, point to and name the cover, title, author, and illustrator, and turn to the first page.
- Read slowly, clearly, and with expression; follow the line of print with a finger so children follow the left to right direction for reading.
- Discuss the pictures or characters, ask comprehension questions, and discuss 2 or 3 vocabulary words.
- Ask wh questions: questions that begin with **what**, **where**, **when**, **why**, **who**, **which**.

Note: *In addition to developing a love for books, children will be building vocabulary and naming ability, learning to listen and visualize, exercising imagination and laying the foundation for critical thinking and comprehension.*

Teacher Workstation – Introduce New Material LEVEL 79

Phonics
Fluency

Read Sounds
- Review *Sound Cards* **1-6**.
- Children read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

Phonics
Fluency

Spell Sounds
- Dictate the following sounds, one at a time.
- Children **listen**, **repeat** the sound, and **write** the sound on paper or in a sand tray.

m b s t l d

Print o e
- Have children say and print lower case **o e** on elementary lined paper, one or two lines of each letter.
- Watch the starting points and direction of strokes.

Teach sounds for reading and for spelling since reading and spelling are mutually reinforcing.

Student Workstations – Independent Practice

PAGE 157 SEE MORE ACTIVITIES

M-monitored activity **P**-paired activity **I**-individual activity

Practice Letters o e (I)
- Have children say and print the letter **o**, page 69, *Activity Book 3*.
- Print the letter from the marked starting point.
- Practice the letter **e**, page 70, *Activity Book 3*, using these procedures.

Print o e c a d g q s f (I)
- Have children say and print lower case **o e c a d g q s f** on elementary lined paper, one or two lines of each letter.
- Watch the starting points and direction of strokes.

Rapid Automatic Naming

Count by Twos (M)
- Using number grid, page 71, *Activity Book 3*, have the children color every second square. Color **2**, **4**, **6**, **8**, **10**, to **50**.
- Point out the pattern that has been formed.
- Together, read the colored numbers, going across the rows and pointing to each number as it is read.

Phonemic Awareness

Delete – Beginning Sound (M)
- Say the following words and ask the children to delete the **first** sound.
- Say "**pan**." Children repeat. "Say it again but don't say /**p**/." (**an**)

l/ink	s/py	d/ear	b/each
g/oat	s/light	c/old	h/eat
l/ake	h/at	t/all	m/an
t/ore	b/race	c/ape	p/eek

- This is a listening activity. No print is involved.

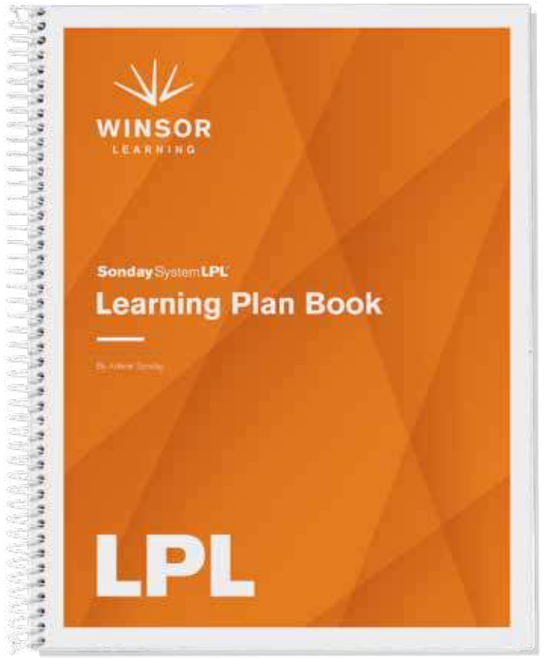
Note: *Deletion is fun and helps develop language flexibility. Children who can play with language will learn to read more easily.*

Fluency

Read Letter Names (M/P)
- Using the *Letters 11* poster or page 16 in the *Name Strings Book*, have the children read lower case letters together across the rows.

Game (P)
- Play **Memory** using upper and lower case *Letter Cards* **P-W** and **p-w**, one of each.

A



B

C

D

Let's Play Learn Components

Materials from the Classroom Set may also be purchased individually.

A. Learning Plan Book

Contains structured, sequential lesson plans for 112 reading levels. Designed to be flexible yet comprehensive for small group or classroom settings. (See samples on pp. 10-11.)

130-3000 $325.00

B. Media Kit

A flash drive containing printable Activity Books 1-4, 14 songs to practice different components of language, a read-along segment to coordinate with the Alphabet Book (as described in E) and audio pronunciations that help students learn accurate pronunciation of phonemes (sounds) of the alphabet.

130-5500 $329.00

C. Rapid Naming Poster Set

Provide opportunity to practice Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking. 35 posters (17 double-sided, 1 single-sided), 17" x 22".

130-6300 Complete Set $79.00

D. Sound Card Deck

26 cards represent the letters and sounds of the alphabet for building automaticity and fluency.

130-4200 $17.00

E. Alphabet Book

Colorful illustrations featuring alliterations for practicing phonological awareness.

130-3200 $95.00

F. Shapes and Numbers Book

Colorful illustrations introduce beginning shapes and numbers 1-10 for reinforcing skills such as sorting, sequencing and pattern recognition.

130-3210 $79.00

G. Name Strings Book

Allows practice of Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking.

130-3215 $36.00

H. Color Cards

4 sheets feature objects in 8 colors to practice color recognition.

130-6375 $18.00

I. Letter and Number Card Decks

Decks featuring uppercase letters, lowercase letters and numbers 1-50. Used to play memory games, Go Fish and sorting games.

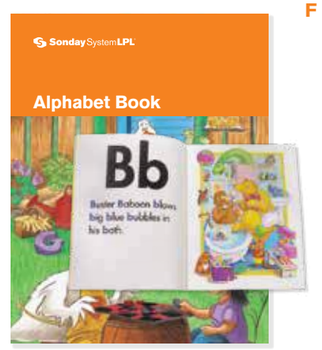
120-4000 Complete Set (2 decks each for uppercase letters, lowercase letters, numbers) $75.00

130-4500 Uppercase Letter Cards (2 decks) $23.00

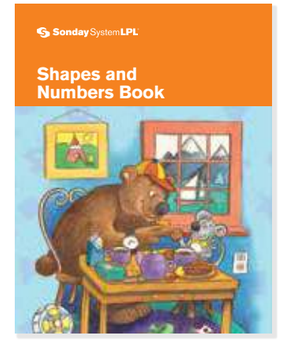
130-4510 Lowercase Letter Cards (2 decks) $23.00

130-4520 Number Cards (2 decks) $25.00

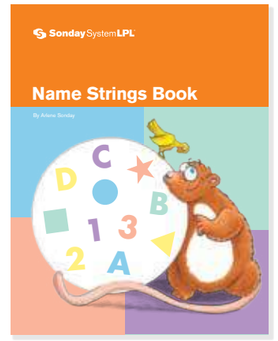
E



F



G

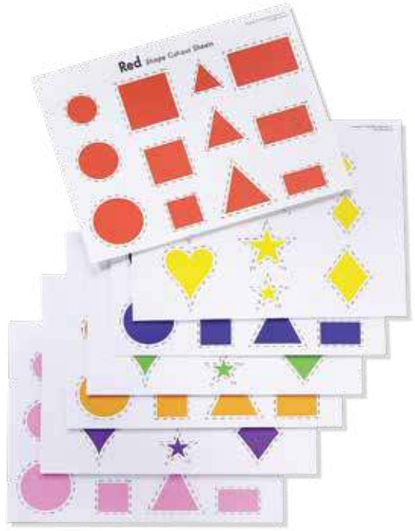


H

I

Sonday System LPL

J



K

L

M

J. Shape Cutout Sheets

16 sheets of colored shapes used to practice color, shape and size recognition.

130-6400 $36.00

K. Tactile Card Decks

Decks featuring uppercase letters, lowercase letters and numbers. Numbered starting points for each stroke and a raised ridge provide tactile reinforcement for learning letter shapes and names/sounds and number shapes/names.

120-4600 Complete Set (1 deck each for uppercase letters, lowercase letters, numbers) $79.00

520-4650 Letter Tactile Cards (1 deck each for uppercase letters and lowercase letters) $55.00

130-4675 Number Tactile Cards (1 deck) $24.00

L. Alphabet Strips

Uppercase and lowercase laminated letter strips teach form and sequence.

520-6100 $16.00

M. Number Strips

Laminated strips with numbers 1-10 and 1-20 teach number recognition.

120-6125 $16.00

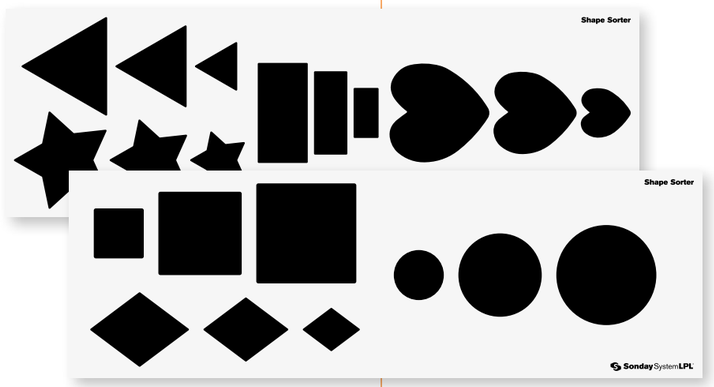
N. Manipulatives Set

Provides multisensory practice for skills such as letter, number, shape, color and size recognition, letter sounds, counting, sorting and rhyming. The set contains:

- Uppercase Letters
- Lowercase Letters
- Numbers
- Shape Cutouts (7 shapes in 3 sizes and 8 colors each)
- Sound and Rhyme Cards
- Shape Sorter Mat

120-2000 $219.00

N



Sonday System LPL

Sonday System 1®

Sonday System 1 offers structured, systematic, multisensory reading intervention for beginning readers through the end of 2nd grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings. Available in print and digital versions.

1

Settings
- Beginning reading instruction
- Reading intervention
- Dyslexia instruction
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

Content Level
- Beginning through 2nd grade reading levels

Group Size
- Small group

Lesson Duration
- 35-minute sessions

Frequency
- Moderate delays—2-3 times per week
- Intensive intervention—4-5 times per week

Skills and Concepts Taught
- Review of pre-reading skills
- Phonics using vowels, vowel pairs and blends
- Consonant blends and digraphs
- Spelling practice throughout lessons
- Rules of language structure
- Compound and non-phonetic words
- Reading and writing fluency
- Handwriting
- Vocabulary and comprehension

Benefits of the Sonday System method
- **Covers the Big 5** essential components of reading in every 35-minute lesson plan
- **Instruction based on skill or stage** rather than age or group
- **All lesson plans included** along with necessary materials
- **Offers flexibility** for use by highly trained teachers or those with little or no language training
- **Non-consumable materials** with no need to buy replacements each year

Digital version available

Sonday System 1 Intervention Set

The complete Sonday System 1 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions. Available in print and digital versions.

