

Parent Empowerment Kit

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INTRODUCTION

Essentials Parent 4 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 for the recommendations, additional time should be scheduled to focus on vocabulary and text comprehension.

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

- Root Cards
- Prefix Cards
- Suffix Cards
- Sound 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 **Sunday System Essentials Parent 4** reading lesson is constructed to include the following:

- 1. Read Sounds:** A review of 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, affixes, and roots requires students to identify and write incorporating 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 sentence and to allow students to read aloud the words and 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 10th 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**. 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**

0 MIN

- No sound review.

2 SPELL SOUNDS

0 MIN

- No dictation review.

3 READ WORDS

5 MIN

- Students READ aloud.

1. Y rule

certifying	moodiness	armies	relying	curries	lousiness
pacifier	delaying	roomiest	worthiness	qualified	replied
happiness	occupier	dignified	married	implying	marrying

2. Scribal o

mother	lemon	custom	brother	atom	smother
venom	bottom	cousin	southern	other	month
cotton	enormous	wonder	baron	hover	cover
famous	carbon	silicon	generous	pardon	govern
stomach	discover	double	recovering	couple	trouble

3. Sentences

I caught the shiniest fish while I was on vacation.

The wicked witch's guilt was undeniable.

The boys slurped their stew noisily.

She qualified for the Boston Marathon.

Final s

- **s** at the end of a word indicates a plural form of the word. Examples: **cats, books.**
- **s** at the end of a word after a short vowel is doubled. Examples: **mass, loss**
- **s** at the end of a word is followed by **e** when the word is not a plural. Examples: **rinse, purse, else, house, raise**

MATERIALS NEEDED Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **1-20**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: Letters that come after soft c. (Answer: e, i, y)
Letters that come after soft g. (Answer: e, i, y)

3 READ WORDS

4 MIN

- Students READ aloud.

1. Soft c and g

incinerate	coincide	citrus	specified	census	angelic
passengers	energetic	intelligent	legislate	registry	access
generated	cancerous	embracing	advancement	twinges	general
engagement	incident	gigantic	congestion	spiciness	coincidence

2. Review

postponing	shivering	moodier	required	enabled	numbered
permitting	livelier	limited	credited	denying	defined
typist	forgettable	excluded	recurring	largest	equipping
employer	omitted	loveliness	outfitted	plastered	replies

3. Sentences

Hubert is a certified medical examiner.

Hazel studied law and served on the Supreme Court.

Shannon is an admired executive.

Nigel generated maximum funds for the cancer research.

When **g** is followed by **e**, **i**, or **y**, it makes the /j/ sound. In some words, a **u** will follow **g** to keep the hard sound of **g** before **e**, **i**, or **y**. Examples: **guess**, **guest**, **guide**, **guilt**, **guy**

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
e rule	required	typist	largest	defined
2-syllable double	shivering	plastered	limited	numbered
soft c/g	incidental	passengers	coincide	engagement
2-syllable double	permitting	forgettable	recurring	equipping
y rule	loveliness	livelier	employer	denying

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

Is that a coincidence?

Your grumpiness is tiresome.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Accent Pattern

- Usually, the syllable right before the **tion** or **sion** is accented. All vowels are long before /shən/ except i, which is usually short.
- Students READ aloud the following word list.

con/FES/sion	con/VER/sion	ad/or/A/tion	ad/DI/tion
ad/MIS/sion	trans/FU/sion	ig/NI/tion	con/ver/SA/tion

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

admission confession conversion addition conversation

- Students READ the words just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **legislator** is spelled **ledgislator**, SAY:
 - Repeat the word.
 - Divide it into syllables. (Accept ledg/i/sla/tor or ledg/is/la/tor.)
 - What is the first syllable? (ledg)
 - When do we use **dge**? (end of a word after a short vowel)
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **7-34**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: Letters that come after soft c. (Answer: e, i, y)
Letters that come after soft g. (Answer: e, i, y)
Suffix /shən/, 2 ways. (Answer: tion, sion)
Suffix /zhən/. (Answer: sion)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -tion, -sion

quotation	adoration	position	aversion	transfusion	restoration
admission	possession	affirmation	concentration	distribution	conversion
cultivation	formulation	ignition	confession	addition	volition
revulsion	conversation	corporation	federation	inclusion	connotation

2. Review

dispelling	controlled	regretted	pitiful	engineer	propeller
recently	merited	trying	critic	remembering	incision
easier	delayed	lingered	committing	twentyish	worthiness
cities	encircled	ginger	married	credited	forgotten

3. Sentences

Don't disrupt my concentration.
Have you memorized the entire poem?
Jeff preferred butter pecan ice cream.
Hilda tried, but she could not retrieve the answer.

