

Parent Empowerment Kit

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INTRODUCTION

Essentials Parent 1 builds on the language and literacy foundational skills established in **Essentials K**. It is based on the Orton-Gillingham Approach. It is a structured, systematic, phonic-based, multisensory, scaffolded curriculum that provides instruction with a 20-minute (expandable to 30-minute) prepared lesson plan every day. The **Learning Plan** provides content and explicit directions for implementation.

This curriculum follows the recommendations of the National Reading Panel by addressing Phonemic Awareness, Direct and Explicit Phonics, Fluency, Vocabulary, and Comprehension as well as Spelling. While this curriculum provides the prerequisites for all of the recommendations, additional time should be scheduled to focus on vocabulary and text comprehension, especially by reading to the students and questioning.

Getting Started – Locate the pages of cards, cut them apart, and arrange them in numerical order by category.

- Sound Cards
- Sight Word Cards
- Contraction Cards

The teacher may sit beside or across from the student. Sitting across enables both teacher and student to see mouth and lip movements and make eye contact, but teachers may need to learn to read and print upside down in order to keep the material in focus for the student. Sitting beside the student may make it easier to read text and monitor reading lists, especially when sharing the same book or article. Use cards or markers to highlight rows or columns when reading from the Learning Plan.

Each **Sonday System Essentials Parent 1** reading lesson is constructed to include the following:

- 1. Read Sounds:** A review of all sounds and affixes taught, which builds automaticity that provides a foundation for fluency and sets a positive tone at the start of each lesson.
- 2. Spell Sounds:** Dictating sounds requires students to identify and write consonants and vowels and incorporate multisensory practice.
- 3. Read Words:** Word lists and sentences in the Learning Plan reinforce previously taught material.
- 4. Spell Words:** Dictated words carry the power of the lesson for students and supply both diagnostic information and proof of effective learning for the teacher. Dictate as many words as possible in the time allotted, but leave time to dictate at least one phrase or sentence and to allow students to read aloud the words, phrases, and/or sentences written. Emphasis is on the sounds and rules most recently taught. A Mastery Check for Spelling, an informal diagnostic test, replaces the spelling review in every 5th lesson.
- 5. Introduce New Material:** Students see, hear, repeat, and write the new element, then read and spell words incorporating that element. New material is not introduced in every lesson.

It is important to teach every section of every lesson every day!



When printing cards, select Double-Sided Printing and be sure it is set to flip on long side of paper. Cut along dotted lines and organize by category. Categories and card numbers will be on back side of cards. Some cards may not be used in the Lesson Plan. These cards can be set aside and used for additional practice.

Phonemic Awareness activities provide a foundation for reading and spelling words, so it is important to start early and build a strong base. When students spell words from dictation, phonemic awareness is embedded in the process. Before writing a word, students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- TOUCH SPELL the word (phonemic segmentation, multisensory reinforcement)
- IDENTIFY the sound-symbol connection for each sound (phonics, phoneme/grapheme link)
- Apply appropriate rules or generalizations
- WRITE the phonemes in the correct order (sequencing) using legible handwriting (multisensory)
- REREAD the word to verify accuracy

When a student is spelling words accurately, isolated phonemic awareness activities are no longer

needed. There are **5 Appendices** included. They are as follows:

- A–Supplemental Activities
- B–Error Correction Dialogue
- C–Definitions and Descriptions
- D–Quick Reference to English Language Rules
- E–Meanings Guide

Mastery Checks are informal diagnostic tools that provide information to inform instruction and identify when closer monitoring and more practice are needed.

This curriculum is written for students with a variety of skills. Some adjustments may need to be considered. Some students are less mature or have dyslexia, limited language proficiency, slower processing ability, low cognitive ability, motor difficulties, or health issues. For some, English is not their first language. These variables may mean changing the pace of delivery of the lessons. The Mastery Checks will clearly indicate when additional time and practice are needed as well as isolate and identify the specific areas of weakness.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review Sound Cards **1-20**

REMINDER: Ask for 2 sounds for **s** (/s/ and /z/); hard sound only for **c** and **g**.

- 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.

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.

2 SPELL SOUNDS

2
min

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

- Say, **SAY** and **WRITE:** **b d x p w f y g**
/z/, 2 ways. (Answer: s, z)

3 INTRODUCE NEW MATERIAL

16
min

Teach Sound

- Show the card and say the sound.
- Students SAY the sound while TRACING the letter on the desk.
- Students WRITE the letter and SAY the sound 3 times.

Sound Card 21

a

/a/ as in apple

Rule: *Short a is found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.*

- Students READ aloud the following word list.

1. wag yam ax ham tax cap lag am

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

cap lag ham tax wag

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

Tad can.

fat rat

sad man

mad cat

tan cap

had jam

tax man

Jan had ham.

tan van

Max ran.

Pam can.

Pat has an ax.

Tag Hal.

Tap Al.

- Students READ the words, phrases, and sentences just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **cap** is spelled as **gap** or **nod** is spelled as **mod**, SAY:
REPEAT the word. TOUCH SPELL the word.
What is the first sound? How do you spell it?
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-21**

REMINDER: Ask for 2 sounds for vowels (short and long) and **s** (/s/ and /z/).

- 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.

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.

2 SPELL SOUNDS2
min

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

- Say, **SAY** and **WRITE:** **a w n t y r x s**
/k/, 2 ways. (Answer: c, k)

3 READ WORDS4
min

Students READ aloud.

1. Short a

cap	lag	ham	am	sap	pad
had	rap	jam	at	yam	wax
rag	sad	pan	sat	hat	ram
zap	yap	tax	mad	cat	bag
Max	cab	gap	bad	tan	lad
map	an	van	jab	lap	bat

2. Phrases and sentences

Max can.
ran at Pam
Al sat.