Complement this system with the Science of Reading Expansion Kit. See page 54 for more information.

Digital version available

Instructor Kit

This kit includes complete lesson plans and materials to deliver effective multisensory interventions.

- Learning Plan Book (5 pre-reading and 36 reading levels)
- Media Kit (instructional videos for teachers, music files, pronunciation guides, printing practice pages)
- Word Book
- Letter Tactile Card Decks
- Board Game (includes playing pieces and dice for 2 games)
- Sound Card Deck
- Sight Word Card Deck
- Blend Card Deck
- Word Card Decks
- Reading Strips and Reading Window®
- Alphabet Strips (uppercase and lowercase)
- Teacher Resource Book
- Student Record Book

Classroom Set

This classroom set includes materials for up to 20 students.

- 4 Word Books
- 5 Large Group Sound Card Decks
- 20 Student Record Books
- 20 Student Notebooks

Sonday System 1 Intervention Set

Includes the Instructor Kit and Classroom Set.

210-1500

$1195.00

Sonday System 1 Digital

1-year subscription

240-1600

$1095.00

($349/year after that)

Sonday System 1 Dual Delivery Kit

Printed Set PLUS Workbook Set (digital only) PLUS 1-year digital subscription

260-1600

$1495.00

($349/year after that)

Sonday System 1 Learning Plan Book Sample Pages

Research shows that struggling readers are deficient in the underpinning skills of phonemic awareness, phonics and fluency, which are needed for achievement in vocabulary and comprehension.*

Our straightforward, explicit lesson plans save teachers hours of preparation time while covering these critical skills.

Each six-step lesson is structured to permit continual practice and review while maintaining variety and interest, with suggested materials clearly listed. Progress checks are woven into existing lessons, allowing teachers to diagnose difficulties and prescribe next steps. The following sample (one of 36 reading levels in Sonday System 1) outlines where each skill is practiced in the lesson template.

Digital version available

Sonday System 1

Sonday System 1 | Level 8 | 53

MATERIALS NEEDED Media Kit, Sound Cards 1-24, Paper and Pencil, Nerf Ball, Word Cards (pink, blue, green, yellow), Sight Word Cards (red) 1-8, Word Book, Reading Marker, Reading Window and Strips 5-8, Board Game, Book to Read

1 READ SOUNDS (visual) — 2 min

- Review Sound Cards 1-23.
- Student reads the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

R: Ask for 2 sounds each of **a**, **i**, **o**, and **u**, short and long. The long sound is the same as the name of the letter.

2 SPELL SOUNDS (visual/auditory/tactile) — 2 min

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

i d u r o p a x

QUESTIONS TO ASK THE STUDENT:

How do you spell long a at the end of a word? (Answer: ay)

How do you spell /k/, 2 ways? (Answer: c, k)

R: Say the sound when slashes appear on both sides of a letter. Example: /**k**/

BALL TOSS GAME

- Say a word as you toss or roll a Nerf Ball to the student.
- Student returns it while repeating just the middle or vowel sound of the word.
  Example: Throw the ball and say, *hat*.
  Student returns it and says, /**a**/.
- For a list of words, see **Word Book**, p. 14.

TRACING unlocks words!

If any student does not readily recognize a word, have ALL students TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make the word.

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

54 | Level 8 | Sonday System 1

3 READ WORDS (visual/auditory/tactile) — 5 min

- Student reads aloud from the following sources. Material is provided for several sessions.
  1. Word Cards, Short u (yellow)
  2. Word Book, p. 10, ay
  3. Word Cards, Short a, i, and o (pink, blue, and green, mixed)
  4. Word Book, p. 12, Short u
  5. Word Book, p. 14, Review a, i, o, u
  6. Sight Word Cards 1-5
  7. Word Book, any previous page

4 SPELL WORDS (visual/auditory/tactile) — 7 min

- Dictate each word aloud, reading down the columns.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
- Guide the student through error self-correction. Student rewrites the corrected word twice, saying each sound aloud.

R: Column at the far left below indicates which sound is being practiced in each row of words.

R: Dictate words and sentences for 7 minutes, correcting errors when they occur. Material is provided for additional sessions.

u	cup	mud	fun	rug
ay	bay	hay*	lay	day
o	mop	dot	jog	rot
ee		___	___	___
i	hit	fin	rim	tip
a	sad	rag	van	am
ee		___	___	___
sight	do*	___	___	___

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Student reads aloud the list of words just written.
- At each session, dictate two of the following sentences. Student repeats the sentence and writes it on paper.

Sam can run to the bay. The pup is in the box.
Do not hit the cat. Pat can hug the pup.
Fix the rug. It is hot in the sun.

- Check for capitalization, punctuation, and spelling.
- Student reads aloud the sentences just written.

Phonics — Phonics, Fluency

Fluency: Response is quick and accurate — Fluency

Phonics — Phonics

Phonics — Phonics

Phonemic Awareness — Phonemic Awareness

Phonics: Blend known sounds into words automatically — Phonics

Fluency: Response is quick and accurate — Fluency

Vocabulary: Direct and explicit instruction (check for definitions, context, multiple meanings, etc.) — Vocabulary

Comprehension: Practice at word level eases transition to sentence level — Comprehension

Phonemic Awareness: Phonemic segmentation fluency — Phonemic Awareness

Phonics — Phonics

Fluency — Fluency

Vocabulary — Vocabulary

Vocabulary — Vocabulary

Comprehension: Practice at sentence level eases transition to book level — Comprehension

*Research source: The Report of the National Reading Panel

Digital version available

5 TEACH NEW MATERIAL (visual/auditory/tactile) 5 min

1. Teach Sight Words

- Teach the following Sight Words, one at each session.
- These words cannot be sounded out and need to be memorized.

Sight Word Cards 6-8 | I | of | and

- Show the student one Sight Word Card, say the Sight Word aloud, and ask the student to repeat it.
- Student traces the letters on a desk or table while saying the letter names.
- Student repeats the word before and after tracing.
- Student writes the new Sight Word on paper.

R: After teaching a Sight Word, add the new Sight Word Card to 3. READ WORDS and enter the words above in the blank spaces of 4. SPELL WORDS.

2. Teach Sound

Phonics: Direct and explicit instruction

- Show the card and say the sound.
- Student repeats the sound while tracing it on a desk or table and again while writing it on paper.

Sound Card 24 | ee | as in feet

Phonics

RULE: **ee** is the first choice for the sound of **long e** in the middle of a word.

Fluency

- Student reads words from the **Word Book**, p. 15.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.

meet feed seed feet seem deep

Phonics **Fluency** **Vocabulary**

- Student reads aloud the list of words just written.

R: After teaching a sound, add the new Sound Card to 1. READ SOUNDS and dictate the sound in 2. SPELL SOUNDS. Add the new words to 3. READ WORDS and enter some of the words in the blank spaces of 4. SPELL WORDS.

CORRECTING SPELLING ERRORS	• Use questions to help the student self-correct spelling errors. When feed is spelled as fed, ask: What is the vowel sound? How do you spell that sound in the middle of a word? • Student rewrites the misspelled word so it is correctly spelled twice.

6 READ ALOUD (visual/auditory/tactile) 10 min

- Choose one of the following activities at each session:
  - a) Have the student read aloud *Reading Strip* 8.
  - b) Student reads sentences aloud from **Word Book**, p. 16.
  - c) Read a book.
    Read *Sonday System Readers*, Level 8 and/or reread Levels 6-7.
    See p. 128 of the **Word Book** for a list of beginning reading books.
  - d) Have the student reread *Reading Strips* 5-7 aloud.
  - e) Play *Board Game* using Word Cards (pink, blue, green, and yellow, mixed).

NOTE: Seeing, hearing, and feeling letter shapes and sounds will weld them into long-term memory.

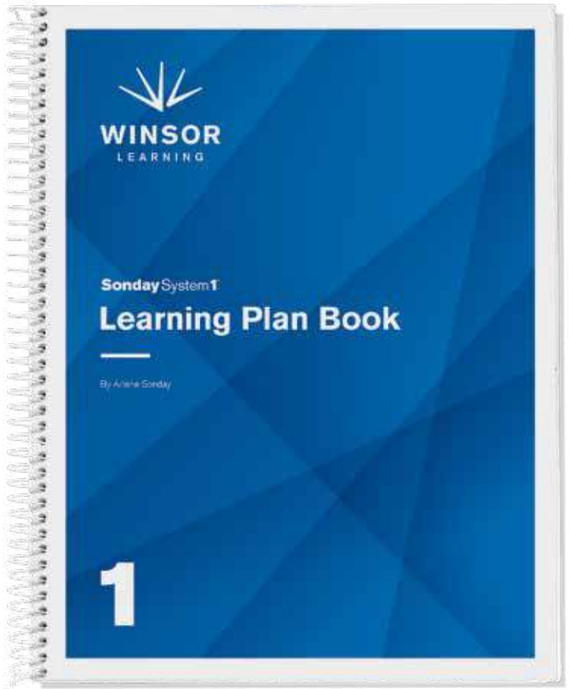
Phonics: Apply rules to read words automatically

Fluency: Read with prosody to support meaning

Vocabulary

Comprehension: Having all underpinning skills in place allows freedom for comprehension at text level

A



B

C

D

E

Sonday System 1 Components

Materials from the Intervention Set may also be purchased individually.

A. Learning Plan Book

Contains structured, predictable, easy-to-follow plans and periodic progress checks for 5 pre-reading and 36 reading levels. (See samples on pp. 20-23.)

230-3000 $379.00

B. Media Kit

A flash drive containing instructional videos for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via videos. Classroom content includes 8 songs that help teach different components of language, audio pronunciations that help students learn accurate pronunciation of sounds and words, and printing practice pages.

230-5500 $215.00

C. Word Book

Provides extensive word lists for introducing or reviewing material plus sentences for practicing and understanding context.

230-3100 $55.00

D. Letter Tactile Card Decks

Numbered starting points for each stroke and a raised ridge provide tactile reinforcement for learning uppercase and lowercase letter shapes and letter names/sounds.