Error Correction: Students feel empowered with ownership of the strategies and tools for self-correction. See **Error Correction Dialogue** in Appendix B.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
soft c	citric	recently	encircled	incision
2-syllable double	controlled	credited	propeller	lingered
-tion/-sion	operation	revision	investigation	remission
soft g	gingerbread	eligible	fugitive	longitude
y rule	pitiful	easier	twentyish	trying

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

Patsy and I had a great conversation.

Zack regretted his decision.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Adding a Suffix

- SAY: Sometimes adding a suffix shifts a vowel sound from long to short.

divine divinity	extreme extremity	insane insanity
oblige obligation	recite recitation	derive derivation

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

extreme extremity insane insanity

- Students READ the words just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **abrasion** is spelled **abration**, SAY:
 - Repeat the word.
 - Divide it into syllables. (a/bra/tion) Say each syllable.
 - What is the only way to write /zhun/? (sion)
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED None, listening activities only**1 READ SOUNDS**

0 MIN

- No sound review.

2 SPELL SOUNDS

0 MIN

- No dictation review.

3 READ WORDS

5 MIN

- Students READ aloud.

1. Soft c and g

incinerate	coincide	citrus	specified	census	angelic
passengers	energetic	intelligent	legislate	registry	abscess
generated	cancerous	embracing	advancement	twinges	general
engagement	incident	gigantic	congestion	spiciness	coincidence

2. Y rule

certifying	moodiness	armies	relying	curries	lousiness
pacifier	delaying	roomiest	worthiness	qualified	replied
happiness	occupier	dignified	married	implying	marrying

3. Sentences

The insanity of your argument is glaring.
 I will respect my obligations.
 My happiest moment was when I sang my solo.
 An earthworm can regenerate part of its body.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **expelled** is spelled **expeled**, SAY:
 - What is the base word? (expel)
 - Is there a prefix? (ex-) And a root? (pel) Then double the l.
- Student WRITES the word correctly and rewrites the corrected word twice.

4 SPELL WORDS

1.5 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
soft c/g	percentage	forgery	incident	angelic
y rule	families	puppies	memorial	swaying
2-syllable double	blistering	submitting	blundering	transmitter
long vowel	insane*	extreme*	divine*	oblige*
short vowel	insanity*	extremity*	divinity*	obligation*

**Dictate words as couplets.*

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

Jeff preferred butterscotch ice cream.

Harper is a state legislator.

- Students READ aloud the words and sentences just written.

The English language as we know it has a rich history and continues to evolve. Many English words come from Anglo-Saxon, Latin, and Greek origins. Anglo-Saxon words contain digraphs such as **th**, **wh**, and **sh**, as in **there**, **when**, and **shop**. Many of the number words that are listed as Sight Words are Anglo-Saxon. Examples: **one**, **two**, **eight**

Most of our words come from Latin and include the common prefixes, roots, and suffixes used to build words. Many other languages are also based on Latin, and we have assimilated them into what we now know as English.

Greek words include **ch** pronounced as /k/ in **school**, **chorus**, **chemistry**, and **echo**. In Greek words, **ph** is pronounced as /f/ in **phone**, **graph**, and **physical**, and **y** is pronounced as **short i** in **symbol**, **lymph**, **physics**, and **syllable**. Some Greek word segments are called combining forms and can be placed as prefixes or roots. Examples: **photograph**, **telephoto**, **phonograph**, **telephone**

In French words, **ch** is pronounced as /sh/ in **chef**, **chevron**, and **chandelier**.