Tag Val.
Fan Mac.
am mad

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

a	gap	van	jab	bat
a	ham	ax	mad	tax*
w/y	wax	yam	wag	yap
a	an	map	jam	zap
a	lad	lap	am	pan

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

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 1, 2

a

the

Note: The sight word **a** is pronounced with a schwa (ə) sound. Schwa is a common vowel sound that sounds like **short /u/**, as in **umbrella**.

- Display the Sight Word Card, say the word aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then repeat the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeat the word.

Correcting Spelling Errors - Sight Words

Show the Sight Word.

Have students say the letter names while writing the word. Repeat word. Do this twice.

Using all sensory pathways—**seeing, hearing, feeling**—will cement learning into long-term memory.

MATERIALS NEEDED Sound Cards, Sight Word Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* **1-21**

REMINDER: Ask for 2 sounds for vowels (short and long), and *s* (/s/ and /z/).

- 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.

REMINDER: Mix cards before review.

2 SPELL SOUNDS

2
min

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

- Say, **SAY** and **WRITE:** **a j b r h w g f**
/k/, 2 ways. (Answer: c, k)

3 READ WORDS

4
min

Students READ aloud.

Sight Word Cards 1-2

1. Short a

man	fad	rat	can	tap	gas
dad	nap	fan	tag	ban	gab
pal	vat	lab	ax	yap	fax
ad	lax	map	sad	tam	lap
am	can	ran	tab	pat	cab
hat	ham	lag	rag	sax	tan

2. Sentences

The man had an ax.
Jan had a can.

Sam had the jam.
Dad had a bad nap.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: *First column lists the sounds being practiced.*

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

a	can	rat	ham	jam
a	yap	ban	fax	fan
sight/a	the	a*	ran	sax
a	lag	tan	gas	nap
a	am	rag	ad**	gab

* Pronounce using the schwa (ə) sound /u/ as in umbrella.

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

- Students READ aloud the list of words just written.

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

Jan had a can.

The man had an ax.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

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

Sound Card 22 i /i/ as in itch

Rule: *Short i is found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.*

- Students READ aloud the following word list.

3. hid dig fix win rip lid yip zip

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

lid rip zip fix hid

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-22**

REMINDER: Ask for 2 sounds for vowels (short and long) and **s** (/s/ and /z/).

- 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.

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.

2 SPELL SOUNDS2
min

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

Say, **SAY** and **WRITE:** **i d f a v s t r p**

3 READ WORDS4
min

Students **READ** aloud.

Sight Word Cards 1-2

1. Short i

dim	big	sip	rim	fix	six
jig	him	lid	fig	it	if
in	hip	miss	ill	fib	pig
mid	fill	did	bill	tip	rid

2. Short a

tab	jam	Sam	tag	tax	lax
tan	bat	man	cat	bad	nap
ram	zap	sag	mad	fan	lab

3. Sentences

Did Dan tag Jill?

Fit it in.

Pat had fig jam.

Did Dad miss?

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

i	hip	six	did	tip
i	rid	if	pig	in
a	mad	sag	lax	ram
sight/a	the	a*	zap	tab
i	pin	fit	mid	him

* Pronounce using the schwa (ə) sound /u/ as in umbrella.

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Pin the lid.

The mad cat ran.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 3, 4

to

do

- Display the Sight Word Card, say it aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then REPEAT the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeating the word.

Correcting Spelling Errors - Sight Words

Show the Sight Word.

Have students say the letter names while writing the word. Repeat word. Do this twice.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1****READ SOUNDS**2
min

- Review *Sound Cards* **1-22**
- 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.

REMINDER: *Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.*

2**SPELL SOUNDS**2
min

- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say, **SAY** and **WRITE:** **i w a x y h**
 /z/, 2 ways. (Answer: s, z)
 /k/, 2 ways. (Answer: c, k)

3**READ WORDS**4
minStudents **READ** aloud.*Sight Word Cards 1-4*

1. Short i automaticity practice (read across)

fix	zip	wit	kid	lit
	wit	zip	fix	lit
lit	wit	kid	fix	zip
	kid	lit	zip	wit
zip	fix	lit	kid	wit

2. Short a

as	sad	tax	man	lap	hat
Pat	fax	ran	lax	add	pan
bag	Dan	tap	zap	max	tag
at	an	can	tab	map	rap

3. Sentences

Pin it to Sam.
Did Ann do it?

Dan bit it.
The kid can win.

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

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

▼	▼	▼	▼	▼
fix	tab	hat	win	six
map	a*	did	it	yip
pan	mix	the	lap	rag
yam	rap**	ax	wit	mad

* Pronounce using the schwa (ə) sound /u/ as in umbrella.

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

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

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

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1****READ SOUNDS**2
min

- Review *Sound Cards* **1-22**
- 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.

REMINDER: *Mix cards before review.***2****SPELL SOUNDS**2
min

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

- Say, **SAY** and **WRITE:** **a x b i s g j r**
/z/, 2 ways. (Answer: s, z)

3**READ WORDS**4
min

Students READ aloud.

*Sight Word Cards 1-4***REMINDER:** *Mix the cards before each review to ensure that the students are not memorizing the sequence of words.***1. Short i**

fill	did	bill	tip	rid	hill
lip	bib	nip	rib	pill	if
rig	zip	kid	bid	it	tin
in	fix	pig	six	hit	mix

2. Short a

rag	mad	tax	gas	as	man
hat	lad	tan	Pam	can	tap
Jan	Sam	Nan	tag	has	Matt
cab	sat	nag	hag	yam	lass

3. Sentences**Matt had a bit.****Val has a tan cat.****The rag had a rip.****Mix it in.**

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

i	it	hid	hit	dig
a	cap	sap	pad	had
sight/i	to*	do*	tip	lid
a	rap*	at	sad	sat
i	rip	dim	big	sip

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Can Pam fix it?