520-4650 Complete Set $55.00
230-4655 Uppercase Set $28.00
230-4660 Lowercase Set $28.00

E. Board Game

Fun, interactive activity to use with Word Cards and Sound Cards. Includes two game boards, playing pieces and dice. Card decks not included.

230-6000 $18.00

F. Sound Card Deck

54 cards represent the sounds of letters and letter combinations for building automaticity and fluency.

230-4200 $16.00

G. Large Group Sound Card Deck

Sound Cards as described above, enlarged for large group sessions.

230-4250 $18.00

H. Sight Word Card Deck

44 cards to aid in memorization of frequently used non-phonetic words.

230-4300 $16.00

I. Blend Card Deck

29 cards that reinforce beginning and ending sound blends.

230-4310 $11.00

J. Word Card Decks

11 color-coded decks featuring 27 words each that reinforce the sounds learned, including CVC, vowel pairs, VCe patterns and beginning and ending blends.

220-4100 $59.00

K. Flash Card Bundle

This economy bundle includes a storage box with the following decks, as described above:

- Sound Card Deck F
- Sight Word Card Deck H
- Blend Card Deck I
- Word Card Decks J

220-4000 $79.00

L. Reading Strips and Reading Window®

25 sentence card strips coordinate with Reading Levels 4-28.

230-6150 $25.00

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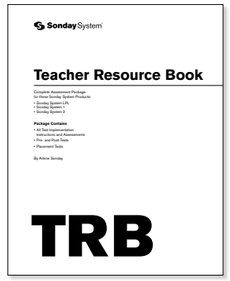

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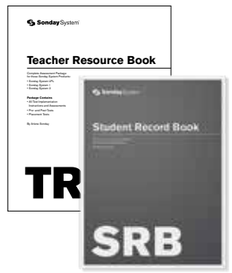


Q

Student Notebook sample page

M. Alphabet Strips

Uppercase and lowercase laminated letter strips teach form and sequence.

520-6100 $16.00

N. Teacher Resource Book

Complete assessment and implementation directions for the entire Sonday System program. Assessments help determine where to start a student within the system and show student strengths and weaknesses. Pre-post tests determine a baseline and track student growth over time.

530-3300 $49.00

O. Student Record Book

Record individual student data from all assessments to show progress throughout the entire Sonday System program. 1 book per student.

530-3325 $13.00 each
520-3325 5 for $55.00

P. Assessment Book Bundle

Teacher Resource Book	N
Student Record Book	O

520-3300 1 Teacher Resource Book + 1 Student Record Book $55.00

520-3350 1 Teacher Resource Book + 5 Student Record Books $105.00

Q. Student Notebook

Used by the student for recording dictated sounds, words and sentences during a lesson. 100 pages.

530-3500 $8.00 each
520-3500 4 for $28.00

Sonday System 1 Supplemental Materials

These workbooks were created to complement the Sonday System 1 Intervention Set.

R. Sonday System 1 Digital Workbook Collection

A digital offering featuring the Sonday System 1 Workbook Collection for printing as needed. With 4 workbooks and answer keys, the collection is designed to reinforce materials taught and help students practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.

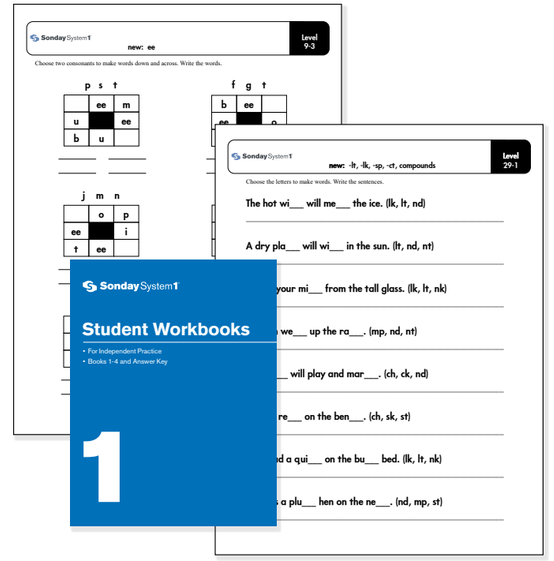
240-3707 $435.00

S. Building Fluency Workbook

Contains supplemental fluency drills with 3 sets of 60 words. Allows the student to practice reading words across pages rather than down columns.

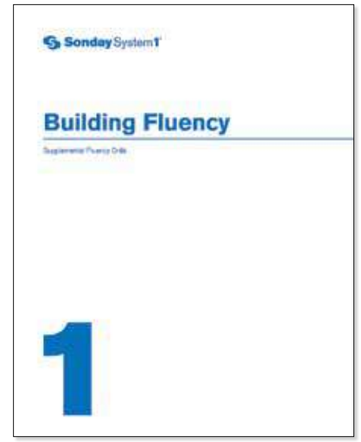
230-3380 $18.00

R



Workbook sample pages

S



Supplemental Readers

These materials complement Sonday System 1, offering opportunities for students to review, practice and improve the skills they've learned.

Sonday System 1 Readers

NOW DIGITAL

Created to align with the scope and sequence of Sonday System 1. Illustrated stories cover Reading Levels 6-10 and help students practice accurate, fluent decoding, which leads to better comprehension. Reading Levels 11-36 have been updated to include new stories and concepts, with three controlled-text, chapter-format stories per book that build fluency, vocabulary and comprehension. Each reader includes teacher tips and strategies to check for understanding. Available in print and digital versions.

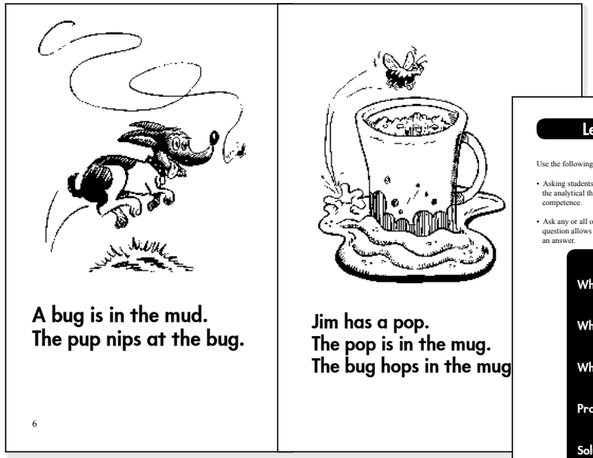
220-7051 Complete Set: 3 of each Reader (Levels 6-36) **$995.00**

240-7001 Digital Sonday System 1 Readers Collection (Levels 6-36) for use with Sonday System 1 Digital Kit, not sold separately.

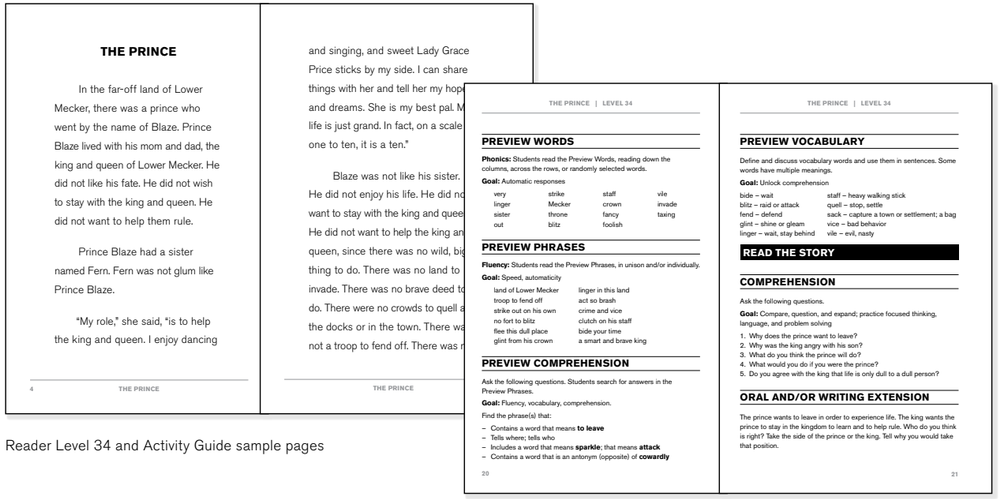
$995.00 ($699/year after that)

Reader Levels 6-10 have one story per book (15 books/15 stories).

Reader Levels 11-36 are in Chapter Book format, with 3 stories per book (25 books/75 stories).



Reader Level 8a sample pages



Reader Level 34 and Activity Guide sample pages

Sonday System 2®

Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers within 3rd through 8th grade reading levels. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings. Available in print and digital versions.

2

Settings
- Intermediate reading instruction
- Dyslexia instruction
- Reading intervention
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

Content Level
- 3rd grade through 8th grade reading levels

Group Size
- Small group

Lesson Duration
- 35-minute sessions

Frequency
- Moderate delays—minimum 3 times per week
- Intensive intervention—4-5 times per week

Skills and Concepts Taught
- Review of concepts in Sonday System 1
- Syllable types and division
- Prefixes and suffixes
- Roots
- Non-phonetic words
- Vocabulary and comprehension

Benefits of the Sonday System method
- **Covers the Big 5** essential components of reading in every 35-minute lesson plan
- **Instruction based on skill or stage** rather than age or group
- **All lesson plans included** along with necessary materials
- **Offers flexibility** for use by highly trained teachers or those with little or no language training
- **Non-consumable materials** with no need to buy replacements each year

Digital version available

Sonday System 2 Intervention Set

The complete Sonday System 2 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions. Available in print and digital versions.

Complement this system with the Science of Reading Expansion Kit. See page 54 for more information.

Digital version available

Instructor Kit

This kit includes complete lesson plans and materials to deliver effective multisensory interventions.

- Learning Plan Book (34 reading levels)
- Media Kit (instructional videos for teachers, pronunciation guides, 29 worksheets to reinforce lessons)
- Word Book
- Sound Card Deck
- Sight Word Card Deck
- Prefix Card Deck
- Suffix Card Deck
- Blend Card Deck
- Root Card Deck
- Teacher Resource Book
- Student Record Book

Classroom Set

This classroom set includes materials for up to 20 students.

- 4 Word Books
- 5 Large Group Sound Card Decks
- 20 Student Record Books
- 20 Student Notebooks

Sonday System 2 Intervention Set

Includes the Instructor Kit and Classroom Set.

