When a student is falling behind in reading, time matters.
We created the Sonday System with Orton-Gillingham expert, Arlene Sonday, to create a powerful tool that preserves the widely studied and proven Orton-Gillingham method while improving its usability and accessibility. The Sonday System is the only tool that gives anyone—from experienced reading educators to volunteer tutors—the opportunity to identify, intervene and help struggling students catch up with their peers using effective multisensory instruction.

About Arlene Sonday
Arlene Sonday is a Founding Fellow and first President of the Academy of Orton-Gillingham Practitioners and Educators, the first professional Orton-Gillingham credentialing organization. Ms. Sonday is a founding member and instructor of Orton-Gillingham of Minnesota, an IMSLEC accredited OG teacher training program. She served as a member of the Advisory Board of the 32nd Degree Masons during the time the Learning Center concept was developed and implemented in ten states. Ms. Sonday has served as Vice-President of International Dyslexia Association (IDA), and on the Advisory Board of IDA-Upper Midwest Branch. She is a former member of the Board of Directors of Learning Disabilities of Minnesota. She is an adjunct faculty member at Hamline University, MN and Fairleigh Dickinson University (FDU) NJ, and serves on the Advisory Board for FDU’s program development where she helped create and teach the graduate course sequence for the dyslexia specialist certification. In 2009, the IDA presented Arlene with the Margaret Byrd Rawson Lifetime Achievement Award.
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Order today:
800-321-7585
winsorlearning.com
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.
### Sunday System

<table>
<thead>
<tr>
<th></th>
<th>LPL</th>
<th>1</th>
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<td>Beginning Readers (typically K-3)</td>
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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 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.

**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 level

**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.

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 setting.

- 2 Learning Plan Books (112 levels) A
- Media Kit (printable activity books, music files, pronunciation guide) B
- Rapid Naming Poster Set C
- 2 Sound Card Decks D
- Alphabet Book E
- Shapes and Numbers Book F
- Name Strings Book G
- Color Cards H
- Letter and Number Card Decks I
- Shape Cutout Sheets J
- Tactile Card Decks K
- 2 Alphabet Strips (uppercase and lowercase) L
- 2 Number Strips M

N. Manipulatives Set
This countertop unit contains 6 tubs of multisensory manipulatives.

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

Let's Play Learn Classroom Set
Includes Instructor Kit and Manipulatives Set.
110-1600
$995.00
Manipulatives Set
Whole Group Time – Review

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.

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

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Children repeat</th>
<th>Take away</th>
<th>Put on</th>
<th>New word</th>
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</thead>
<tbody>
<tr>
<td>sand</td>
<td>/s/</td>
<td>/b/</td>
<td></td>
<td>band</td>
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<tr>
<td>park</td>
<td>/p/</td>
<td>/ah/</td>
<td></td>
<td>shark</td>
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<td>link</td>
<td>/l/</td>
<td>/s/</td>
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<td>sink</td>
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• This is a listening activity. No print is involved.

Read Numbers
• Using the Numbers 8, 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.

Rhyming Song
• Listen to Rhyming Song, Track 8.

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.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>back</th>
<th>sack, rack, pack, black, tack, crack, jack, stack</th>
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<tbody>
<tr>
<td></td>
<td>deep</td>
<td>leap, steep, creep, heap, beep, sleep, keep</td>
</tr>
<tr>
<td></td>
<td>sit</td>
<td>bit, fit, hit, pit, slit, mitt, split, lit,</td>
</tr>
<tr>
<td></td>
<td>find</td>
<td>mind, blind, grind, kind, wind, hind, bind, lined, signed</td>
</tr>
</tbody>
</table>

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

Read Aloud
• Have a child open the book, point to and name the cover, title, author, 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.
• Guess the answer. Discuss the clues that led to the answer.

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.
plans feature activities for review, direct instruction and activities for independent practice so preschool skills are continually introduced and reinforced throughout the year.

**Teacher Workstation – Introduce New Material  LEVEL 79**

**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.

**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**

**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 letters *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.

**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.

**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/ee k
- 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.*

**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.
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 $219.00

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 $299.00

C. Rapid Naming Poster Set
Provides opportunity to practice Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking. 35 posters (17 double-sided, 1 single-sided), 17”x22”.
130-6300 Complete Set $69.00

D. Sound Card Deck
26 cards represent the letters and sounds of the alphabet for building automaticity and fluency.
130-4200 $15.00
E. Alphabet Book
Colorful illustrations featuring letter alliterations for practicing phonological awareness.
130-3200 $85.00

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 $69.00

G. Name Strings Book
 Allows practice of Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking.
130-3215 $33.00

H. Color Cards
4 sheets feature objects in 8 colors to practice color recognition.
130-6375 $16.00

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, and numbers) $65.00
130-4520 Number Cards (2 decks) $23.00
130-4500 Uppercase Letter Cards (2 decks) $21.00
130-4510 Lowercase Letter Cards (2 decks) $21.00
J. Shape Cutout Sheets
16 sheets of colored shapes used to practice colors, shapes and size recognition.
130-6400 $33.00

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, and numbers) $69.00
520-4650 Letter Tactile Cards (1 deck each for uppercase letters and lowercase letters) $49.00
130-4675 Number Tactile Cards (1 deck) $22.00

L. Alphabet Strips
Uppercase and lowercase laminated letter strips teach form and sequence.
520-6100 $13.50

M. Number Strips
Laminated strips with numbers 1–10 and 1–20 teach number recognition.
120-6125 $13.50
N. Manipulatives Set
Provides multisensory practice for skills such as letter, number, shape, color and size recognition, letter sounds, counting, sorting and rhyming. The countertop storage unit contains 6 tubs with:

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

**120-2000 $199.00**
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.

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

**Content Level**
- Beginning reading through 2nd grade reading level

**Group Size**
- Small group

**Lesson Duration**
- 35 minute sessions

**Frequency**
- Mild 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
Sonday System 1
Intervention Set
The complete Sonday System 1 Intervention Set, featuring the Instructor Kit and Classroom Station, provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.