As cultures assimilate, new words are added to the English language. Food words usually come first. Examples: **pizza**, **spaghetti**, **tacos**, **enchiladas**, **chow mein**, **gyros**, **pho**, **gelato**, **champagne**

MATERIALS NEEDED Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **10-22** and *Suffix Cards* **10-34**

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

- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **un- re- pro-**
Prefix /egz/. (Answer: ex)
Prefix /cən/. (Answer: con)
Prefix /ə/. (Answer: a)

3 READ WORDS

4 MIN

- Students READ aloud.

1. Review

eastern	example	thriving	ripening	inquire	destiny
create	intruding	cubicle	magnetic	rectangle	crustier
multiple	beginner	poetic	eroded	uneasiness	mistaken
inspiration	unable	forgotten	contest	profile	reacted
sideways	opener	consider	untitled	credited	resemble
legality	bile	friendliest	remotely	disposal	battleship
handsome	proverb	comprising	miracle	admitted	important
aloft	decided	backyard	convincing	strange	raised

2. Review Sight Words

iron	Wednesday	though	during	heart	stomach
toward	tongue	through	young	ninth	sugar
touch	ocean	thorough	island	Arctic	honest

3. Sentences

All the whistling drove Snow White kind of bananas.

Beginnings and endings can be hard.

Can you unscramble and organize the items?

He booked a reliable group to provide the music.

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 segment 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.

▼	▼	▼	▼	▼
uneasiness	legality	opener	thriving	proverb
example	reacted	rectangle	beginner	crustier
poetic	ripening	friendliest	inspiration	magnetic
admitted	create	credited	untitled	forgotten

- 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 Suffix Cards, Sound Cards**1 READ SOUNDS**

0 MIN

- No sound review.

2 SPELL SOUNDS

0 MIN

- No dictation review.

3 READ WORDS

4 MIN

- Students READ aloud.

1. -tion, -sion

quotation	adoration	position	aversion	transfusion	restoration
admission	possession	affirmation	concentration	distribution	conversion
cultivation	formulation	ignition	confession	addition	volition
revulsion	conversation	corporation	federation	inclusion	connotation

2. Nonsense words

barbit	formark	smargope	vardan	folent	rabbole
forlic	garmat	glatlare	yargoke	sargact	remat
pordox	clorgate	cobit	beleng	pomber	hussgall

3. Sentences

She regretted trying the poisoned apple.

The Master of Ceremonies wore a tuxedo.

We believe they all lived happily ever after.

The investigative team reopened the case.

When reading NONSENSE or pseudo words, students must be secure enough to convert letters to sounds, blend sounds to make words, and pronounce words that are not in the standard lexicon. Practice with nonsense words builds confidence and pinpoints areas of weakness.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **leveled** is spelled **levelled**, SAY:

What is the base word? (level)

Is there a prefix and a root? (no) Then do not double the l.

- Student WRITES the word correctly and rewrites the corrected word twice.

4 SPELL WORDS

9 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

ə (ǔ)	freedom	numerous	abound	contains
-tion	condensation	superstition	liquidation	agitation
2-syllable double	sheltered	expelled	visitor	regretted
-sion	expression	abrasion	remission	inclusion
ə (ĩ)	golden	tempted	vintage	softness

Can you organize the items?

He booked a reliable group.

5 INTRODUCE NEW MATERIAL

7 MIN

Teach Suffix

- Show the card and say the suffix.
- Students SAY the suffix and TRACE the letters on the desk.
- Students SAY and WRITE the suffix 3 times.

Suffix Card 35 **-ture** /chər/ as in lecture

- Students READ aloud the following word list.
4. **legislature** **agriculture** **saturated** **temperature**
manufacture **mixture** **featured** **puncture**
- Dictate the following words.
 - Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

mixture **feature** **puncture** **lecture** **manufacture**

- Students READ the words just written.

Note: -ture is pronounced /cher/ when the suffix -ure is added to a root ending in t. Examples: lecture, structure, posture

Teach Sound

Sound Card 21 **tu** /choo/ as in mutual

- Students READ aloud the following word list.
5. **actual** **ritual** **eventual** **mutual**
spatula **punctuate** **situate** **congratulate**

- Dictate the following words. Students REPEAT and SEGMENT.

actual **situate** **eventual** **mutual** **congratulate**

Note: tu is pronounced /choo/ before other suffixes. Examples: situate, eventual, ritual

MATERIALS NEEDED Sound Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **10-21** and *Suffix Cards* **22-35**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ture tu -es -less -et**
Letters that follow soft c or g. (Answer: e, i, y)

3 READ WORDS

4 MIN

- Students READ aloud.