310-1500

$1195.00

Sonday System 2 Digital

1-year subscription

340-1600

$1095.00

($349/year after that)

Sonday System 2 Dual Delivery Kit

Printed Set PLUS Workbook Set (digital only) PLUS 1-year digital subscription

360-1600

$1495.00

($349/year after that)

Sonday System 2

Sonday System 2 Learning Plan Book Sample Pages

Our straightforward, explicit lesson plans save teachers hours of preparation time while covering the five components of reading, with a heavier focus on phonics, fluency and vocabulary. Each six-step lesson is engaging and flexible enough to accommodate individual student needs, with suggested materials clearly listed. Progress checks for reading and spelling are woven into existing lessons, allowing teachers to diagnose difficulties and prescribe next steps. The following sample (one of 34 reading levels in Sonday System 2) outlines where each skill is practiced in the lesson template.

Digital version available

MATERIALS NEEDED • Watch Instructional Video • Sound Cards 1-39 • Blend Cards 1-12 • Paper and Pencil • Sight Word Cards 1-35 • Word Book • Worksheets 2-6 • Book to Read

1 READ SOUNDS — 2 min

Phonics

Phonics

Fluency

- Review Sound Cards 1-38 (every session). Ask for 2 sounds of all single vowels and y.
- Review Blend Cards 1-12 (every 3rd session).
- Learner reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

R: Ask for clear, clipped sounds of consonants.

2 SPELL SOUNDS — 2 min

Phonics

Fluency

- Dictate the following sounds, one at a time.
- Learner repeats the sound.
- Learner writes the sound on paper.

u ar oo or e all

QUESTIONS TO ASK THE LEARNER:
How do you spell /f/ after a short vowel? (Answer: ff)
How do you spell long i at the end of a word? (Answer: y)
How do you spell /k/ after a short vowel? (Answer: ck)
What are the 2 ways to spell /oy/? (Answer: oy, oi)

NOTE: For more detail, definitions, or descriptions, consult **Definitions and Descriptions**, p. 232.

3 READ WORDS — 5 min

Phonics

Fluency

Vocabulary

- Learner reads aloud from the following sources. Material is provided for several sessions.
  1. Word Book, p. 32, Review ar, oo, or, all, y, oi, oy
  2. Word Book, p. 16, Nonsense words, column 3
  3. Word Book, p. 30, Compound Words
  4. Word Book, p. 25, Review -ck, End Blends 1
  5. Word Book, p. 26, Review -ck, End Blends 2
  6. Word Book, p. 28, ar, or
  7. Word Book, p. 29, y, oo, all, oy, oi
  8. Sight Word Cards #1-25
  9. Any previous Word Book list

R: When reading, if the learner does not readily recognize a word, leaves out a sound, transposes sounds, or adds a sound that is not in a word, have the learner trace the letters on the table while saying each sound, then blend the sounds into a word.

4 SPELL WORDS — 7 min

Phonemic Awareness: Phonemic segmentation fluency

Phonics

Fluency

- Dictate the following words to the learner. Material is provided for several sessions.
- Learner repeats each word and says each sound aloud while writing the word. Segment multisyllable words and Touch Spell troublesome syllables.
- Dictate each word aloud, reading down the columns, correcting errors as they occur.

or	sport	short	fort	horn
-mp/-ct	damp	pact	clamp	tact
-ck	duck	speck	trick	luck
compound	sunset	backstop	runoff	hardship
VCe pairs		____*	____*	____*
		____	____	____
ar	march	spark	harsh	farm
sight	one**	only	once	does
oo	spoon	smooth	droop	cool
-nt/-nd	hunt	stand	went	fund
vc/v		____	____	____
all	small	stall	tall	squall
-ck	snack	lock	shock	quick
v/cv		____	____	____
oy	boy	toy	joy	join
-st/-ft	just	drift	quest	swift
sight	goes	____	____	____
oi	spoil	point	moist	coin
compound	mixup	junkyard	snapshot	forgot
VCe pairs		____*	____*	____*
		____	____	____
-lt/-lk	wilt	elk	jilt	bulk
sight	four**	____	____	____
vc/cv		____	____	____
-sk/-sp	task	grasp	brisk	clasp
-nk/-ng	junk	rung	yank	bang
vcccv		____	____	____
y	try	dry	fry	cry
sight	done	____	____	____

* Dictate both words of the pair together.
** After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

Phonics

Fluency

Vocabulary

- Learner reads the list of words just written.
- At each session, dictate two of the following sentences. Learner repeats and writes each sentence.

Act fast and you will get your wish.
He felt the dry soil.
Did you march with the small band?
Grasp that clamp.
It is cool in the darkroom.
Lay the coin by the mask.
The storm left us all damp.
The porch is at the end of that hallway.
Sweep the deck with that broom.
Two plus two is four.
I can only tell you once.
The shortstop had an armband.

Phonics

Fluency

Vocabulary

Comprehension

- Check for capitalization, punctuation, and spelling.
- Use questions to enable the learner to self-correct misspelled words. Learner reads aloud the sentences just written.

Digital version available

5 INTRODUCE NEW MATERIAL — 5 min

1. Teach Sight Words

Sight Words are words that cannot be sounded out and need to be memorized.

- Show all of the new Sight Word Cards, one at a time, and ask the learner to read each.
- Dictate the KNOWN words, the ones that the learner can read, and ask the learner to write each word.
- Add the words that can be spelled to the Sight Word Card pack for review at the next sessions. Words that can be read but not spelled and words that cannot be read are considered UNKNOWN words.
- Teach 3 UNKNOWN words at each session.

Cards: Sight Word Cards 26-35

#26	where	#29	they	#32	says	#34	any
#27	there	#30	some	#33	want	#35	been
#28	gone	#31	come				

- Show the learner one Sight Word Card, say it aloud, and ask the learner to repeat it.
- Learner traces the letters on the table while saying letter names.
- Learner repeats the word before and after tracing.
- Learner writes the new Sight Word on paper 3 times, saying letter names aloud, then repeats the word.

R: After teaching a Sight Word, add the new Sight Word Card to 3. READ WORDS and enter the words above in the blank spaces of 4. SPELL WORDS.

NOTE: Homophones are words that sound the same but have different spellings and meanings. Examples: to, too, two; made, maid; there, their, they're; hole, whole. A list of homophones in sentences that convey the meanings of the words is in the **Word Book**, starting on p. 196.

2. Teach Sound

Phonics — Direct and explicit instruction

- Introduce one new sound at a session.
- Show the card and say the sound.
- Learner repeats each sound and traces it on the table.

Card: Sound Card 39

a-e	long a as in cake
e-e	long e as in these
i-e	long i as in bike
o-e	long o as in joke
u-e	long u as in cute, /oo/ as in tune

Phonics

RULE: The e at the end of the word makes the preceding vowel long (say its name).

Fluency

- Learner reads VCe words from the **Word Book**, p. 33.
- Dictate the following words by using the following dialogue: "Spell hop... now spell hope."
- Learner repeats, Touch Spells, and writes each word. See Touch Spelling, p. 233.

Spell:	dim	hat	not	cub	slop
Now Spell:	dime	hate	note	cube	slope

Phonics / Fluency / Vocabulary

- Learner reads the list of words just written.

5 INTRODUCE NEW MATERIAL — 5 min

CORRECTING SPELLING ERRORS

- Use questions to help the learner self-correct spelling errors.
- Pause briefly after each question to allow the learner some "think time" before responding.
  - When mate is spelled as mat, ask:
  - "What kind of vowel do you have there? Long or short?"
  - "How can you make the vowel long?"
- Learner rewrites the misspelled word so that it is spelled correctly twice.

3. Teach Syllable Types

Watch the Level 5 Instructional Video in the Media Kit for a demonstration of this sequence.

RULE: A syllable is a part of a word pronounced as a unit. A syllable consists of a vowel alone or a vowel combined with one or more consonants. A syllable has only one vowel sound.

O: Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, so, cu

C: Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, moth, end

E: E syllable: A silent e (VCe) at the end of a syllable makes the preceding vowel long. Examples: mate, dime, cute, vote, tide

Phonics / Fluency

- Learner reads isolated syllables at the top of Worksheet 2 (Word Book, p. 34 or Media Kit) and labels the syllables listed.

NOTE: Knowing syllable types and syllable division makes reading and spelling easier. Long words can be broken into parts or syllables, and the syllables can be blended together to make a word.

4. Teach Syllable Division Patterns

- INTRODUCE JUST ONE PATTERN AT A SESSION.
- Words are divided into syllables following the patterns below where V=vowel and C=consonant.

Pattern 1: VC/CV

RULE: When there are two consonants together, with a vowel on each side, break between the consonants. The first syllable is always a closed syllable with a short vowel.

rab/bit vel/vet nap/kin in/vite

Use Worksheet 3 (Word Book, p. 35 or Media Kit), and practice Pattern 1.

- Learner divides each word into syllables by drawing a line between the consonants.
- Learner labels the syllable types. Example: C tab/let C
- Learner reads each syllable and then reads them together to form a word.

hid / den	hidden		spin / ning	spinning	
up / set	upset		ab / sent	absent	

R: After teaching this pattern, enter the following words in the blank vc/cv spaces of 4. SPELL WORDS to dictate at the next session.

absent problem oblong combat velvet compact

Digital version available

5 INTRODUCE NEW MATERIAL — 5 min

4. Teach Syllable Division Patterns (continued)

Pattern 2: VCV
RULE: When there is one consonant between two vowels, the syllable may break before or after the single consonant. The first choice is v/cv, breaking before the consonant. If the word is unfamiliar, give the correct pronunciation.

Pattern 2a: V/CV (first choice)
RULE: When there is a long vowel at the end of the first syllable, divide the word after the vowel. The first syllable is open.

be/long po/lo pre/vent ba/con

Phonics
Fluency

Use Worksheet 4 (Word Book, p. 36 or Media Kit), and practice Pattern 2a, column 1.
- Learner divides each word into syllables by drawing a line between the long vowel and the consonant.
- Learner labels the syllable types. Example: O si/lent C
- Learner reads each syllable and then reads them together to form a word.

o / pen	open		be / fore	before	
Po / lish	Polish		re / fine	refine	

R: After teaching this pattern, enter the following words in the blank v/cv spaces of 4. SPELL WORDS to dictate at the next session.

refine open locust belong even remote

Pattern 2b: VC/V (second choice)
RULE: When there is a short vowel in the first syllable, break after the consonant. The first syllable is closed.

cab/in sol/id rad/ish sat/in

Phonics
Direct and explicit instruction

Use Worksheet 4 (Word Book, p. 36 or Media Kit), and practice Pattern 2b, column 2.
- Learner divides each word into syllables by drawing a line between the consonant and the vowel that follows.
- Learner labels the syllable types. Example: C cab/in C
- Learner reads each syllable and then reads them together to form a word.

rad / ish	radish		pol / ish	polish	
pan / ic	panic		vol / ume	volume	

R: After teaching this pattern, enter the following words in the blank v/cv spaces of 4. SPELL WORDS to dictate at the next session.

cabin habit seven finish planet comet

5 INTRODUCE NEW MATERIAL — 5 min

4. Teach Syllable Division Patterns (continued)

Pattern 3: VC/CCV or VCC/CV (Watch for a pair of consonants that belong together such as ch, th, and st.)
RULE: When there are three consonants between two vowels, the syllable may break before or after the middle consonant. The two consonants that stay together are easily recognized.

tan/trum pump/kin com/plex dan/druff

Use Worksheet 5 (Word Book, p. 37 or Media Kit), and practice Pattern 3.
- Learner divides each word into syllables by drawing a line between the consonants.
- Learner labels the syllable types. Example: C dan/druff C
- Learner reads each syllable and then reads them together to form a word.