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 video for teachers, music files, pronunciation guide, 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 (1) Reading Window®
- Alphabet Strips (uppercase and lowercase)
- Teacher Resource Book
- Student Record Book

Classroom Station
This countertop storage unit conveniently stores 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 Station.

210-1500
$995.00

Sonday System 1 Intervention Set with Flash Drive
Includes the complete Intervention Set plus a flash drive containing the Printable Workbook Collection (see p. 27 item R for details).

210-1600
$1,295.00
Instructor Kit

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

*Research source: The Report of the National Reading Panel

Phonics

Fluency: Response is quick and accurate
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 manipulatives 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.

### Phonics:
- Blend known sounds into words automatically

### Fluency:
- Response is quick and accurate

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

### Comprehension:
- Practice at word levels eases transitions to sentence level

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**Sonday System 1 Learning Plan**

**Reading Level 8**

**Read Words**

Learner reads aloud from the following sources. Material is provided for several Sessions.

- 1. Word Cards, short u (yellow)
- 2. Word Book, page 10, ay
- 3. Word Cards, short a, i, o (pink, blue, and green, mixed)
- 4. Word Book, page 12, short u
- 5. Word Book, page 14, review a, i, o, u
- 6. Sight Word Cards 1-5
- 7. Word Book, review any previous pages

**Spell Words**

- Dictate the following words to the Learner.
- Learner repeats each word. Touch Spelling each word and says each sound out loud while writing the word on paper.
- Dictate each word aloud, reading down the columns.
- Dictate words for seven minutes, correcting errors when they occur. Material is provided for additional Sessions.

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

**Reminder**: Practicing words over and over builds fluency.
5. Introduce New Sight Words
   - Teach the following Sight Words, one in each Session.
   - These words cannot be sounded out and need to be memorized.

   Card: **Sight Word Cards 6-8**
   - 1 of and

   - 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 the letter names.
   - Learner repeats the word before and after tracing.
   - Learner writes new Sight Word on paper.

© After teaching, enter these words in the blank spaces of © SPELL WORDS, to dictate during the next Session.

2. Introduce New Sound
   - Show the Card and say the sound.
   - Learner repeats the sound and traces it in the sand tray.

   Card: **Sound Card 24**
   - ee

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

   - Learner reads words from the Word Book, page 15.

   - Dictate the following words.
   - Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

   meet feed see feet seem deep

© After teaching the sound, enter some of the words above in the blank spaces of © SPELL WORDS.

CORRECTING SPelling ERRORS

- Use questions to help Learner self correct when spelling errors are made.
  When feed is spelled as fed, ask.
  “What is the vowel sound?”
  “How do you spell that sound in the middle of a word?”
- Learner rewrites the misspelled word so it is correctly spelled twice.
Sonday System 1

Phonics: Apply rules to read words automatically

Fluency: Read with prosody to support meaning

Vocabulary

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

SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 8

READ ALOUD

10 min

- Choose one of the following activities at each Session.

a) Reading Strip 8.


c) Read a book.
   - Sonday Readers, 8a, 8b, 8c. Reread 7a, 7b, 7c.
   - See page 126 of the Word Book for a list of beginning reading books.

d) Reread Reading Strips 5-7.

e) Board Game. Word Cards (pink, blue, green and yellow mixed).

HELPER’S NOTE

Seeing, hearing and feeling letter shapes and sounds will weld them into memory.
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 $220.00

B. Media Kit
A flash drive containing an instructional video for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via video. Classroom content includes 8 songs that help teach different components of language, audio pronunciations that help students learn accurate pronunciation of sounds and words, worksheets to be used during select lessons to reinforce skills taught, and printing practice pages.
230-5500 $149.00

C. Word Book
Provides extensive word lists for introducing or reviewing material, plus sentences for practicing and understanding context.
230-3100 $49.00

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 $49.00
230-4655 Uppercase Set $25.00
230-4660 Lowercase Set $25.00

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 $15.50

Materials from the Intervention Set may also be purchased individually.
F. Sound Card Deck
54 cards represent the sounds of letters and letter combinations for building automaticity and fluency.
230-4200 $13.50

G. Large Group Sound Card Deck
Sound Cards as described above, enlarged for large group sessions.
230-4250 $15.50

H. Sight Word Card Deck
44 cards to aid in memorization of frequently used non-phonetic words.
230-4300 $13.50

I. Blend Card Deck
29 cards that reinforce beginning and ending sound blends.
230-4310 $10.00

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 sound blends.
220-4100 $53.00

K. Flash Card Bundle
This economy bundle includes a storage box with the following decks, as described above:
- Sound Card Deck
- Sight Word Card Deck
- Blend Card Deck
- Word Card Decks
220-4000 $69.00

L. Reading Strips and Reading Window®
25 sentence card strips coordinate with instructional levels 4-28.
230-6150 $22.00
M. Alphabet Strips
Uppercase and lowercase laminated letter strips teach form and sequence.
520-6100 $13.50

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 $45.00

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 $11.95 each
520-3325 5 for $49.95

P. Assessment Book Bundle
Teacher Resource Book
Student Record Book

520-3300 1 Teacher Resource Book +
1 Student Record Book $49.95
520-3350 1 Teacher Resource Book +
5 Student Record Books $89.95

Q. Student Notebook
Used by the student for recording dictated sounds, words and sentences during a lesson. 50 sheets.
530-3500 $7.00 each
520-3500 4 for $25.00

Student Notebook sample page
Sonday System 1 Supplemental Materials

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

R. Sonday System 1
Printable Workbook Collection
A flash drive featuring the Sonday System 1 Workbook Collection for printing as needed. With 4 workbooks and an answer key, 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.

230-3707 $399.00

S. Building Fluency Workbook
Contains supplemental fluency drills with three sets of 60 words. Allows the student to practice reading words across pages rather than down columns.