1. tu, -ture

perpetual	actual	saturate	fluctuate	spiritual	eventual
mixture	feature	furniture	overture	torture	future
ritual	Portugal	mutual	punctuate	fortune	perpetuate
suture	gesture	puncture	picture	pasture	creature
agriculture	tarantula	sculpture	situation	punctual	fracture

2. Soft c and g

incinerate	coincide	citrus	specified	census	angelic
passengers	energetic	intelligent	legislate	registry	access
generated	cancerous	embracing	advancement	twinges	general
engagement	incident	gigantic	congestion	spiciness	coincidence

3. Sentences

Do not venture outside during a hurricane.

Eventually, we will have to make a decision.

Please punctuate the sentences you have just written.

The temperature will fluctuate daily in March and April.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
ə (i)	pointless	crosses	painted	budget
-ture	punctured	ruptured	manufacture	legislature
soft c/g	centralized	legislative	success	gigantic
tu	congratulations	actually	fluctuate	sumptuous
2-syllable double	shivering	permitting	plastered	forgettable

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

The future is starting now.

Eventually, we'll want information.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sound

- Show the card and say the sound.
- Students REPEAT the sound, then SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 22 **du** /joo/ as in gradual

- Students READ aloud the following word list.

4. **gradual** **residual** **pendulum** **procedure**
module **incredulous** **graduated** **schedule**

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

graduate **module** **schedule** **residual** **procedure**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards 8-22* and *Prefix Cards 1-22*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ture tu du pro- -al**
Long /e/ as a suffix. (Answer: y)

3 READ WORDS

4 MIN

- Students READ aloud.

1. du

gradual	graduate	graduation	gradually	pendulum	residual
schedule	module	fraudulent	modulate	procedure	reschedule
educate	credulous	educated	nodule	arduous	incredulous

2. tu, -ture

perpetual	actual	saturate	fluctuate	spiritual	eventual
mixture	feature	furniture	overture	torture	future
ritual	Portugal	mutual	punctuate	fortune	perpetuate
suture	gesture	puncture	picture	pasture	creature
agriculture	tarantula	sculpture	situation	punctual	fracture

3. Sentences

The details are significant.
Gene is incapable of deception.
The future is starting now.
Eventually, we will want that information.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **adventure** is spelled **advencher**, SAY:
 - Repeat the word.
 - Divide it into syllables. (ad/ven/cher) Say each syllable.
 - How do you write the suffix /cher/? (ture)
- Student WRITES the word correctly and rewrites the corrected word twice.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

du	procedure	pendulum	gradual	graduate
-ture	overture	creatures	features	cultural
Cle	brittleness	gentleness	humbly	gargling
tu	situated	saturation	Portugal	natural
2-syllable double	limited	recurring	numbered	equipping

Carson could not keep that schedule.

Did your brother graduate last year?

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

- Show the card and say the suffix.
- Students SAY the suffix and TRACE the letters on the desk.
- Students SAY and WRITE the suffix 3 times.

Suffix Card 36 **-sure** /shər/ as in pressure or /zhər/ as in measure

- Students READ aloud the following word list.

4. **insure** **measure** **treasure** **closure**
leisure **pressure** **assure** **erasure**

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

measure **erasure** **pressure** **insure** **pleasure**

Note: *-sure* is pronounced /shər/ or /zhər/ when the suffix *-ure* is added to a root ending in *s*. Examples: **pressure**, **closure**

Teach Sounds

Sound Card 23 **su** /shoo/ as in tissue or /zhoo/ as in usual

- Students READ aloud the following word list.

5. **issue** **sensual** **tissue** **usual**
visual **casual** **reissue** **unusual**

- Dictate the following words. Students REPEAT and SEGMENT.

visual **tissue** **usual** **casual** **sensual**

- Students READ the words just written.