The tin can fit.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

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

Sound Card 23

o

short /o/ as in octopus

Rule: Short o is found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.

- Students READ aloud the following word list.

4. mop jog pop rod hot box top cob

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

box top hot cob pop

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-23**

REMINDER: Ask for 2 sounds for vowels (short and long) and **s** (/s/ and /z/).

- 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.

REMINDER: Mix cards before review.

2 SPELL SOUNDS2
min

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

Say, **SAY** and **WRITE:** w o d i f a h y x b

3 READ WORDS4
min

Students READ aloud.

Sight Word Cards 1-4

1. Short o

sob	got	dot	nod	hop	pod
hog	on	lot	rob	Ron	doll
Don	log	Jon	cod	on	cop
fog	rot	sod	off	odd	lop

2. Short a, i

dig	kid	pad	nap	can	it
rag	pit	sap	jam	fix	hid
tin	pill	sip	Kip	sap	Kim
pal	pan	sad	fill	big	hat

3. Sentences

Ann has the pot and the lid.
Ron will do it.

Pat had to hop off.
Jill has a doll.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

o	mop	jog	ox	box
sight/o	cot	on	to*	do*
i	mix	jig	fix	rim
o	pop	rod	hot	pot
a	hat	cat	bag	cab

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Mom got pop.

Tad is not six.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 5, 6

I	of
---	----

- Display the Sight Word Card, say it aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then REPEAT the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeating the word.

Teach Contractions

Rule: 2 words are combined by replacing 1 or more letters with an apostrophe (').

Contraction Card 1

I am	I'm
------	-----

- Display card.
- Say, **SAY** and **WRITE:** I am. Cross out the a and put in an apostrophe ('). Write the new word. What is that word? Write I'm again.

- Repeat dialogue above with Contraction Card 2.

do not	don't
--------	-------

- Repeat dialogue above with Contraction Card 3.

can not	can't
---------	-------

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-23**
- 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 SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** **m j i p o r a v**
/k/, 2 ways. (Answer: c, k)

3 READ WORDS4
min

Students READ aloud.

*Sight Word Cards 1-6**Contraction Cards 1-3***REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of words.**Note:** When reading *Contraction Cards*, ask students to READ the words that make up the contraction, then PREDICT and READ the contraction.**1. short o**

bog	loss	Tom	Rob	job	boss
jot	mob	sop	tot	pog	moss
dog	mom	toss	hot	top	doll
hot	pop	ox	on	fox	off

2. short a, i

mix	it	pat	sad	can	tip
rap	six	rip	Jan	sit	miss
pig	Matt	big	dim	man	pass
Val	pan	Hal	Pam	Sal	has

3. Sentences

Don't sit on the log.
I'm not Jon.

I can't wax the pot.
Max got the job.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: *First column lists the sounds being practiced.*

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

i	lid	fig	fib	sit
o	not*	cot	fox	top
sight/contr.	I*	I'm	don't	of
misc	cob	an	can't	sip
a	bad	man	fad	tap

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

I can't mix it in.

Rob got the job.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

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

Sound Card 24 **ay** long /a/ as in day

Rule: *ay is the first choice for long /a/ at the end of a word.*

- Students READ aloud the following word list.

4. **say** **bay** **pay** **day** **ray** **lay** **may** **way**

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

bay **way** **may** **pay** **lay**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-24**
- 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.

REMINDER: *Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.*

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say, **SAY** and **WRITE:** **a o g i w x y**
 Long /a/ at the end of a word. (Answer: ay)
 /k/, 2 ways. (Answer: c, k)

3 READ WORDS4
min

Students **READ** aloud.

1. **ay**

ray	say	may	way	Fay	Jay
day	hay	bay	Kay	pay	lay

2. **Short a, i, o**

cop	fax	sob	lop	map	lap
bin	lab	rim	pan	win	pot
lot	sop	hog	bot	job	rod
lib	tin	lit	gab	top	mop

3. **Sentences**

Pay the bill.
Jay did not say it.

The dog sat in the bay.
Lay the log in the hay.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

i/a	bin	dad	fin	tag
ay	ray	say	pay	day
o	nod	pod	hop	hog
misc	lip	cab	rim	of
sight/contr.	I'm	don't	can't	I*

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Don't say it.

I'm mad at Ron.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 7, 8

you

is

- Display the Sight Word Card, say it aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then REPEAT the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeating the word.

Teach Contractions

Rule: 2 words are combined by replacing 1 or more letters with an apostrophe (').

Contraction Card 4

is not

isn't

- Display card.
- Say, **SAY** and **WRITE:** is not. Cross out the o and put in an apostrophe ('). Write the new word. What is that word? Write isn't again.

- Repeat dialogue above with Contraction Card 5.

it is

it's

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1****READ SOUNDS** $\frac{2}{\text{min}}$

- Review *Sound Cards* **1-24**
- 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.

REMINDER: *Mix cards before review.***2****SPELL SOUNDS** $\frac{2}{\text{min}}$

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

- Say, **SAY** and **WRITE:** **b n a d o j i h l**
Long /a/ at the end of a word. (Answer: ay)

3**READ WORDS** $\frac{4}{\text{min}}$ Students **READ** aloud.*Sight Word Cards 1-8**Contraction Cards 1-5***Note:** *When reading Contraction Cards, ask students to READ the words that make up the contraction, then PREDICT and READ the contraction.*

1. ay

lay	pay	jay	may	say	way
Fay	bay	day	hay	Kay	Ray

2. short a, i, o

cot	pit	rip	nip	pal	mob
pop	rob	fat	had	cap	win
bog	not	log	sop	bag	rag
nap	sap	pin	sat	ox	ax

3. Sentences

It's a big job!
Cass isn't a pal.