Phonics
Fluency
Vocabulary

im / press	impress		king / dom	kingdom	
fond / ness	fondness		com / plex	complex	

5. Review Syllable Division Patterns

Use Worksheet 6 (Word Book, p. 38 or Media Kit), Patterns 1, 2a, 2b, 3.
- Learner divides each word into syllables by drawing a slash.
- Learner labels the syllable types. Example: C cab/in C
- Learner reads each syllable and then combines the syllables to form a word.

6 READ ALOUD — 10+ min

- Choose one of the following activities at each session.
  - a) Sentences, **Word Book**, p. 39.
  - b) Sentences, **Word Book**, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
  - c) Read a book.
    Select an interesting and appropriate article, story, or book. When continuing with the same chapter book, ask the learner to tell what was read at the previous session. Give cues when needed. Focus on comprehension by asking factual and predictive questions.
    Examples of predictive questions: What do you think he saw?
    How long will it take to build the barn?
  - d) Repeated reading.
    Select a word list, paragraph, or page and have the learner read the selection aloud 3 times. Time each reading. Timing for a word list may be 30 seconds to 1 minute; for contextual material, 1 to 2 minutes is adequate. The learner marks the last word read when the time is up. With each repetition, the learner will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

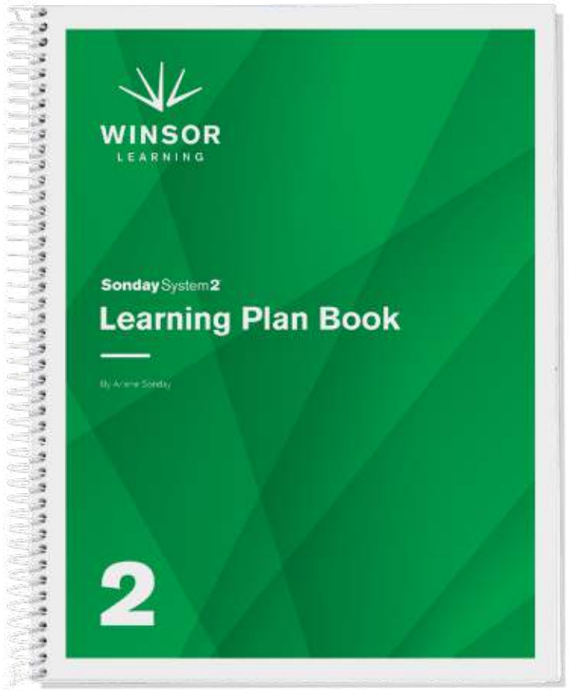
Phonics:
Blend known sounds into words automatically

Automaticity:
Response is quick and accurate

Vocabulary:
Direct and explicit instruction (check for definitions, context, multiple meanings, etc.)

Comprehension:
Practice at word level eases transition to sentence level

A



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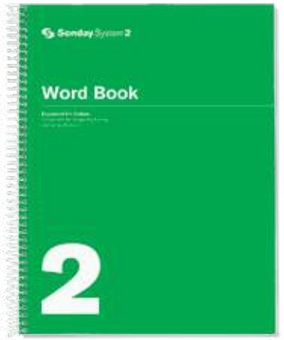


D

E

Sonday System 2 Components

Materials from the Intervention Set may also be purchased individually.

A. Learning Plan Book

Contains structured, predictable, easy-to-follow plans and periodic progress checks for 34 reading levels. (See samples on pp. 34-39.)

330-3000 $389.00

B. Media Kit

A flash drive containing instructional videos for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via videos. Classroom content includes audio pronunciations that help students learn accurate pronunciation of sounds and words and 29 worksheets to be used during select lessons to reinforce skills taught.

330-5500 $215.00

C. Word Book

Provides word lists and sentences for systematic review of sounds and concepts.

330-3100 $85.00

D. Sound Card Deck

Each card represents the sounds of letters and letter combinations for building automaticity and fluency.

330-4200 $18.00

E. Large Group Sound Card Deck

Sound Cards as described above, enlarged for large group sessions.

330-4250 $20.00

F. Sight Word Card Deck

Cards to aid in memorization of frequently used non-phonetic words.

330-4300 $36.00

G. Prefix Card Deck

Aids in the practice of common prefixes.

330-4320 $9.00

H. Suffix Card Deck

Aids in the practice of common suffixes.

330-4330 $9.00

I. Blend Card Deck

Each card reinforces beginning and ending blends.

330-4310 $6.00

J. Root Card Deck

Each card reinforces common Greek and Latin roots.

330-4340 $6.00

K. Flash Card Bundle

This economy bundle includes a storage box with the following decks, as described above:

- Sound Card Deck — D
- Sight Word Card Deck — F
- Prefix Card Deck — G
- Suffix Card Deck — H
- Blend Card Deck — I
- Root Card Deck — J

320-4000 $65.00

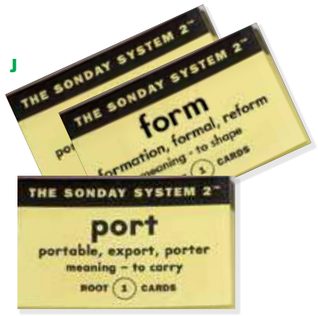
F

G

H

I

J



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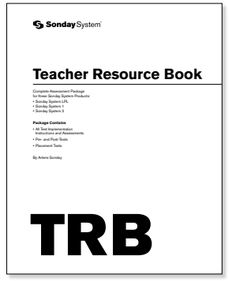
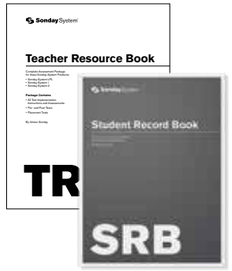


M

N



O

Student Notebook sample page

L. Teacher Resource Book

Complete assessment and implementation directions for the entire Sonday System program. Assessments help determine where to start a student within the system and show student strengths and weaknesses. Pre-post tests determine a baseline and track student growth over time.

530-3300 **$49.00**

M. Student Record Book

Record individual student data from all assessments to show progress throughout the entire Sonday System program. 1 book per student.

530-3325 **$13.00 each**
520-3325 **5 for $55.00**

N. Assessment Book Bundle

Teacher Resource Book **L**

Student Record Book **M**

520-3300 1 Teacher Resource Book + 1 Student Record Book **$55.00**

520-3350 1 Teacher Resource Book + 5 Student Record Books **$105.00**

O. Student Notebook

Used by the student for recording dictated sounds, words and sentences during a lesson. 100 pages.

530-3500 **$8.00 each**
520-3500 **4 for $28.00**

Sonday System 2 Supplemental Materials

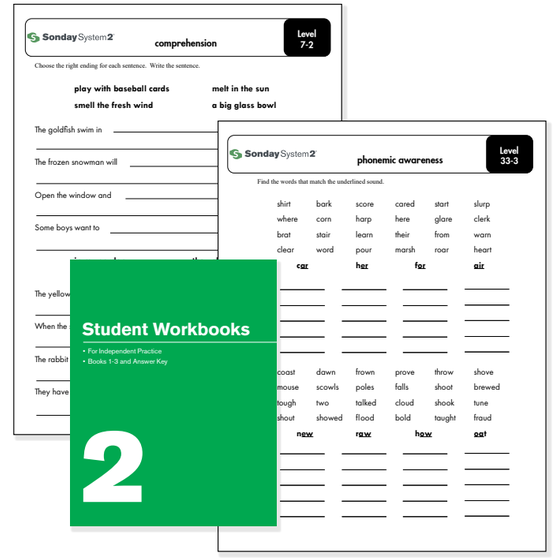
These workbooks were created to complement the Sonday System 2 Intervention Set.

P. Sonday System 2 Digital Workbook Collection

A digital offering featuring the Sonday System 2 Workbook Collection for printing as needed. With 3 workbooks featuring over 200 worksheets and answer keys, the collection is designed to reinforce materials taught and help students practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.

340-3707 **$435.00**

P



Workbook sample pages

Supplemental Readers

These materials complement Sonday System 2, offering opportunities for students to review, practice and improve the skills they've learned.

Sonday System 2 Readers

NOW DIGITAL

Created to align with the scope and sequence of Sonday System 2. These engaging stories create high interest and leveled readability in conjunction with Sonday System 2 and advanced levels of Sonday System 1. Stories help students practice accurate, fluent decoding, which leads to increased comprehension. Aligned with Reading Levels 6-15 of Sonday System 2, these chapter-format stories are suitable for all ages. Each set includes an Activity Guide for vocabulary and comprehension. Available in print and digital versions.

320-7051 Complete Set: 3 of each Reader (Levels 6-15) **$395.00**

340-7001 Digital Sonday System 2 Readers Collection (Levels 6-15) for use with Sonday System 2 Digital Kit, not sold separately.

$395.00 ($249/year after that)

Readers are in Chapter Book format with three stories per book (10 books/30 stories).

Reader Level 6 and Activity Guide sample pages

Reader Level 14 and Activity Guide sample pages

Sonday System E®

Sonday System Essentials is the simplest way to bring proven multisensory phonics instruction to kindergarten through 5th grade general education classrooms. It helps instructors quickly identify those students who could benefit from reading intervention. Available in print and digital versions.

E

Settings
- Whole group core reading instruction

Content Level
- Kindergarten through 5th grade

Group Size
- Whole group

Lesson Duration
- 20-minute sessions

Frequency
- Daily

Skills and Concepts Taught
- Phonological awareness
- Phonics
- Blending
- Segmenting
- Spelling
- Reading
- Writing

Digital versions available

Sonday System Essentials Classroom Set

Sonday System Essentials is a systematic, direct and explicit way to teach phonics and other essential reading skills to the whole class using multisensory Orton-Gillingham methods. It is designed to supplement Tier 1 core curriculum by filling the gap of incomplete phonics instruction left by the typical core curricula.