Note: *su* is pronounced /shoo/ or /zhoo/ before other suffixes. Examples: **visual**, **tissue**

MATERIALS NEEDED Sound Cards, Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **10-23** and *Prefix Cards* **16-22**
REMINDER: Ask for 2 sounds of *su*.
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-sure (/zhər/)** **su (/zhoo/)** **du tu** **-ture** **-al** **su (/shoo/)** **-sure (/shər/)**

3 READ WORDS

4 MIN

- Students READ aloud.

1. su, -sure

measure	enclosure	reassure	closure	pressure	treasure
issue	casual	measurement	reissue	sensual	unusual
censure	exposure	disclosure	insure	ensure	visually
usual	visual	casually	usually	visualize	casualty
erasure	pleasure	composure	reinsure	foreclosure	displeasure

2. du

gradual	graduate	graduation	gradually	pendulum	residual
schedule	module	fraudulent	modulate	procedure	reschedule
educate	credulous	educated	nodule	arduous	incredulous

3. Sentences

The tame deer was in a fenced enclosure.

Do not have any erasures on the final product.

Ruby was under unusual pressure to get the job done.

Overexposure to the sun is usually unhealthy.

When **cursive writing** has been taught and practiced, it can be integrated into **4. SPELL WORDS**.

- After printing the dictated word, ask students to rewrite the word in cursive. Begin rewriting 2 or 3 words and gradually increase the number of words printed and rewritten in cursive.
- Later, suggest writing the first 5 dictated words in cursive, then printing the rest.
- Finally, much later, have students write the entire spelling dictation in cursive, including dictated sentences.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

▼	▼	▼	▼	▼
su/-sure	visual	measure	usual	treasure
-ture	gestured	posture	nurturing	mixture
du	schedule	module	fraudulent	modulate
tu	mutual	statute	congratulates	actuality
2-syllable double	opened	forbidden	thundering	referral

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

Did you put pressure on the laceration? **Erasures are not permitted.**

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffixes

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

Suffix Card 38 **-or** /ər/ as in actor **Meaning:** person

Rule: *The suffix -or, pronounced /ər/, usually follows an s or t and is often at the end of abstract nouns. (Nouns are words that indicate a person, place, thing, or idea. Abstract nouns are idea words such as flavor or color.)*

Suffix Card 37 **-ar** /ər/ as in dollar

Rule: *Often after l.*

- Students READ aloud the following word list.

4. **molar** **muscular** **incisor** **advisor**
burglar **collar** **objector** **flavor**

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

muscular **burglar** **flavor** **advisor** **incisor**

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards, Prefix Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **1-38**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **su (/zhoo/)** **-sure (/zhər/)** **su (/shoo/)** **-sure (/shər/)**
 First choice for /ər/ after t or s. (Answer: or)
 First choice for /ər/ after l. (Answer: ar)
 /ər/ at the end of a word, 3 ways. (Answer: er, or, ar)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -or

captor	censor	abductor	predator	professor	translator
vector	editor	director	inventor	simulator	perpetrator
creator	victor	sponsor	sculptor	navigator	communicator
factor	visitor	impostor	collector	moderator	collaborator

2. -ar

molar	jugular	scholar	granular	triangular	circular
solar	dollar	popular	cellular	particular	interstellar
polar	similar	angular	unpopular	rectangular	perpendicular
cellar	stellar	secular	dissimilar	muscular	caterpillar

3. Sentences

Carrie had forgotten her fabulous lunch yesterday.

Load the equipment into the rear of the truck.

It was an eventful day, never to be forgotten.

The visiting professor provided a different point of view.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
-ar	polar	solar	muscular	popular
du	modular	educate	graduate	schedules
-or	operator	victor	sponsor	advisor
tu/-ture	fluctuate	agriculture	sumptuous	temperature
su/-sure	casual	insure	unusual	closure

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
The actors gathered backstage after the play. It will cost you at least a dollar or two.
- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 23 **com-** **Meaning:** with, together

Note: The prefix **com-** can be pronounced /cŏm/ when it is the accented syllable or /cəm/ when it is the unaccented syllable.

Note: When the last letter of the prefix is the same as the first letter of the base word or root, keep both letters.

- Students READ aloud the following word list.