Kay may not do it.
Did it miss the box?

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

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

▼	▼	▼	▼	▼
I*	box	don't	lot	log
had	of	tap	do*	wig
I'm	top	to*	can't	yap
rim	tax*	fig	hip	ram

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

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* 1-24
- 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

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** w v a f i x o y n
Long /a/ at the end of a word. (Answer: ay)

3 READ WORDS

4
min

Students READ aloud.

1. Review

say	may	lay	sat	rim	rag
rap	tap	toss	pay	day	ray
off	nap	pot	tag	way	jib
sag	max	box	pill	log	fox
jam	fill	fix	will	yip	yap
hay	bay	Cal	van	wit	fog

2. Sentences

Ray can fix the box.
Did it fit?

It's not a bad way.
Don't tip the pop.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: *First column lists the sounds being practiced.*

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

o	on	lot	rob	cod
sight/contr.	you	is	isn't	it's*
i	tin	lit	win	wit
ay	bay	ray	say	pay
a	pal	vat	lab	cap

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

It isn't you.

It's not him.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

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

Sound Card 25

ee

long /e/ as in feet

Rule: *ee is the first choice for long /e/ in the middle of a short word; also used at the end of a word.*

- Students READ aloud the following word list.

3. **feet** **need** **seep** **keep** **weed** **feel** **teen** **week**

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

weed **teen** **feel** **seep** **feet**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-25**
- 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.

REMINDER: *Mix cards before review.***2 SPELL SOUNDS**2
min

- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say, **SAY** and **WRITE:** **o a r i**
 Long /e/ in the middle of a word. (Answer: ee)
 Long /a/ at the end of a word. (Answer: ay)
 /z/, 2 ways. (Answer: s, z)
 /k/, 2 ways. (Answer: c, k)

3 READ WORDS4
minStudents **READ** aloud.1. **ee**

feet	seed	teen	need	deep	keep
heel	feel	weep	peel	heed	reek
week	seep	meet	feed	reef	weed

2. **Review**

Fay	lip	jay	ram	way	rim
ban	cam	rod	pod	Ross	hill
jag	jam	job	lax	ham	Kim
day	ray	hay	fill	lot	doll

3. **Sentences**

Meet him at six.
Can I see it?

Fay will tag Kim.
Peel it off the top.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

a/i/o	lag	yip	six	fog
ee	deep	seed	beep	need*
sight/contr.	you	is	it's*	isn't
ee	feet*	seep	meet*	feel
ay	day	may	hay*	lay

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

It's a big box.

I don't feel sad.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 9-11

who

was

what

- Display the Sight Word Card, say it aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then REPEAT the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeating the word.

Teach Contractions

Rule: 2 words are combined by replacing 1 or more letters with an apostrophe (').

Contraction Card 6

was not

wasn't

- Display card.
- Say, **SAY** and **WRITE:** was not. Cross out the o and put in an apostrophe ('). Write the new word. What is that word? Write wasn't again.

- Repeat dialogue above with Contraction Card 7.
- Repeat dialogue above with Contraction Card 8.

who is

who's

what is

what's

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1****READ SOUNDS** $\frac{2}{\text{min}}$

- Review *Sound Cards* **1-25**
- 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** $\frac{2}{\text{min}}$

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE:** **i x a j r o w g**
 Long /e/ in the middle of a word. (Answer: ee)
 Long /a/ at the end of a word. (Answer: ay)

3**READ WORDS** $\frac{4}{\text{min}}$

Students READ aloud.

*Sight Word Cards 1-11**Contraction Cards 1-8***REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of words.

1. ee

feet	weep	deed	seed	week	peek
deep	peel	teen	reef	need	seep
beep	tee	wee	see	bee	fee

2. Review

ban	pod	lad	had	odd	at
lip	may	pay	hay	rip	ram
fit	pin	lay	way	pot	doll
say	yap	lax	zip	lop	sob

3. Sentences

Wasn't it his pop?
Who's Jim?

What's on the way?
Fill it to the top.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: First column lists the sounds being practiced.

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

i/o	bit	cop	pit	log
ee	seem*	peep	seen*	beef
sight/contr.	who	what	was	wasn't
ay	jay	bay	ray	say
a/contr.	sap	who's*	had	what's

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Who's in the way?

What's on the top?

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

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

Sound Card 26 **sh** /sh/ as in sh-h-h

- Students READ aloud the following word list.

4. **rash** **shop** **shot** **wish** **sheet** **fish** **lash** **gosh**

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

fish **sheet** **gosh** **shot** **lash**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-26**
- 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 SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students **REPEAT** each sound.
- Students **WRITE** the sound.
- Say, **SAY** and **WRITE**: **sh i b o y a**
 Long /e/ in the middle of a word. (Answer: ee)
 Long /a/ at the end of a word. (Answer: ay)
 /k/, 2 ways. (Answer: c, k)

3 READ WORDS4
minStudents **READ** aloud.*Sight Word Cards 1-11***REMINDER:** *Mix cards before review.***1.** sh

wish	rash	cash	shot	shop	hash
shin	shag	lash	ship	sham	ish
sash	bash	dash	shall	dish	fish

2. Review

lay	peel	mom	pox	tam	heel
Jon	way	seep	rib	will	yap
reef	gob	Jay	gas	yam	teen
rim	Fay	pop	seed	pal	Hal
fix	fox	Kip	fit	Todd	lit

3. Sentences

The fish isn't big.
I wish I had a dog.

Can you mash it?
I did not see the cash.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or 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.