Built to be purchased by grade, each kit contains 180 expertly written mini lessons that are 20 minutes in length and can be delivered using smart board technology or in a traditional manner.

Sonday System Essentials was designed to eliminate the need for extensive teacher training or teacher lesson preparation time, so teachers can focus more on teaching.

Through weekly mastery checks, the product quickly identifies students who need more intensive Orton-Gillingham intervention provided through Sonday System Intervention programs.

Sonday System Essentials is designed to be purchased by grade level and is not consumable.

Learning Plan Book

Contains easy-to-follow mini lessons that can be used in conjunction with any core program, plus weekly spelling and reading assessments to identify students who are falling behind.

Online Media Kit

Digital copies of all student materials needed to implement lessons. Files can be displayed on any system or printed. Includes:

- Sound Cards
- Word Cards
- Word Lists
- Worksheets
- Teacher Resources

Sonday System Essentials Dual Delivery Kit

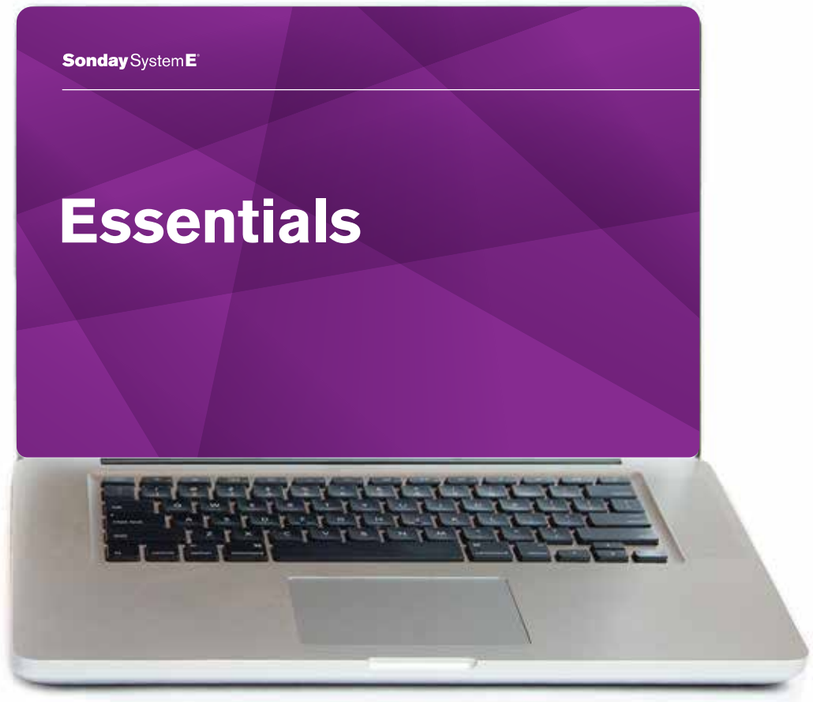
Learning Plan Book PLUS 1-year online subscription

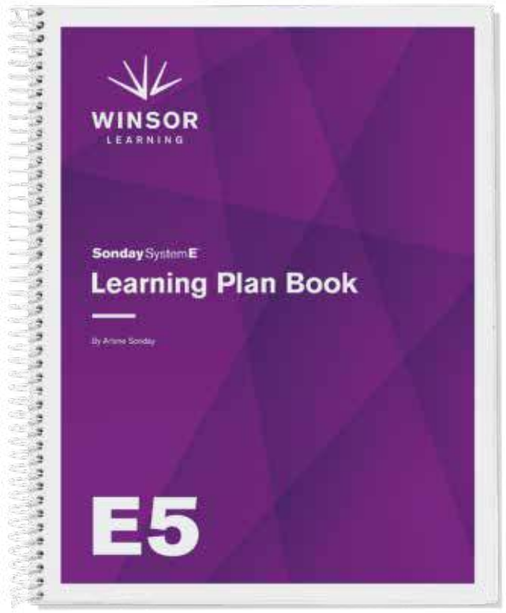
EK 760-1650
E1 761-1650
E2 762-1650
E3 763-1650
E4 764-1650
E5 765-1650

$695.00 each
($199/year after that)

Complement this system with the Science of Reading Expansion Kit. See page 54 for more information.

Digital versions available





Teach Orton-Gillingham to the whole class.

Grades K-5

Sonday System E

Sonday System Essentials Learning Plan Sample Pages

The Learning Plan contains 180 robust daily mini lessons. Our systematic lesson plans are sequential, cumulative, explicit and multisensory. The structured lessons save hours of teacher preparation time while covering the five components of reading, with a heavier focus on phonics, fluency and vocabulary.

Weekly mastery checks for spelling are woven into the lessons, allowing teachers to track student progress and identify those in need of additional instruction.

Digital versions available

Lesson 66

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.

Phonics

Fluency: Response is quick and accurate

2 SPELL SOUNDS — 2 min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **d sh u o i b a e**
  /z/ at the end of a word after a short vowel. (Answer: zz)
  /f/ at the end of a word after a short vowel. (Answer: ff)

Phonics

Fluency

Phonics

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

3 READ WORDS — 4 min

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

Word Cards, short a, i, o, u, e

1. Review

dash	bay	lass	hay	off	way
hull	sheep	seem	rib	sham	gas
weep	till	bell	pod	jazz	fuzz
red	cap	loss	and	on	yap
ill	net	heel	mush	hem	well
of	sob	egg	wag	shall	fuss

2. Sentences

I wish I had a big doll.
A bass is a fish.
The gull fell into the bay.
Can you see the bell?

Phonics: Blend known sounds into words automatically

Fluency: Response is quick and accurate

Vocabulary

Comprehension: Practice at word level eases transition to sentence level

4 SPELL WORDS — 7 min

- 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.*

zz	fizz	buzz	fuzz	jazz
ll	shell	fell	hill	doll
ff/sh	off	shop	puff	dash
ss	miss	loss	less	pass
ee/ay	week*	bay	sheet	lay

** After dictating a homophone, use it in a sentence to identify meaning and guide spelling.*

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

I may miss the pass. I am the boss.

- Students READ aloud the words and sentences just written.

Phonemic Awareness: Touch Spelling

Vocabulary

Comprehension: Practice at word level eases transition to sentence level

5 INTRODUCE NEW MATERIAL — 5 min

Teach Sound

- 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 -ck /k/ as in duck

Rule: *Use* ***-ck*** *to write the* ***/k/*** *sound at the end of a word after a short vowel.*

Note: *Use* ***k*** *after a long vowel, vowel pair, or consonant.*

- Students READ the following words. (Media Kit) **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

3. sick tack lack sock pick rock lock duck

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

pick sick lock duck tack

- Students READ the words just written.

Phonics
Direct and explicit instruction

Phonics

Fluency

Vocabulary

+ INDEPENDENT PRACTICE

Worksheet 66 (Media Kit)

Digital versions available

Phonics

Fluency: Response is quick and accurate

Phonics

Fluency

Phonics: Blend known sounds into words automatically

Fluency: Response is quick and accurate

Vocabulary

Comprehension: Practice at word level eases transition to sentence level

LESSON 81

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS 2 MIN

- Review *Sound Cards* 33-66
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS 2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-able**
  Root that means *push*, 3 ways. (Answer: pel, pulse, press)
  Long /a/ in the middle of a word before n or l. (Answer: ai)
  Letters that come after soft c. (Answer: e, i, y)

3 READ WORDS 4 MIN

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

1. ie (long /e/)

fiercely	grief	yield	grieving	shielded	achieve
relief	reprieve	relieve	cookie	believer	frontier
piece	niece	brownie	cashier	shriek	wielding
believe	belief	chief	brief	thief	briefing
tier	siege	retrieve	pierce	hygiene	thieves

2. ai

bait	chair	ordained	retainer	remainder	prevail
stain	brainstorming	hairstyle	ordain	mainframe	quaint
chainsaw	exclaim	retailer	dainty	faithless	trail
impairment	details	ailment	raisins	domain	rain gear

3. Sentences

Tie up the boat at the end of the longest pier.
Marlene launched the rocket in that open field.
My aunt and uncle live in Richfield.
The windshield wipers were caked with mud.

4 SPELL WORDS 7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT 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.

3-syllable	diplomat	pantomime	formulate	anchovy
pel/pulse	compel	compulsive	repel	repulsive
sight	women	Monday	woman	Wednesday
ie	achieve	retrieve	shriek	pierce
ai	quaintness	sustain	domain	brainstorm

The outfielder missed the fly ball. That's an unbelievable story.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL 5 MIN

Teach Sound

- Show 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.

ei Long /e/ as in receive

Note: ***ei*** *is less common than* ***ee***, ***ea***, *and* ***ie*** *and is not the first choice for* ***long /e/*** *in the middle of a word. In these words, it is preceded by* ***c***. *Learning the roots* ***cap***, ***cept***, ***ceit***, *and* ***ceive*** *will be useful.*

Teach Root

- Show the card and say the **meaning** of the root.
- Students WRITE the root, then SAY the **meaning**.

Note: *No single key word is provided for roots, since pronunciation of the root varies. When reviewing Root Cards in* ***1. READ SOUNDS****, have students look at the Root Card and provide the meaning only.*

cap / cept / ceit / ceive **Meaning:** take, hold

- Students READ aloud the following word list (Media Kit).