230-3380 $15.50
Sunday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers within a 3rd through 8th grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.

**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

**Group Size**
- Small group

**Lesson Duration**
- 35 minute sessions

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

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

**Benefits of the Sunday 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
Sonday System 2 Intervention Set

The Sonday System 2 complete Intervention Set, featuring the Instructor Kit and Classroom Station, provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.

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

- Learning Plan Book (34 reading levels)
- Media Kit (instructional video for teachers, pronunciation guide, worksheets)
- 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 Station
This countertop unit conveniently stores 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 Station.

310-1500
$995.00

Sonday System 2 Intervention Set with Flash Drive
Includes the complete Intervention Set plus a flash drive containing the Printable Workbook Collection (see p. 41 item P for details).

310-1600
$1,295.00
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 (Media Kit)
- Book to Read

1. READ SOUNDS
   - Review Sound Cards 1-38 (every Session) Ask for 2 sounds of all single vowels.
   - 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.

   REMINDER: Ask for clear, clipped sounds for the consonants.

2. SPELL SOUNDS
   - Dictate the following sounds, one at a time.
     
     u  ar  oo  or  e  all

   - Learner repeats the sound.
   - Learner writes the sound on paper.

   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 two ways to spell /oy/? (Answer: oy, oi)

   NOTE: For more detail, definitions, or descriptions, consult the Definitions and Descriptions, p. 233.

3. READ WORDS
   - Learner reads aloud from the following sources. Material is provided for several Sessions.
     
     1. Word Book, p. 31, Review ar, oo, or, all, y, oi, oy
     2. Word Book, p. 16, Nonsense words, column 3
     3. Word Book, p. 29, Compound Words
     4. Word Book, p. 25, Review -ck, End Blends 1
     6. Word Book, p. 27, ar, oo
     7. Word Book, p. 28, y, oo, all, oy, oi
     8. Sight Word Cards #1-25
     9. Review any previous Word Book Lists

   REMINDER: When reading, if the Learner does not readily recognize the word, leaves out a sound, transposes sounds, or adds a sound that isn’t in the word, have the Learner trace the letters on the table while saying each sound; then blend the sounds into a word.
Each six-step lesson is engaging and flexible enough to accommodate individual student needs, with suggested manipulatives 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 Sunday System 2) outlines where each skill is practiced in the lesson template.

### Level 5

**SPELL WORDS**

- Dictate the following words to the Learner. Material is provided for several Sessions.
- Learner repeats the word and writes it. Touch Spell as needed.
- Dictate each word aloud, reading down the columns, correcting errors as they occur.
- The column at the left indicates the sound being practiced in each row of words.
- Ask questions when errors are made to help the Learner self-correct.

<table>
<thead>
<tr>
<th>Compound</th>
<th>VCe pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>-mp/-ct</td>
<td></td>
</tr>
<tr>
<td>-ck</td>
<td></td>
</tr>
<tr>
<td>compound</td>
<td></td>
</tr>
<tr>
<td>VCe pairs</td>
<td></td>
</tr>
</tbody>
</table>

- **or** | **sport** | **shot** | **fort** | **horn** |
- **-mp/-ct** | **damp** | **pact** | **clamp** | **tact** |
- **-ck** | **duck** | **speck** | **trick** | **luck** |
- **compound** | **sunset** | **backstop** | **runoff** | **hardship** |
- **VCe pairs** | | | |

- **or** | **march** | **spark** | **harsh** | **farm** |
- **sight** | **one** | **only** | **once** | **does** |
- **oo** | **spoon** | **smooth** | **droop** | **cool** |
- **-nt/-nd** | **hunt** | **stand** | **went** | **fund** |
- **vc/v** | | | |
| **all** | | |
| | | |
| **-ck** | | |
| | | |
| **v/cv** | | |
| | | |
| **oy** | | |
| | | |
| **-st/-ft** | | |
| | | |
| **sight** | | |
| | | |
| **oi** | | |
| | | |
| **compound** | | |
| | | |
| **VCe pairs** | | |

- **-lt/-lk** | | |
| **sight** | | |
| | | |
| **vc/cv** | | |
| | | |
| **-sk/-sp** | | |
| | | |
| **-nk/-ng** | | |
| | | |
| **vcccvc** | | |
| | | |
| **y** | | |
| | | |
| **sight** | | |

<table>
<thead>
<tr>
<th>* Dictate both words of the pair together.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner reads the list of words just written.</td>
</tr>
</tbody>
</table>

- In each Session, dictate two of the following sentences.
- Learner repeats the sentence and writes it on paper.

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

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

1. Introduce New 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 three 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.

   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: Homonyms 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 homonyms in sentences that convey the meaning of the words is in the Word Book, p. 166.

2. Introduce New Sound
   • Introduce one new sound at a Session.
   • Show the Card and say the sound.
   • Learner repeats the 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

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

   • Learner reads VCe words from the Word Book, p. 32.
   • Dictate the following words by using the following dialogue: “Spell 'hop'... now write 'hope'.”
   • Learner repeats each word, Touch Spells each word and writes it on paper.

   Spell dim hat not cub slope
   Now Spell dime note cube slope

   • Learner reads the list of words just written.

   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.
### INTRODUCE NEW MATERIAL

#### CORRECTING SPELLING ERRORS
- Use questions to help Learner self-correct when spelling errors are made.
- Pause briefly after each question to allow the Learner some “think time” before responding.

  When *boil* is spelled as *boyl*, ask,
  “What is the vowel sound in that word?”
  “How do you write that sound in the middle of a word?”

<table>
<thead>
<tr>
<th>3. Introduce Syllable Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the Instructional Video for a demonstration of this sequence.</td>
</tr>
</tbody>
</table>

**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

- Learner reads whole words and isolated syllables of the O and C syllable types at the top of Worksheet 2 (Media Kit).