REMINDER: *First column lists the sounds being practiced.*

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

ee	feed	peel*	heel*	seek
sh	shop	fish	dash	ship
ay	pay	day	may	hay*
sight/contr.	was	wasn't	who's*	what
sh/sight	sheet	who	sheep	what's

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

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Wasn't the dish hot?

What did you say?

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sight Words

- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 12, 13

from

are

- Display the Sight Word Card, say it aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk while saying each letter name aloud, then REPEAT the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeating the word.

Teach Contractions

Rule: *2 words are combined by replacing 1 or more letters with an apostrophe (').*

Contraction Card 9

are not

aren't

- Display card.
- Say, **SAY** and **WRITE:** are not. Cross out the o and put in an apostrophe ('). Write the new word. What is that word? Write aren't again.

- Repeat dialogue above with Contraction Card 10.

you are

you're

MATERIALS NEEDED Sound Cards, Sight Word Cards, Contraction Cards**1****READ SOUNDS**2
min

- Review *Sound Cards* **1-26**
- 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**2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, **SAY** and **WRITE**: **a sh i w r o**
 Long /e/ in the middle of a word. (Answer: ee)
 Long /a/ at the end of a word. (Answer: ay)
 /z/, 2 ways. (Answer: s, z)

3**READ WORDS**4
min

Students READ aloud.

Sight Word Cards 5-13*Contraction Cards* 1-10

1. sh automaticity practice (read across)

dash sheep ship fish lash
 ship sheep dash lash fish
 lash ship fish dash sheep
 fish lash sheep ship dash
 sheep dash lash fish ship

2. Review

say	feet	cam	ox	fix	wit
reek	rap	lob	rip	May	weed
rip	ray	win	can	lap	had
lax	way	need	fad	pay	Ray

3. Sentences

Aren't you Ray?
 You're not to peek in the box.

Keep the cash in the pot.
 Do you see the shop?

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

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

▼	▼	▼	▼	▼
peep	am	peek*	pay	way*
is	on	isn't	fox	yip
ray	seem*	ox	meet*	lay
you	day	it's*	yam	weep

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

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Practice, practice, practice! All activities need to be repeated many times before a student can recognize and respond automatically.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

The **Essential Components** of reading instruction include teaching

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness, Phonics and Fluency are incorporated in every lesson.

Appendix A contains suggestions for:

- activities connecting Essentials with vocabulary instruction
- supplemental phonological/phonemic awareness activities for students who need basic instruction
- comprehension strategies that may be incorporated when reading or spelling sentences or when context reading is the focus of instruction.

Phonological/Phonemic Awareness Supplemental Activities

Rhyme

Ask for a word that rhymes with **deep**. Then **ate, park, sink**.

- If students cannot recall words, build a bank of rhyming words.
Say the words below, one at a time, and have students REPEAT.

Word Bank

deep sleep, keep, leap, steep, creep, heap
ate late, gate, bait, plate, sate, wait, mate
park dark, bark, shark, lark, mark, spark
sink link, wink, think, rink, drink, pink, blink

Then ask again for words that rhyme with the key word.

Ask for a word that rhymes with **hair**. Then **ball, saw, low**.

- If students cannot recall words, build a bank of rhyming words.
Say the words below, one at a time, and have students REPEAT.

Word Bank

hair bear, care, wear, air, dare, fair, rare
ball wall, tall, call, doll, mall, fall, hall
saw claw, raw, paw, draw, jaw, law, straw
low blow, slow, show, grow, know, go, so, toe

Then ask again for words that rhyme with the key word.

Ask for a word that rhymes with **find**. Then **port, bean, quicker**.

- If students cannot recall words, build a bank of rhyming words.
Say the words below, one at a time, and have students REPEAT.

Word Bank

find mind, blind, grind, kind, bind, wind, hind
port fort, sort, sport, short, court, snort
bean clean, seen, queen, green, mean, jean, teen
quicker sticker, clicker, picker, ticker, kicker, sicker, slicker

Then ask again for words that rhyme with the key word.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Listen to Rhythm

- Demonstrate a clapping pattern and have students copy pattern.
clap clap-----clap
clap-----clap clap
- Increase to 4 or 5 claps when students can manage 3 comfortably.
clap clap clap-----clap clap

Onset Sound

- Say a word.
- Students REPEAT the word.
- Students isolate the **beginning** sound and SAY it aloud.

Example: Say **sun**.

Students REPEAT **sun** and SAY /s/.

- Continue this exercise using the following words:

fill	gone	type	stop	hard
like	best	zip	most	nest
wink	east	dust	barn	horse
yell	keep	sell	gave	fun
pass	bud	dig	cat	rub
shop	lap	mud	run	gum

Ending Sounds

- Say the following words, one at a time.
- Ask the students to SAY the **ending** sound.

big	card	spoon	seed	zip
much	dim	nest	van	give
lip	pet	quack	rap	wig
trip	still	pass	make	back
pay	bet	buzz	stop	have
dim	luck	three	come	sad
mash	pass	pinch	tug	tack
tray	farm	bark	plop	swell
spill	free	shy	grim	flag

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Vowel Sounds

- Say the following words, one at a time.
- Ask the students to SAY the **middle** or **vowel** sound.

map	list	troop	jump	trash
mail	speed	coat	stay	stop
tub	boost	feed	clip	seek
green	sheep	boat	smash	dig
raid	click	tame	sweet	chick
best	snap	toss	droop	block
base	mix	way	drive	up
step	box	run	rose	slide
foam	trail	drop	crop	post

FLUENCY

Fluency involves 3 components:

- Accuracy – correct pronunciation and connecting meaning
- Automaticity – recognizing words without having to decode
- Prosody – reading text with intonation, phrasing, and expression

Lesson plans include intensive practice for accuracy and automaticity. Prosody begins with reading sentences in

3. READ WORDS. Context reading that is scheduled to complement this skills segment will provide opportunities to develop prosody.