4. deceit deceive conceit deceitful
   receive perceive conceive receiving

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

deceit deceive conceit perceive receive

- Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 81 (Media Kit)

Phonemic Awareness: Segmenting words

Vocabulary

Comprehension: Practice at word level eases transition to sentence level

Phonics: Direct and explicit instruction

Morphology

Phonemic Awareness: Fluency

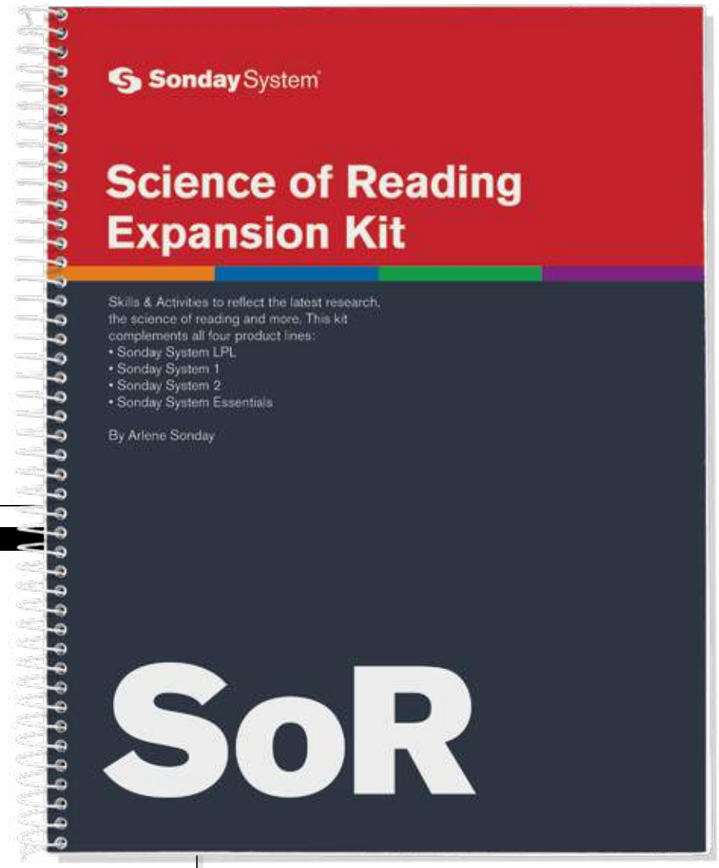
Science of Reading

Science of Reading Expansion Kit

The **Sonday System Science of Reading Expansion Kit (SoR)** is a companion to your existing Sonday System kits. The SoR is packed with new activities written by renowned author Arlene Sonday and the latest research curated by her to enhance your daily Sonday instruction. It's compatible with Sonday System LPL, 1, 2 and Essentials and will give your teachers and students the latest tools to magnify Sonday System success.

530-3900

$105.00



SONDAY SYSTEM® EXPANSION KIT

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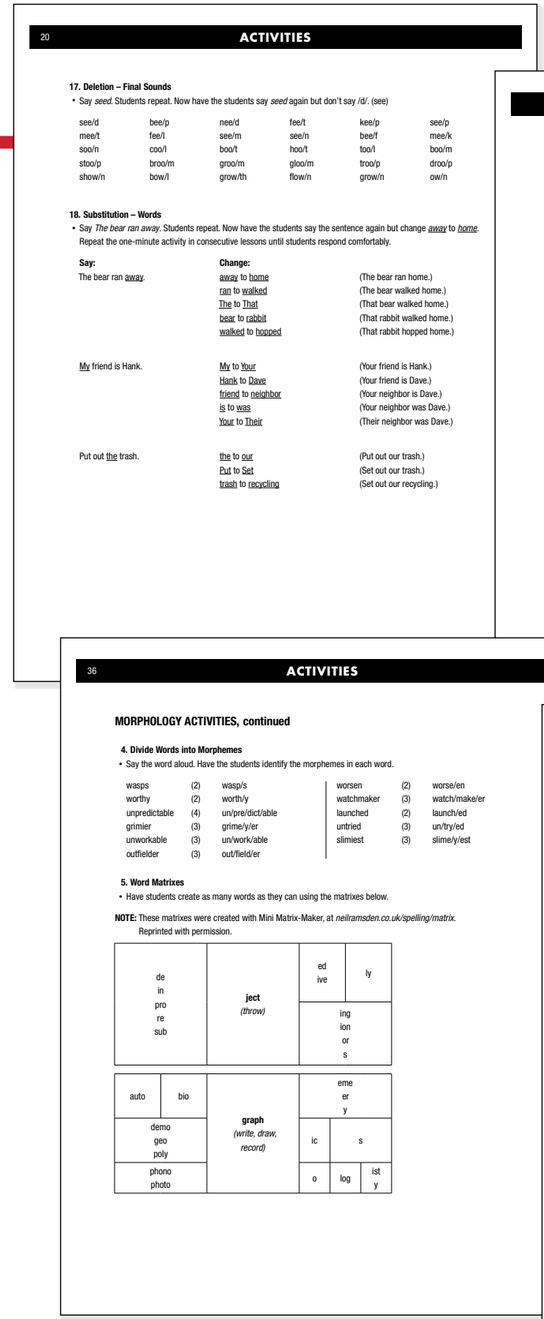
Complement any Sonday System with the latest scientific research.



20 ACTIVITIES

17. Deletion – Final Sounds

• Say *seed*. Students repeat. Now have the students say *seed* again but don't say /d/. (see)

see/d	bee/p	nee/d	fee/t	kee/p	see/p
mee/t	fee/l	see/m	see/n	bee/f	mee/k
soo/n	coo/l	boo/t	hoo/t	too/l	boo/m
stoo/p	broo/m	groo/m	gloo/m	troo/p	droo/p
show/n	bow/l	grow/th	flow/n	grow/n	ow/n

18. Substitution – Words

• Say *The bear ran away*. Students repeat. Now have the students say the sentence again but change *away* to *home*. Repeat the one-minute activity in consecutive lessons until students respond comfortably.

Say:	Change:	
The bear ran away.	away to home	(The bear ran home.)
	ran to walked	(The bear walked home.)
	The to That	(That bear walked home.)
	bear to rabbit	(That rabbit walked home.)
	walked to hopped	(That rabbit hopped home.)
My friend is Hank.	My to Your	(Your friend is Hank.)
	Hank to Dave	(Your friend is Dave.)
	friend to neighbor	(Your neighbor is Dave.)
	is to was	(Your neighbor was Dave.)
	Your to Their	(Their neighbor was Dave.)
Put out the trash.	the to our	(Put out our trash.)
	Put to Set	(Set out our trash.)
	trash to recycling	(Set out our recycling.)

ACTIVITIES 35

MORPHOLOGY ACTIVITIES

1. Define using Suffixes and Prefixes

• Have students define groups of words based on the meaning of the suffix or prefix.

Suffix **-less**: Define these words using *without*.
hopeless
sleepless
restless
shapeless
speechless

Suffix **-est**: Define these words using *the most*.
fastest
nicest
meanest
richest
sharpest

Prefix **pre-**: Define these words using *before*.
preview
preload
preheat
precut
pretest

Prefix **un-**: Define these words using *not*.
unhappy
unable
uncut
unsafe
uniformed

2. Combine Base Word and Affix

• Have students combine the base word and suffix, then define the word.

neat + est	point + ed
last + ed	help + less
fool + ish	re + form
hand + ful	sharp + ly
ex + port	im + port

3. Identify Base Words

• Have students identify the base word and suffix.

weighs	(weigh/s)	goofy	(goof/y)
groovy	(groove/y)	investment	(invest/ment)
sweeper	(sweep/er)	graceful	(grace/ful)
blameless	(blame/less)	dazzling	(dazzle/ing
blotted	(blot/ed)	inclusion	(include/sion)

36 ACTIVITIES

MORPHOLOGY ACTIVITIES, continued

4. Divide Words into Morphemes

• Say the word aloud. Have the students identify the morphemes in each word.

wasps	(2)	wasp/s	worsen	(2)	worse/en
worthy	(2)	worth/y	watchmaker	(3)	watch/make/er
unpredictable	(4)	un/pre/dict/able	launched	(2)	launch/ed
grimier	(3)	grime/y/er	untried	(3)	un/try/ed
unworkable	(3)	un/work/able	slimiest	(3)	slime/y/est
outfielder	(3)	out/field/er			

5. Word Matrixes

• Have students create as many words as they can using the matrixes below.

NOTE: These matrixes were created with Mini Matrix-Maker, at *neilramsden.co.uk/spelling/matrix*. Reprinted with permission.

de in pro re sub	**ject** *(throw)*	ed ive	ly
		ing ion or s	

auto	bio	**graph** *(write, draw, record)*	eme er y	
demo geo poly			ic	s
phono photo			o	log	ist y

ACTIVITIES 37

con de inter re	**cept** *(take, hold)*	ed ing s	
		ion	s
		ive	ly
con de in intro pro re	**duct** *(to lead)*	ed ing ion s	
		ive	ly
bi re tri uni	**cycle** *(circle, wheel)*	ed s er ing ist	
		ic	al
a anti em psycho sym tele	**path** *(feeling, disease)*	et	ic	al	ly
		ic y			
		ology	ist ic		

Sample pages

Reading Support

A

B

C

30 BOOKS

A. Winsor Learning Readers

Chapter book format and detailed illustrations encourage students at any grade level to feel confident while learning how to read. Set includes 2 Readers, each with 20 increasingly difficult stories, plus additional activities to practice skills introduced. Aligns with Sonday System 1 and review found in Sonday System 2.

220-7200 **$30.00**

B. Alphabet Series Readers

Readers created to reinforce material taught in Sonday System 1 through practice of fluency, vocabulary, comprehension and critical thinking skills. Set includes 18 Readers and Sonday System 1 alignment guide.

820-7300 **$88.00**

Catch Up Readers

by PhonicBooks™

Age-appropriate decodable books engage struggling older students as they practice their early reading skills.

C. Moon Dogs Series

Three sets of books designed for older children at the very early stages of reading. Contemporary illustrations and a storyline based on the adventures of a group of teenage friends in a band.

Set 1 introduces sounds gradually at CVC level with one line of text on each page. Set 2 introduces adjacent consonants and consonant digraphs while Set 3 introduces two spellings for vowel sounds.

820-8501 Set 1 Readers **$24.95**
820-8502 Set 1 Workbook **$22.95**
820-8503 Set 2 Readers **$24.95**
820-8504 Set 2 Workbook **$22.95**
820-8505 Set 3 Readers **$39.95**
820-8506 Set 3 Workbook **$36.95**
820-8523 Complete Set of Moon Dogs Readers (3 sets, 30 books) **$88.95**
820-8524 Complete Set of Moon Dogs Readers + Workbooks (3 sets, 30 books, 3 workbooks) **$169.95**

D

12 BOOKS

D. That Dog! Series

Ben has always wanted a dog. One day, a scruffy stray follows him home.

820-8527 Readers **$64.95**
820-8528 Workbook **$44.95**

E. Magic Belt Series

When Zak's grandfather falls ill, Zak must go on a quest to find 10 magical gems to cure him.

820-8507 Readers **$64.95**
820-8508 Workbook **$44.95**

The **That Dog!** and **Magic Belt** series take students from CVC and CVCC text through adjacent consonants, consonant digraphs and suffixes. These exciting, age-appropriate tales share a phonemic progression and can be used in parallel.

Sold separately.

F. Totem Series

Zak's adventures begin when he's captured by two men and his shepherd's staff acquires special powers.