**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.

<table>
<thead>
<tr>
<th>4. Introduce Syllable Division Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>• INTRODUCE JUST ONE PATTERN AT A SESSION.</td>
</tr>
<tr>
<td>• Words are divided into syllables following the patterns below where v=vowel and c=consonant.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>rob/bite</th>
<th>vel/vet</th>
<th>nap/kin</th>
<th>in/vite</th>
</tr>
</thead>
</table>

Use Worksheet 3 (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.

<table>
<thead>
<tr>
<th>hid</th>
<th>den</th>
<th>hidden</th>
<th>spin</th>
<th>ning</th>
<th>spinning</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>set</td>
<td>upset</td>
<td>ab</td>
<td>sent</td>
<td>absent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>absent</th>
<th>problem</th>
<th>oblong</th>
<th>combat</th>
<th>velvet</th>
<th>compact</th>
</tr>
</thead>
</table>
4. Syllable Division Patterns (continued)

Pattern 2 vcv
Rule: When there is one consonant between two vowels, 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

Use Worksheet 4 (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 cra ay crazy
  Po lish Polish re fine refine

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

Use Worksheet 4 (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 spaces, v/cv of 4. SPELL WORDS to dictate during the next Session.
  cabin habit seven finish planet comet

Pattern 3 - vc/ccv or vcc/cv Watch for a pair of consonants that belong together such as ch, th, 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.

mon/ster pump/kin com/plex dan/druff

Use Worksheet 5 (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.
  im press impress king dom kingdom
  fon d ness fondness com plex complex
5. **Review Syllable Division Patterns**

Use Worksheet 6 (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**

- Choose one of the following activities at each Session.
  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 last 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 wall?

  d) Repeated reading

Select a word list, a paragraph or page and have the Learner read the selection aloud three 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 reader will read a few more words. Success and improvement are readily apparent. Rereading builds fluency.

If a words-per-minute (wpm) rate is needed, it will be necessary to count the words and compute the wpm or use materials that simplify that procedure. Since the goal is to gain fluency and speed, the first option will encourage more frequent practice while eliminating the time and/or special materials needed for computation and scoring.
Sunday 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. 32-37.)
330-3000 $349.00

B. Media Kit
A flash drive containing an instructional video for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via video. Classroom content includes audio pronunciations that help students learn accurate pronunciation of sounds and words and worksheets to be used during select lessons to reinforce skills taught.
330-5500 $149.00

C. Word Book
Provides word lists and sentences for systematic review of sounds and concepts.
330-3100 $69.00

D. Sound Card Deck
Each card represents the sounds of letters and letter combinations for building automaticity and fluency.
330-4200 $15.50

E. Large Group Sound Card Deck
Sound Cards as described above, enlarged for large group sessions.
330-4250 $18.00
F. Sight Word Card Deck
Cards to aid in memorization of frequently used non-phonetic words.
330-4300 $33.00

G. Prefix Card Deck
Aids in the practice of common prefixes.
330-4320 $8.00

H. Suffix Card Deck
Aids in the practice of common suffixes.
330-4330 $8.00

I. Blend Card Deck
Each card reinforces beginning and ending sound blends.
330-4310 $5.00

J. Root Card Deck
Each card reinforces common Greek and Latin root words.
330-4340 $5.00

K. Flash Card Bundle
This economy bundle includes a storage box with the following decks, as described above:
- Sound Card Deck
- Sight Word Card Deck
- Prefix Card Deck
- Suffix Card Deck
- Blend Card Deck
- Root Card Deck
320-4000 $59.00
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 $45.00

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 $11.95 each
520-3325 5 for $49.95

N. Assessment Book Bundle
Teacher Resource Book     L
Student Record Book        M
520-3300 1 Teacher Resource Book +
1 Student Record Book $49.95
520-3350 1 Teacher Resource Book +
5 Student Record Books $89.95

O. Student Notebook
Used by the student for recording dictated sounds, words and sentences during a lesson. 50 sheets.
530-3500 $7.00 each
520-3500 4 for $25.00
Sonday System 2 Supplemental Materials

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

P. Sonday System 2 Printable Workbook Collection

A flash drive featuring the Sonday System 2 Workbook Collection for printing as needed. With 3 workbooks and an answer key, 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.

330-3707 $399.00
Teach Orton-Gillingham to the whole class. Sonday System Essentials is the simplest way to bring proven multisensory phonics instruction to kindergarten through 5th grade students and quickly identify those who could benefit from reading intervention.

**Settings**
- Whole class core reading instruction

**Content Level**
- Kindergarten through 5th grade

**Group Size**
- Whole class

**Lesson Duration**
- 20 minute sessions

**Frequency**
- Daily

**Skills and Concepts Taught**
- Phonological awareness
- Phonics
- Blending
- Segmenting
- Spelling
- Reading
- Writing
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 level - 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 that 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 daily lesson plans that can be used in conjunction with any core program, plus weekly spelling and reading assessments to identify students who are falling behind.

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
- Teacher Resources

Sonday System EK
Kindergarten
710-1600
$449.00

Sonday System E1
711-1600
$449.00

Sonday System E2
712-1600
$449.00

Sonday System E3
713-1600
$449.00

Sonday System E4
(available Fall 2018)
714-1600
$449.00

Sonday System E5
(available late 2019)
715-1600
$449.00
Grades
K-5
MATERIALS NEEDED: • Media Kit, Paper and Pencil, Print Worksheet

**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.

**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: /d/ sh u o i b a d
- Say, SAY and WRITE: /z/ at the end of a short word after a short vowel. (Answer: zz)
- /t/ at the end of a short word after a short vowel. (Answer: ff)

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

**READ WORDS**

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

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

2. Sentences

- I wish I had a big doll.
- Tell him not to fuss.
- The gull fell into the bay.
- I am the boss.
- A bass is a fish.
- Doff your hat.
- Can you see the bell?
- May I toss the box?
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.