VOCABULARY

Vocabulary activities can include:

- Word definitions
- Antonym/opposite; synonym/same
- Multiple meanings
- Parts of speech – nouns and verbs
- Creating sentences.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Vocabulary activities can be efficiently incorporated in **3. Read Words** and **4. Spell Words**, and when spelling phrases and sentences. Focused questioning can expand the options for added knowledge. For example: Have students read a page of words using a marker and reading across the rows.

shock	tuck	to	need
toss	mill	quit	may
day	puff	doll	feed
back	beef	lick	ship

Then ask focused questions that are age- and grade-appropriate and require rereading the words multiple times to build automaticity and fluency and to reinforce any of the following skills.

Phonological/Phonemic Awareness, ask:

In Row 1, which word rhymes with seed? (need)

In Row 2, which word starts with /kw/? (quit)

In Row 4, which word rhymes with leaf? (beef) With clip? (ship)

Definitions for Vocabulary and Comprehension, ask:

In Row 2, which word means stop? (quit)

In Row 3, which word means the opposite of night? (day)

In Row 4, which word means meat? (beef)

Same (synonyms), ask:

In Row 4, which word means the same as boat? (ship)

Opposite (antonyms), ask:

In Row 1, which word is the opposite of from? (to)

Multiple Meanings, ask:

In Row 4, what does back mean? Can you think of another meaning?
(part of the body, return, reverse, direction)

Grammar, ask:

In Row 3, which words are verbs? (puff, feed)

In Row 4, which words are nouns? (back, beef, ship)

Can you make a sentence using the word _____?

COMPREHENSION

Comprehension and vocabulary, essential components of reading instruction, can be woven into the lesson format regularly when reading or writing phrases and sentences and in more depth when reading in context.

5 Ws and 1 H

Who is it about?

What happened?

When did it take place?

Where did it take place?

Why did it happen?

How did it happen?

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Independent Practice for seatwork, stations, or homework is an optional activity. Using review material to increase time on task is a proven way to solidify learning and build confidence. Independent practice is not a place to promote discovery or provide new material.

Suggestions:

1. **Select 3 to 5 words** from the spelling dictation and ask students to write a sentence using each word. As students become confident with this task, suggest that:
 - Sentences each begin with a different word (to avoid all sentences beginning with “I see a...” or “It is a....”)
 - Students use a minimum number of words per sentence
 - One sentence in each assignment be structured as a question
 - Sentences created as statements be converted to questions or vice versa.
2. **Games** using 2 identical decks of cards printed with sounds or words can follow the rules of Go Fish, Memory, or others.
3. **Create Word Lists** using tiles or paper squares printed with the letters of the alphabet.
 - Have students arrange the letters in alphabetical order in an arc or a straight line on the table.
 - Ask the students to create a list of words using a designated short vowel, vowel pair, blend, etc.
 - Students record each word on paper.
 - Students read aloud the recorded list of words.
4. **Handwriting Practice** provides an opportunity to improve letter formation and automaticity.
 - Provide letter forms in manuscript or cursive and have students practice the letters and words.
 - Have students write the alphabet in uppercase and lowercase letters.

APPENDIX B - ERROR CORRECTION DIALOGUE

Guiding students to self-correction empowers students and enables them to feel successful even when errors are made. Avoid giving negative responses but use **eliciting questions** to help students self-correct.

Following are examples of common errors.

Beginning sound

If cap is spelled as gap or nod is spelled as mod

- SAY: REPEAT the word. TOUCH SPELL the word.

What is the **beginning sound** (or first sound) in that word? How do you spell that sound?

Write the word again, saying each sound aloud while writing.

Ending sound

If cap is spelled as cat or hum is spelled as hun

- SAY: REPEAT the word. TOUCH SPELL the word.

What is the **ending sound** (or last sound) in that word? How do you spell that sound?

Write the word again, saying each sound aloud while writing.

Middle sounds/vowel sound

If pop is spelled as pop or if deep is spelled as dep

- SAY: REPEAT the word. TOUCH SPELL the word.

What is the **vowel sound** (or middle sound) in that word? How do you spell that sound?

Write the word again, saying each sound aloud while writing.

c/k Confusion

If clap is spelled as klap or cut as kut

- SAY: REPEAT the word. TOUCH SPELL the word.

What is the first sound in the word?

Write the word again, saying the sounds aloud while writing.

Generalization: *c* is the first choice at the beginning of a word, used before all consonants, *a*, *o*, or *u*.

Use *k* at the beginning of a word before *e*, *i*, or *y* to keep the hard sound of /k/.

Contractions

If hasn't is spelled as has'nt or hasnt'

- SAY: REPEAT the word. TOUCH SPELL the word.

What 2 words make up that contraction?

What letter(s) do you leave out when you put them together?

Put an apostrophe where you leave out the letter(s).

Write the word again, saying the sounds aloud while writing.

Beginning or ending blends

If flat is spelled as fat or fast is spelled as fat

- SAY: REPEAT the word. TOUCH SPELL the word.

Name the sound on each finger, putting each sound of the blend on one finger.

How many sounds are there? Write all sounds.

Write the word again, saying each sound aloud while writing.

APPENDIX B - ERROR CORRECTION DIALOGUE

Sound units: er, or, ar, or vowel pairs

- SAY: REPEAT the word. TOUCH SPELL the word.
When a sound unit consists of 2 or 3 letters, use 1 finger to represent that sound unit.
(Have students wiggle or touch the finger representing the sound unit.)
What is that sound? How do you spell it?
Write the word again, saying the sounds aloud while writing.