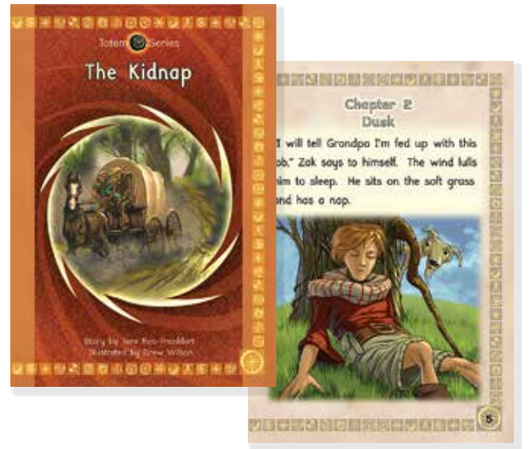
Starting at CVC level, the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings. This series shares the same phonic progression as the Alba Series and can be used in parallel.

820-8511 Readers **$64.95**
820-8512 Workbook **$36.95**

E

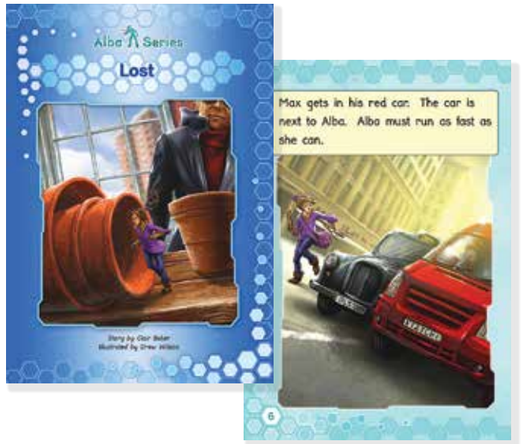
12 BOOKS

F



12 BOOKS

G



12 BOOKS

H

20 BOOKS

I

10 BOOKS

G. Alba Series

This series has a feisty, resourceful heroine. Alba steps in to save the day when someone threatens to jeopardize her father's important scientific work.

Starting at CVC level, the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings. This series shares the same phonic progression as the Totem Series and can be used in parallel.

820-8509 Readers **$64.95**

820-8510 Workbook **$44.95**

H. Talisman Series

Zak's adventures begin when his grandpa gives him a talisman with special powers. From this day on, Zak's life is never the same.

Starting with the sound "ay," each of the 10 books in the first series introduces one phoneme and its alternative spellings. Shares the same phonic progression as the Rescue Series and can be used in parallel.

820-8515 Set 1 Readers **$59.95**

820-8516 Set 1 Workbook **$36.95**

820-8517 Set 2 Readers **$59.95**

820-8518 Set 2 Workbook **$36.95**

820-8525 Complete Set of Talisman Readers (2 sets, 20 books) **$118.95**

820-8526 Complete Set of Talisman Readers + Workbooks (2 sets, 20 books, 2 workbooks) **$189.95**

I. Titan's Gauntlets

A gripping quest story. Finn has been chosen to stop the evil Winged One from destroying the world. Introduces alternative vowel and consonant spellings and common Latin suffixes.

820-8519 Readers **$59.95**

820-8520 Workbook **$36.95**

J. Rescue Series

Heroine Erin and her best friend Danny embark on an epic adventure to save baby brother Jack.

Starting with the sound "ay," each of the 10 books introduces a phoneme and its alternative spellings. This series shares the same phonic progression as the Talisman 1 Series and can be used in parallel.

820-8513 Readers **$59.95**

820-8514 Workbook **$36.95**

K. Island Adventure Series

Brother and sister Jack and Snub experience a calamity while visiting grandparents on a remote Scottish island. It's the beginning of an exciting quest.

Starting with the sound "ay," each of the 10 books introduces a phoneme and its alternative spellings.

This series shares the same phonic progression as the Rescue Series and Talisman 1 Series and can be used in parallel.

820-8540 Readers **$59.95**

820-8541 Workbook **$36.95**

L. Amber Guardians

A chance discovery of an ancient necklace in an old bazaar soon leads Finn and his friends on an incredible quest.

Bridges the gap between structured and mainstream reading. With a higher ratio of text to illustration, this series allows the reader to make the important step towards understanding meaning purely from text.

820-8521 Readers **$79.95**

820-8522 Workbook **$44.95**

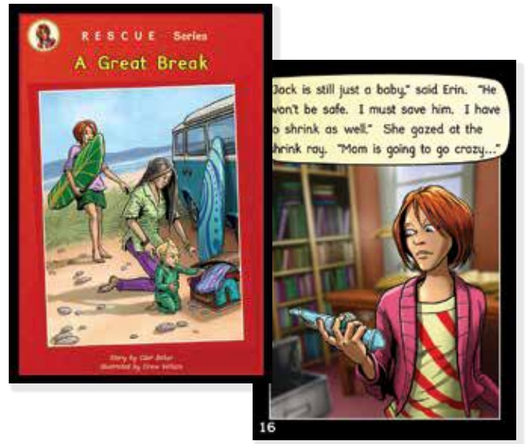
Get the complete set of the Catch Up Readers!

820-8530 Complete Set of Catch Up Readers (138 books) **$725.95**

820-8531 Complete Set of Catch Up Readers + Workbooks (138 books, 13 Workbooks) **$1205.95**

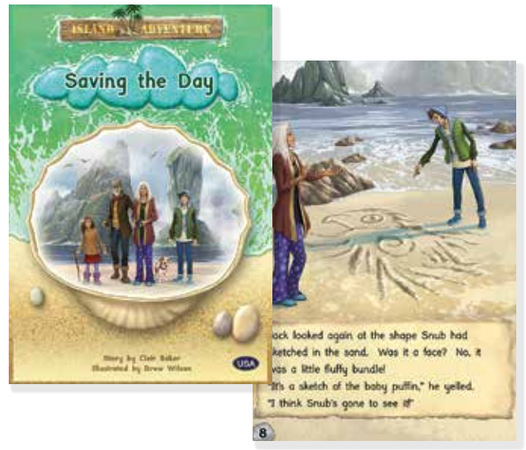
Workbooks are reproducible.

J



10 BOOKS

K



10 BOOKS

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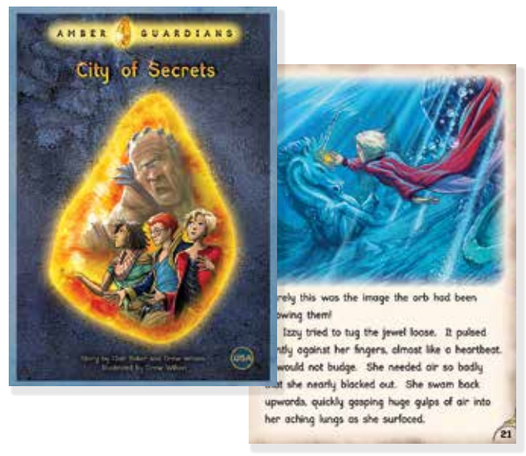

10 BOOKS

Winstruction

This subscription-based online community is created specifically for teachers of reading. It delivers high-quality, on-demand professional development opportunities centered on the latest approaches to multisensory instruction and the science of reading.

Winstruction is available to all teachers of reading, including those who aren't currently in a classroom and those who don't use Winsor Learning instruction materials. New content is added monthly, available 24/7 in the archive library and qualifies for continuing education credits.

For just $4.99 a month, Winstruction subscribers receive access to these exclusive offerings:

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Invitations to network with other subscribers, get exclusive content and qualify for monthly giveaways.

Continuing Education

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Join our network of reading professionals today. Subscribe online at winsorlearning.com/winstruction.

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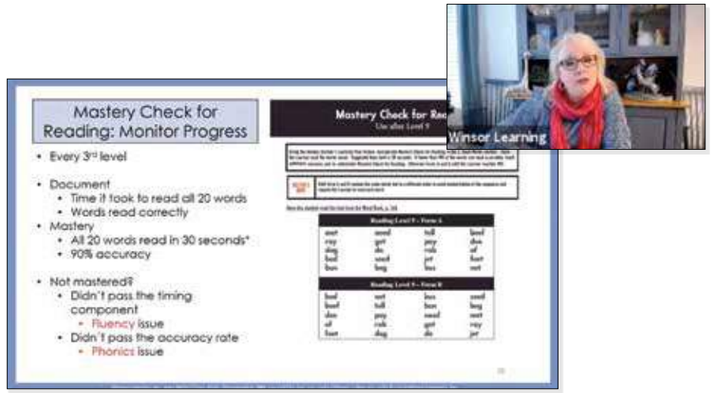
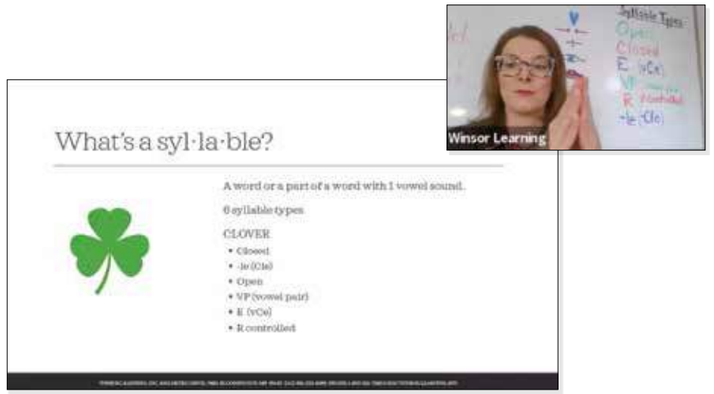
Sample Offerings





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Our experts are ready to answer your questions or connect you with a representative who will take the time to understand your specific needs and help you determine the best Sonday System products for your students.

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Taxes and Shipping

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- International orders: Please call for shipping information.
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Terms of Sale

All materials are for single classroom use only. Schools and public institutions may charge their orders with authorized purchase orders. Terms are 30 days from the invoice date and are subject to a late charge for past due balances. Individuals must prepay for orders by credit card or check.

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If needed, a W-9 form from Winsor Learning Inc. is available for download at *winsorlearning.com/W9.pdf*

We're Here to Help

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Prices good through June 30, 2022

WINSOR
LEARNING

Winsor Learning believes in giving children their best chance to succeed in school. We've partnered with one of the country's foremost experts in the Orton-Gillingham multisensory method for reading intervention to create the Sonday System, a simple, cost-effective tool for K-12 educators to identify and quickly intervene with struggling readers.

About Arlene Sonday

Arlene Sonday is a founding fellow and the first president of the Academy of Orton-Gillingham Practitioners and Educators, the only professional Orton-Gillingham credentialing organization. She has served as Vice President of the International Dyslexia Association, who presented her with the Margaret Byrd Rawson Lifetime Achievement Award in 2009.