**SONDAY SYSTEM® ESSENTIALS 1**

**4) SPELL WORDS**

- Dictate the following words to the Students.
  - Students **READ** each word, **TOUCH SPELL** each word, and **SAY** each sound out loud while **WRITING** the word.
  - Dictate each word aloud, **reading down** the columns.

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

  | zz  | fizz |
  | ll  | shell |
  | ff/sh | off |
  | ss  | miss |
  | ee/ay | weep |

- Students **READ** aloud the list of words just written.

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

  * Nan can not tell Bob. I may miss the pass. I am the boss.*

- Students **READ** aloud the sentences just written.

**5) INTRODUCE NEW MATERIAL**

**Introduce New Sound**

- Show the Card and say the sound. (Media Kit)
  - Students **READ** the sound, Students **SAY** and **TRACE** the sound on the desk.
  - Students **SAY** and **WRITE** the sound 3 times.

  **Card:** **Sound Card 29** **-ck** \(/k/\) as in pack

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

- Students **READ** the following words. (Media Kit)  **Note:** Numbered lists may be printed from the Printables file in the Media Kit.
  3. sick tuck lack sock pick rock tick back lock

- Dictate the following words.
  - Students **READ** each word, **TOUCH SPELL** each word and **SAY** each sound out loud while **WRITING** the word.

  pack deck sick lock duck tack

- Students **READ** the words just written.

**CORRECTING SPELLING ERRORS**

- Use eliciting questions to help Students self-correct when spelling errors are made.

  * If **suck** is spelled as **ask**, **SAY**, TOUCH SPELL the word. What is the last sound? How is that spelled after a short vowel?*

- Students **WRITES** the word correctly and rewrites the corrected word twice.

**6) INDEPENDENT PRACTICE**

**Worksheet:** **Sentence Completion, Short Vowels** (Media Kit)
Lesson 136

SONDAY SYSTEM ESSENTIALS 2

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

- Review Blend Cards 30-38 (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.

2 SPELL SOUNDS

- Students SPELL the sound.
- Students WRITE the sound.

3 READ WORDS

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

1. Open, Closed, Silent e syllables

<table>
<thead>
<tr>
<th>try</th>
<th>hi</th>
<th>by</th>
<th>spy</th>
<th>fly</th>
<th>shy</th>
</tr>
</thead>
<tbody>
<tr>
<td>trip</td>
<td>hick</td>
<td>bid</td>
<td>spit</td>
<td>flit</td>
<td>shin</td>
</tr>
<tr>
<td>tripe</td>
<td>hike</td>
<td>bide</td>
<td>spite</td>
<td>flite</td>
<td>shine</td>
</tr>
<tr>
<td>no</td>
<td>me</td>
<td>sly</td>
<td>my</td>
<td>by</td>
<td>pi</td>
</tr>
<tr>
<td>not</td>
<td>met</td>
<td>slid</td>
<td>mill</td>
<td>bit</td>
<td>pin</td>
</tr>
<tr>
<td>note</td>
<td>mete</td>
<td>slide</td>
<td>mile</td>
<td>byte</td>
<td>pine</td>
</tr>
</tbody>
</table>

2. -ick, -ike

<table>
<thead>
<tr>
<th>slick</th>
<th>pike</th>
<th>flick</th>
<th>like</th>
<th>Mike</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>hike</td>
<td>sick</td>
<td>spike</td>
<td>tick</td>
<td>chick</td>
<td>pick</td>
</tr>
</tbody>
</table>

3. Sentences

The bookcase is tilting to the right.
Use this pencil for your drawing.
Grab two straws and a spoon.
Is that a real fire in your fireplace?
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.
Supplemental Sonday Materials

These materials complement Sonday Systems 1 and 2, offering opportunities for students to review, practice and improve the skills they’ve learned.

A. Sonday System 1 Readers
Created to align with the scope and sequence of Sonday System 1. Illustrated stories cover reading levels 6 through 10 and help students practice accurate fluent decoding leading to better comprehension. Reading levels 11 through 36 feature 3 controlled text, chapter-format stories that build fluency, vocabulary and comprehension. Each Reader includes teacher tips and strategies to check for comprehension.

230-7100 Levels 6–10 $69.00
230-7110 Levels 11–15 $69.00
230-7115 Levels 16–20 $69.00
230-7120 Levels 21–25 (Pre-Order only; Release date Fall 2018) $69.00
230-7125 Levels 26–30 $69.00
230-7150 Levels 31–36 $69.00

220-7000 1 each Complete Set (Levels 6-20 and 26-36) $315.00
220-7050 3 each Complete Set (Levels 6-20 and 26-36) $825.00

You may preorder a complete set of Sonday System 1 Readers Levels 6 - 36. You will be shipped all Readers available today and Levels 21-25 Readers will be shipped when available. Release date is Fall 2018. Use product numbers below to complete this order.

220-7001 1 each Complete Set (Levels 6-36) $365.00
220-7051 3 each Complete Set (Levels 6-36) $995.00
A bug is in the mud. The pup nips at the bug.

Jim has a pop. The pop is in the mug. The bug hops in the mug.

6

THE PRINCE

In the far off land of Lower Mecker, there was a prince by the name of Blaze. Prince Blaze lived with his mom and dad, the king and queen of Lower Mecker. He did not like his fate. He did not want to stay with the king and queen. He did not want to help them rule.

Prince Blaze had a sister named Fern. Fern was not sad like Prince Blaze.

“My job,” she said, “is to help the king and queen until I meet a prince from a far off land and fall in love. I like to dance and sing, and sweet Lady Grace Price is here for me. I can share things with her and tell her how I feel. She is my best pal. My life is just fine. In fact, on a scale of one to ten, it is a ten.”

Blaze was not like his sister. He did not like his life. He did not want to stay with the king and queen. He did not want to help the king and queen since there was no big thing to do. There was no land to invade. There was no brave deed to do. There were no mobs or gangs to quell at the docks or in the town.

Let’s Talk About It...