Sound units: sh, ch, th; qu

- SAY: REPEAT the word. TOUCH SPELL the word.
When a sound unit consists of 2 or 3 letters, use 1 finger to represent that sound unit.
(Have students wiggle or touch the finger representing the sound unit.)
What is that sound? How do you spell it?
Write the word again, saying the sounds aloud while writing.

Rules: -ff, -ss, -ll, -zz

If miss is spelled as mis, sell as sel, jazz as jaz, etc.

- SAY: REPEAT the word. TOUCH SPELL the word.
What is the last sound in the word?
How do you spell that sound after a short vowel?
Write the word again, saying the sounds aloud while writing.

Rules: -ck, -tch, -dge

If stack is spelled as stak, catch as cach or badge as bage

- SAY: REPEAT the word. TOUCH SPELL the word.
What is the last sound in the word?
How do you spell that sound after a short vowel?
Write the word again, saying the sounds aloud while writing.

Silent e/VCe

If mate is spelled as mat or bike is spelled as bick

- SAY: REPEAT the word. TOUCH SPELL the word.
Is the vowel sound long or short?
How can you make the vowel long?
Write the word again, saying each sound aloud while writing.

Sound units: -ing, -ang, -ong, -ung; -ink, -ank, -onk, -unk

If bring is spelled as brig or honk is spelled as honck

- SAY: REPEAT the word. TOUCH SPELL the word.
I'll start the word, you finish it. /br/
(-ing has been taught as a unit. Put /ing/ on one finger when TOUCH SPELLING.)
Write the word again, saying each sound aloud while writing.

w/wh

If whip is spelled as wip or wish is spelled as whish

- SAY: REPEAT the word. TOUCH SPELL the word.
What is the first sound in the word? How else can you spell that sound?
Write the word again, saying the sounds aloud while writing.
Note: **w** and **wh** sound the same. There is no rule or generalization to help differentiate.

APPENDIX B - ERROR CORRECTION DIALOGUE

Soft c

If dance is spelled as dans or race as rasc

- SAY: REPEAT the word. TOUCH SPELL the word.
What is the last sound in the word?
How else can you spell /s/ at the end of a word?
Write the word again, saying the sounds aloud while writing.

Soft g

If stage is spelled as stag or large as larg

- SAY: REPEAT the word. TOUCH SPELL the word.
What is the last sound in the word? What sound do you need there?
How else can you spell /j/ at the end of a word?
Write the word again, saying the sounds aloud while writing.

Prefix or Suffix

- When the word involves a prefix or suffix, ask the student to separate the base word and the affix.
Then bring the error to correction.

Sight Word

- Show the word.
Have students say the letter names while writing the word, then repeat the word. Do this 2 more times.

APPENDIX C - DEFINITIONS & DESCRIPTIONS

Auditory The learning modality or pathway that involves hearing and listening.

Base Word The word to which prefixes and suffixes may be added.

Consonant A letter or symbol representing a sound. All letters in the alphabet are either consonants or vowels. The consonants in our alphabet are **b c d f g h j k l m n p q r s t v w x y z**.

Consonant Blends A consonant blend consists of two consonants that blend together either at the beginning or at the end of a word. Examples: **stop** or **stamp**

CVC Words Words that follow the consonant–vowel–consonant pattern. Examples: **pat, dim**

Key Words Words that provide a memory key to the sound of a letter. For example, the key word for **b** is **boat**.

Kinesthetic The learning modality or pathway that involves feeling with large motor movement.

Mastery Check A 20-word spelling dictation used after every 5th lesson. Measures progress and identifies whether the student needs additional practice.

Morphemes Smallest units of language that contain meaning. Examples: **man, port, re-, in-, -ed, -ing**

Multisensory Reinforcement Practice using seeing, hearing, and touching to involve all pathways of learning to read and spell.

New Material New sounds, rules, or concepts.

Phonemic awareness Knowledge of isolated speech sounds. No print is involved.

Phonics Instruction that teaches phoneme–grapheme connections and links sound to print.

Phonological awareness Knowledge of speech units such as words, syllables, or phonemes. Instruction focuses on oral segmenting with onset, medial, or ending sounds, rhyme, and syllables. No print is involved.

Suffix An ending attached after a base word or root. Examples: **-ing** in parking or **-er** in farmer

Tactile The learning modality or pathway that builds motor memory by involving feeling or touching. Examples: writing, tracing

Touch Spelling Students segment words into sounds or syllables using the thumb and fingers of the non-writing hand to isolate each sound, then write the sounds in the correct sequence.

Tracing A multisensory strategy that cements letter forms and words into motor memory. Using the first 2 fingers of the writing hand to trace in a sand tray or on a table, paper, or any textured surface will anchor images in long-term memory, where they are easily retrieved.

Visual The learning modality or pathway that involves seeing.

Vowel The vowels in our alphabet are **a e i o u** and sometimes **y** and **w**.

VCe Words following the vowel–consonant–silent e pattern. Examples: **game, time**