Use these following strategies to check for Comprehension:

▪ Asking students to respond verbally to eliciting questions reinforces the analytical thinking process, thus building confidence and competence.

▪ Ask any or all of these questions as they apply. Pausing after each question allows students the extra processing time needed to formulate an answer.

Who or What?

Where?

When?

Problem?

Solution?

PREVIEW WORDS

Phonetic Student(s) read the Preview Words, making sure to stress the initial, ending, and/or medial sounds.

Goal: Automatic responses.

very
linger
sister
out
strike
Mecker
taste
throne
blitz
until
crown
fancy
foolish
invade
taxing

PREVIEW PHRASES

Fluency:

Student(s) read the Preview Phrases, in unison and/or individually.

Goal: Speed and automaticity.

land of Lower Mecker
troop to fend off
strike out on his own
no fort to blitz
flee this dull place
glint from his crown
linger in this land
act so brash
crime and vice
clutch on his mace
bide your time
a smart and brave king

PREVIEW COMPREHENSION

Ask the following questions; students search for answers in the Preview Phrases.

Goal: Fluency, vocabulary, comprehension.

Find the phrase(s) that:

- contains a word that means to leave
- tells where; tells who
- includes a word that means sparkle; attack
- contains a word that is an antonym (opposite) of cowardly

PREVIEW VOCABULARY

Define, discuss and use vocabulary words in sentences. Some words have multiple meanings.

bide – wait
blitz – raid or attack
fend – defend
glint – shine or gleam
linger – wait, stay behind
mace – heavy war club used to crush armor
quell – stop, settle,
sack – damage or destroy; a bag
vice – fault, bad habit
vile – evil, nasty

READ THE STORY

COMPREHENSION

Ask the following questions.

Goal: Compare, question, expand, practice focused thinking, language and problem solving.

1. Why does the prince want to leave?
2. Why was the king angry with his son?
3. What do you think the prince will do?
4. What would you do if you were the prince?
5. Do you agree with the king that life is only dull to a dull man?

ORAL AND/OR WRITING EXTENSION

The prince wants to leave in order to experience life. The king wants the prince to stay in order to help rule. Who do you think is right? Take the side of the prince or the king. Tell why you would take that position.
B. Sonday System Handwriting
Simple and highly effective handwriting lesson plans that teach letter formation and upper and lower case handwriting. Package includes innovative practice printing pages and our popular Tactile Card Decks (as described on p. 14, item K). Aligns with Sonday Systems 1 and 2.

- **520-5300** 1 flash drive + 1 deck each of Tactile Cards: uppercase and lowercase letters, numbers **$119.00**
- **520-5350** 1 flash drive + 5 decks each of Tactile Cards: uppercase and lowercase letters, numbers **$299.00**

C. Writing Matters
Research-based lessons help develop sentence skills in students of all ages. Suitable for individual and whole group instruction. Lesson plans are easy to follow and offer sample activities and assignments. Aligns with Sonday Systems 1 and 2.

- **830-3000** **$58.00**

D. Grammarbuilder Vocabulary Card Deck
34 flashcards for learning parts of speech, sentence parts and advanced grammar concepts. Visuals with a variety of clause and sentence structures are provided where appropriate. Aligns with Sonday Systems 1 and 2.

- **830-4410** **$10.00**
Honey!

A bee sits on a log. It cannot see the fox. The fox hops on the log. It nips at the bee. The bee gets mad at the fox. The bee hops to a reed. It cannot see the cat in the reeds. The cat bats at the bee. The bee gets mad at the cat. It hops in the mud. The bee cannot see the wee cub in the mud. But, the cub will not nip or bat at the bee. He needs the bee. The cub hops up. The bee sees the cub and flees to the tree. “I see honey!” says the cub!

Appendix A: Continued

Story 13
Title: Kay Day
Concept Practiced: ay
New Sight Words: go, her, tells, their, they, up, we

Story 14
Title: Hide and Seek
Concepts Practiced: w, y, wh
New Sight Words: do, when

Story 15
Title: Nap Time
Concept Practiced: sh
New Sight Words: shall

Story 16
Title: Get Rich Quick
Concept Practiced: ch
New Sight Words: are, for, how, let’s

Story 17
Title: Off the Path
Concept Practiced: th
New Sight Words: away, into, this

Story 18
Title: Bugs, Bugs, Bugs!
Concept Practiced: ck
New Sight Words: now, them

Appendix B: Continued

1. What animals does the bee see first, next, last?
2. Why does the cub need the bee?
3. How does the cub feel when he sees the bee hive? Why?

Kay Day
1. How are Tom and Rob being unfair to Kay?
2. How does this make Kay feel?
3. What does their mother do when she finds out what is going on?
4. Describe a time when you felt you were being treated unfairly. How did you solve your problem?

Hide and Seek
1. Where does Tom hide?
2. List some of the places the kids look for Tom.
3. Why do the kids need to sit down?
4. Where is your best hiding spot when you play hide and seek?

Nap Time
1. What does Dad want to do?
2. Why does Mom want them to be quiet?
3. How can you tell that Mom was getting frustrated?
4. What does Mom do to get it quiet enough in the house for the dog to take a nap?

E. Words at Work Card Games
Innovative, cognitive games to build writing skills. Each deck can be used to play two games, one to identify parts of speech and the other to build sentences of increasing length and sophistication. Aligns with Sonday Systems 1 and 2.

830-4401 Words at Work 1 (Basic)
$15.00
830-4402 Words at Work 2 (Advanced)
$15.00
820-4400 Words at Work 1 and 2 $25.00

F. 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 $25.00

F

E
G. 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 $81.40

H. Family Readers
Designed for beginning or struggling readers. Value-oriented, culturally diverse stories progress from simple to more advanced vocabulary and align with material taught in Sonday System 1. Set includes 72 Readers, a teacher guide and Sonday System 1 alignment guide.
820-7400 $149.95
Strategies for Study Success
Used in Step 6 of the Sonday System. A comprehensive set of workbooks that provide opportunities for students to learn strategies for enhancing their reading comprehension, active reading and written language skills. Aligns with Sonday Systems 1 and 2.

I. Highlighting
830-8001 Highlighting I $15.00
830-8002 Highlighting II $15.00
830-8003 Highlighting III $15.00
830-8004 Highlighting IV $15.00

J. Summarizing
830-8005 Summarizing I $15.00
830-8006 Summarizing II $15.00

K. Paragraphs
830-8007 Simple Paragraphs $15.00
830-8008 Extended Paragraphs $15.00
830-8009 Five Paragraph Essays $15.00

L. Language Chunking
830-8010 Webbing $15.00
830-8011 Column-Style Note Taking $15.00
830-8012 Outlining $15.00

M. Visualizing Text
830-8013 $15.00

N. Test Taking
830-8014 $15.00

O. Written Responses
830-8015 $15.00

P. Executive Functioning
830-8016 $20.00

Q. Executive Functioning II
830-8017 $20.00

R. Teacher’s Manual
830-8018 $20.00

S. Strategies for Study Success Bundle
This economy bundle includes the complete set of Strategies for Study Success workbooks, as described above.
820-8000 $240.00
PhonicBooks™ Series Readers

Age-appropriate decodable phonic reading books for older struggling readers. Engaging stories and illustrations delight students while they practice early reading skills.

A. Moon Dogs Series

Three sets of books designed for older children at the very early stages of reading. Contemporary illustrations and a story line 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.

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<th>Product</th>
<th>Price</th>
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<tr>
<td>820-8501</td>
<td>Set 1 Readers</td>
<td>$24.95</td>
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<tr>
<td>820-8502</td>
<td>Set 1 Workbook</td>
<td>$22.95</td>
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<td>820-8503</td>
<td>Set 2 Readers</td>
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<td>Set 2 Workbook</td>
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<tr>
<td>820-8506</td>
<td>Set 3 Workbook</td>
<td>$36.95</td>
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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

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<th>Series</th>
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<th>Grade</th>
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<td>1</td>
<td>K-2.2</td>
<td>BR-300L</td>
<td>2 to 5</td>
</tr>
<tr>
<td>2</td>
<td>1.2-2.2</td>
<td>100L-400L</td>
<td>2 to 5</td>
</tr>
</tbody>
</table>

B. Magic Belt Series

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

This action-packed quest story takes the pupils from CVC and CVCC word level text through to adjacent consonants, consonant digraphs and suffixes.

<table>
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<tr>
<td>820-8507</td>
<td>Readers</td>
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<td>820-8508</td>
<td>Workbook</td>
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<th>Lexile Level</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8-3.3</td>
<td>200L-600L</td>
<td>2 to 5</td>
</tr>
</tbody>
</table>
C. 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

D. Alba Series
Aimed at girls and boys, this series has a feisty, resourceful female 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

E. 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 again.
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 Complete Set of Talisman Readers (2 sets, 20 books) $118.95
820-8516 Complete Set of Talisman Readers + Workbooks (2 sets, 20 books, 2 workbooks) $189.95

F. 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

G. 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

H. 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 Series Readers!

820-8530 Complete Set of Catch Up Series Readers (116 books) $599.95
820-8531 Complete Set of Catch Up Series Readers + Workbooks (116 books, 11 Workbooks) $995.95

Workbooks are reproducible.
SIBS is an online system designed to help educators collect and analyze data to determine the level of support a student requires in both general and special education settings. Facilitated through a secure online resource center, SIBS simplifies the decision-making process by producing simple, one-button reports that describe a student’s behavior. Embedded in the framework is common language for educators, parents and advocates to use in the discussion of student behavior. The system also provides behavior intervention recommendations based on a continuum from customary to intense. This powerful, robust tool helps school personnel make confident student support decisions.

Step 1. Observe Student
Trained observers describe and record student behaviors. These direct, objective observations encompass interactions with multiple people in multiple settings.

Step 2. Convert Observations to Data
Positive and negative behaviors are converted to clear, simple data points that create a visual summary of the observation period and can easily be shared with stakeholders.

Step 3. Analyze Data
Summative tables and bar graphs help administrators, staff and parents understand the needs of the child and determine if action needs to be taken.

Step 4. Create Action Plan
Objective analysis enhances the ability to recommend placement, program design and build meaningful data-driven intervention plans.

The Online Resource Center facilitates the SIBS process by providing a secure, subscription-based storage area for observations and any other critical case documents. The online interface helps observation teams capture and score observation narratives, then generate reports that can be shared with all stakeholders.

- **Document Library:** Includes all handouts and training documents needed to facilitate the SIBS process. Access to research and additional behavior support consulting is also available.

- **SIBS Cases:** Provides secure storage for observations and other case-critical documents. Simple data entry interfaces help teams enter narratives and critical observation data. One-button reports help the observation team member create graphical representation of the observation and summarize data gathered.

- **User Manuals:** Provides guidelines and advice on how to implement SIBS tools, as well as checklists and prepared training presentations that help facilitate the process. Observation team members receive step-by-step instructions on how to conduct an observation and produce objective, useful data reports that are easily interpreted by peers, leaders and advocates.

- **Case Illustrations:** Features real cases that illustrate how the program has been used to implement the methodology, leading to data-driven decisions that result in positive outcomes for students. Also demonstrates resource allocation so budgets can be controlled while preserving support for students.

All of the above tools are available through our secure Online Resource Center and are compatible with any device or platform.