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
a	Short a is found at the beginning or in the middle of a word.
ai	Use ai to spell long /a/ in the middle of a word, usually before n or l . Examples: rain, rail, train, trail, main
aw	aw is usually found at the end of a word or sometimes followed by n or l . Examples: law, raw, claw, dawn, lawn, crawl
ay	ay is always used at the end of a word.
c (hard)	c is the first choice for /k/ at the beginning of a word.
c (soft)	The letter c has the soft sound /s/ when followed by e, i, y . Examples: center, city, cycle
-ck	Use -ck to spell /k/ after a short vowel. Examples: black, stick, lock Use -k at the end after a consonant, a long vowel, or a vowel pair. Examples: pink, cork, bike, soak, peak
-dge	Use -dge to spell /j/ after a short vowel. Examples: badge, bridge, lodge, fudge Use -ge at the end after a consonant, a long vowel, or a vowel pair. Examples: barge, plunge, rage, gouge
e	Short e is found at the beginning or in the middle of a word.
ea	ea has 3 sounds: long /e/ as in each or steam , short /e/ as in bread or leather , and long /a/ in just 3 words: great, steak, break .
ee	ee is the first choice for long /e/ in the middle of a word.
er	er is found in the middle of a word or at the end as a suffix.
ew	The first choice for spelling /oo/ at the end of a word is ew . Examples: new, blew, flew
fszl	Double the final f, s, z, or l in a short word after a single vowel. Examples: pass, cuff, buzz, will
g	The letter g has the soft sound /j/ when followed by e, i, or y . Examples: gentle, ginger, gym, fringe
i	Short i is found at the beginning or in the middle of a word.
igh	igh is usually at the end of a word or followed by t .
k	k is the first choice for /k/ at the end of a word after a consonant, a long vowel, or a vowel pair. Examples: pink, cork, bike, soak, peak
o	Short o is found at the beginning or in the middle of a word.
oa	oa is usually found in the middle of a word. Examples: soap, load, toast
oi	oi is usually found in the middle of a word. Examples: coin, boil, moist
oo	The first choice for spelling /oo/ in the middle of a word is oo . Examples: soon, smooth, loop

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
ou	The first choice for spelling /ow/ in the middle of a word is ou . Examples: out, found, mouth
ow	The first choice for spelling long /o/ at the end of a word is ow . When ow is not at the end of a word, it is often followed by n . Examples: show, blow, flown, thrown
ow	ow pronounced /ow/ as in cow is usually at the end of a word or followed by n or l . Examples: how, now, down, growl
oy	oy is usually at the end of a word.
qu	The letter q is always followed by u and one or more vowels. Examples: quit, quack, queen
Syllable Division	<div> 2 consonants between 2 vowels 1 consonant between 2 vowels 3 consonants between 2 vowels After a prefix Before a suffix </div> <div> vc/cv v/cv or vc/v vc/ccv or vcc/cv prefix/ /suffix </div>
Syllable Types	Open - Long vowel at the end of a syllable. Examples: be, ma, pi, sa, cu Closed - Short vowel followed by a consonant or consonant cluster. Examples: mat, doll, ad, moth, end Silent E - In a word with a vowel-consonant-e pattern, the silent e makes the preceding vowel long. Examples: time, mate, cute Vowel Pair - 2 vowels that make 1 sound. Examples: ai, oo, ea; y and w function as vowels when combined with another vowel. Examples: ay, oy, ey, aw, ow, ew R Combination - Vowel before an r . Examples: er, ir, or, ur, ar
-tch	Use -tch to spell /ch/ after a short vowel. Examples: catch, pitch, notch, clutch Use ch at the end after a consonant or a vowel pair.
th	th has two sounds: unvoiced (thick, thin) and voiced (that, those).
u	Short u is found at the beginning or in the middle of a word.
v, w, x	The letters v, w, x , and y are never doubled.
VCe	Silent e on the end of a word usually makes the preceding vowel long (say its name). Examples: same, these, time, hope, cute
wh	The letters wh always come at the beginning of a word. wh often sounds like w . There is no rule to differentiate w and wh .
y	When y comes at the end of a short word, it has the sound of long /i/ . Examples: cry, fly, by

APPENDIX E - MEANINGS GUIDE

Prefix

de-
e-
ex-
in-
re-
un-

Meaning

down, away
out
out
in, not
back, again
not

Lesson

161
163
163
153
153
158

Suffix

-ed
-er
-ing
-s, -es

Meaning

past tense
person or thing, comparative
action, present tense
plural

Lesson

166, 168
81
81
103

NOTES

the

a

do

to

of

I

is

you

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **1**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **3**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **5**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **7**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **2**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **4**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **6**

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **8**

was

who

from

what

said

are

one

were

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SIGHT WORD CARD **9**

SIGHT WORD CARD **10**

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SIGHT WORD CARD **11**

SIGHT WORD CARD **12**

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SIGHT WORD CARD **13**

SIGHT WORD CARD **14**

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SIGHT WORD CARD **15**

SIGHT WORD CARD **16**

study

talk

I'm

copy

can't

don't

it's

isn't

do not

is not

I am

can not

it is

who's

wasn't

aren't

what's

weren't

you're

hadn't

didn't

was not

CONTRACTION CARD **6**

who is

CONTRACTION CARD **7**

what is

CONTRACTION CARD **8**

are not

CONTRACTION CARD **9**

you are

CONTRACTION CARD **10**

were not

CONTRACTION CARD **11**

did not

CONTRACTION CARD **12**

had not

CONTRACTION CARD **13**

e-

ex-

-er

-ing

-ed

-s, -es

c

b

out

PREFIX CARD 7

out

PREFIX CARD 8

**action/
present tense**

SUFFIX CARD 1

**person or thing/
comparative**

SUFFIX CARD 2

plural

SUFFIX CARD 3

past action

SUFFIX CARD 4

SOUND CARD 1

SOUND CARD 2

f

d

h

g

k

j

m

l

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 3

SOUND CARD 4

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 5

SOUND CARD 6

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 7

SOUND CARD 8

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 9

SOUND CARD 10

p

n

s

r

v

t

x

w

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 11

SOUND CARD 12

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 13

SOUND CARD 14

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 15

SOUND CARD 16

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 17

SOUND CARD 18

z

y

i

a

ay

o

sh

ee

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 19

SOUND CARD 20

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 21

SOUND CARD 22

SONDAY SYSTEM® ESSENTIALS

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SOUND CARD 23

SOUND CARD 24

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SOUND CARD 25

SOUND CARD 26