**610-1000**

**$25.00 per user/month**
Unattended Time Factor (UTF)
Positive Self-Regulation
Participation Level (PL) Attended Time Factor (ATF)

- Sitting
- Listening
- Producing
- Working Steadily
- Focusing
- Waiting Patiently
- Raising Hand
- Answering Correctly
- Contributing to Group
- Not Raising Hand
- Answering Incorrectly
- Not Contributing to Group
- Restless
- Off Task
- Inattentive
- Nonproductive
- Working Sporadically
- Inaccurate

Observation Data Form
Time:
1 of 15
3-Minute Observation Narrative:

Interpersonal Contact
Fill in blanks below with number of contacts

Contact by Teacher (20-50 seconds) Contact by Child (20-50 seconds)

Key Functional Descriptor’s Summary #1
Check all that apply

X
X
X

EL was sitting in a small group. The librarian directed children to leave their tables and immediately. EL placed the chair behind EL moved to the area for the group a bit. Ms. Anderson hand enthusiastically and said, “Can I make a pretty cover for the

3. Analyze Data

Case Detail
Case # 39
Student: Zach Williams
Student #: 

Case Created: August 13, 2014

Observations
# Observer Status # of Observations Date/Time UTF ATF Action
318 N/A Completed 15/15 07/19/2014 @ 1042 AM 55 1 View Report
319 N/A Completed 15/15 08/14/2014 @ 0100 PM 35 22 View Report
320 N/A Completed 15/15 08/14/2014 @ 0900 AM 55 19 View Report
321 N/A Completed 15/15 08/14/2014 @ 0957 AM 44 15 View Report
322 N/A Completed 15/15 05/20/2016 @ 0752 AM 52 2 View Report
323 N/A Completed 15/15 10/30/2014 @ 0225 PM 37 19 View Report
324 N/A Completed 15/15 08/14/2014 @ 0217 PM 52 7 View Report
351 Greenwood, Jean Completed 15/15 11/05/2014 @ 0526 PM 2 1 View Report
1174 Deffing, J.P. Completed 0/15 N/A 0 0 View Report

4. Create Action Plan
An action plan is created based on the gathered data and unique needs of the student.
KP Mathematics

This instructional program teaches number sense, place value, the four arithmetic operations, money and numbers up to nine digits. As an intervention, it introduces students who struggle with math to new instructional approaches, strategies and ways of thinking.

A. Early Learning Intervention Kit (Grades K-2)
- Expeditions to Numeracy: An Introduction
- Essential Guidebook for Continuous Assessment and Instruction
- Place Value City to 99
- Add ‘n’ Subtract Town to 99
- KP Ten-Frame Tiles* Build-to-1000 Set
- 6 Two-Place Mats
- 1 Three-Place Mat
- Printable Downloads

810-1000 $650.00

B. Addition, Subtraction, Multiplication and Division Intervention Kit (Grades 2-4)
- Expeditions to Numeracy: An Introduction
- Essential Guidebook for Continuous Assessment and Instruction
- Place Value City to 1000+
- Add ‘n’ Subtract Town to 1000+
- Multiply ‘n’ Divide Village
- KP Ten-Frame Tiles* Build-to-1000 Set
- 6 Two-Place Mats
- 1 Three-Place Mat
- Printable Downloads

810-1200 $699.00
C. Above & Beyond With KP Ten-Frame Tiles
Created for K-10 students with low-incidence disabilities. Uses ten-frames and tiles to teach number sense, place value, addition and subtraction, basic multiplication and money.

Complete Package
• Units 1, 2, 3
• A & B Money School
• Teacher’s Guide
• Money Kit
• Masters CD
• 6 Two-Place Mats
• 1 Three-Place Mat
• Classroom KP Ten-Frame Tile Kit* (Build-to-1000)

810-1300 $899.00

Books-Only Package
• Units 1, 2, 3
• A & B Money School
• Teacher’s Guide
• Masters CD

820-3000 $550.00

0–10 Curriculum
• Unit 1 Plus Book
• Masters CD
• Tile-of-100 Kit* (Build-to-100)

820-1350 $199.00

D. KP Ten-Frame Tiles*
The latest generation of base-10 manipulatives. Graduated tiles and ten-frame platforms model the place-value structure of our number system by bringing physical representation to its properties, relationships and applications. The program emphasizes 0-10 concepts and skills through progressive number sets, promoting ten as the anchor for understanding place value and for carrying out number operations.

810-2000 Build-to-1000 Set $399.00
820-2050 Build-to-500 Set $229.00
820-2100 Build-to-100 Set $49.00
The Sunday System offers these distinct advantages over other Orton-Gillingham programs:

1. **Ease of use**
   Our 6-step lesson plan is comprehensive and easy to follow, with all lessons prepared so teachers need very little prep time.

2. **Anyone can do it**
   From experienced reading educators to volunteer tutors, anyone can be highly effective using the program.

3. **Efficiency**
   We’ve designed our program to be implemented quickly. After just one day of training, educators are ready to provide effective multisensory lessons for reading.

4. **Experts on call**
   Our expert staff is available to provide ongoing support as needed through on-site or online services.

We offer a variety of startup and ongoing support services, designed specifically with your needs in mind.

Please ask your representative for more information on any of the Professional Development services listed here.

**On-Site Services**
- Sunday System Installation
- Shoulder-to-Shoulder Coaching
- Group Coaching Workshops
- Open Enrollment Trainings

**Online Services**
- Instructional Videos

---

**Research References**

- **Phonemic Awareness & Phonics**

- **Fluency**

- **Vocabulary & Comprehension Instruction**

- **Professional Development of Reading Teachers**
Ordering Information

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 Sunday System products for your students.

Ways to Order

winsorlearning.com
Call: 800-321-7585
Fax: 651-222-3969

Taxes and Shipping

- On all orders: Taxes are calculated based on materials, shipping and handling total.
- Orders shipping within the US: 10% of the order total ($8.00 minimum) will be added for shipping and handling.
- International orders: Please call for shipping information.
- Express delivery: Available upon request for an additional charge. Please call for more information.

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.

W-9 Form

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

We’re Here to Help

Your satisfaction is important to us. Please call 800-321-7585 with any questions, comments or concerns.
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 Sunday System, a simple, cost-effective tool for K-12 educators to identify and quickly intervene with struggling readers.