4. **command** **commute** **commend** **compose**
comment **commit** **compare** **complain**

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

command **commute** **commit** **compute** **complain**

- Students READ the words just written.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
-ar	scholar	regular	molar	burglar
com-	comment	communication	commit	command
-or	deflector	operator	professor	confessor
su/-sure	visual	erasure	usual	unsure
tu/-ture	saturate	manufacture	Portugal	legislature

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
Did Marsha comment on the cool setting? Steve and his dad were in command.
- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 24 **con-** **Meaning: with, together**

Note: The prefix **con-** can be pronounced /cŏn/ when it is the accented syllable or /cən/ when it is the unaccented syllable.

Note: When the last letter of the prefix is the same as the first letter of the base word or root, keep both letters.

- Students READ aloud the following word list.

4. **connect** **connote** **contest** **contain**
connive **connection** **consult** **consent**

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

connect **connive** **connection** **contest** **contain**

- Students READ the words just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **regular** is spelled **reguler**, SAY:
Repeat the word.
What is the suffix? (/er/) What is the letter right before it? (l)
How is /er/ spelled after l? (ar)
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Prefix Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **12-24**
REMINDER: Ask for 2 sounds of *com-* and *con-*.
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: 2 prefixes that mean *with* or *together*. (Answer: com, con)
Prefix /cəm/. (Answer: com)
Prefix /cən/. (Answer: con)
First choice for /er/ after t or s. (Answer: or)
First choice for /er/ after l. (Answer: ar)

3 READ WORDS

4 MIN

- Students READ aloud.

1. con-

constrict	confess	connote	confusing	concerning	connective
connotation	conviction	confront	connected	conservation	condensation
conserve	concentrate	connection	connive	contempt	conniving
connect	concave	condition	concert	confrontation	context

2. Review

residual	pillar	cellar	commission	advisor	graduate
detector	commerce	director	inventor	uneducated	complaint
scholarship	navigator	commute	similar	communicator	protector
commission	circular	educator	computer	completion	commitment

3. Sentences

The condensation ruined my homework.
Do not lose track of your boa constrictor.
After the storm, the connection remained intact.
The container had plenty of orange paint.

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

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
con-	connect	conniving	connection	connective
com-	commerce	commission	commitment	commute
-or	inventor	detector	protector	advisor
du	uneducated	residual	graduate	educator
-ar	pillar	cellar	similar	scholarship

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

Did you have trouble connecting the dots?

Don't confuse me with the facts.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 25 **col-** **Meaning:** with, together

Note: The prefix **col-** can be pronounced /cŏl/ when it is the accented syllable or /cəl/ when it is the unaccented syllable.

Note: When the last letter of the prefix is the same as the first letter of the base word or root, keep both letters.

- Students READ aloud the following word list.

4. **collect** **collide** **collude** **college**
collision **collapse** **collection** **collateral**

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

collide **collect** **collateral** **collide** **collection**

- Students READ the words just written.

MATERIALS NEEDED Prefix Cards, Suffix Cards, Root Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **20-25**, *Suffix Cards* **1-11**, and *Root Cards* **1-10**

REMINDER: Ask for 2 sounds of **com-**, **con-**, and **col-**.

- Students READ the sound of each Prefix and Suffix Card and say the meaning of each Root Card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **du**
Prefix /cəl/. (Answer: col)
Prefix /cəm/. (Answer: com)
Prefix /cən/. (Answer: con)
/er/ at the end of a word, 3 ways. (Answer: er, or, ar)

3 READ WORDS

4 MIN

- Students READ aloud.

1. col-

collect
collide

college
collaborate

collude
collection

collision
collapse

collate
collusion

collective
collegial

2. Review

commotion
connotation
schedule
polar
deciduous
similar

incredulous
circular
graduation
caterpillar
committed
collaborator

doctor
communication
conservation
exterminator
modular
perpendicular

conniving
solar
particular
commander
translator
concentrate

community
cellar
moderator
procedure
professor
connect

aviator
connection
interstellar
editor
commerce
triangular

3. Sentences

I'm going to be a chemistry major in college.

Ginger maintained a huge collection of stamps.

The collision happened around midnight.

The roof may collapse if it continues to snow.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
-ar/-or	polar	professor	solar	doctor
col-	collect	collide	collision	collection
com-	commander	commerce	commotion	communicate
con-	connotation	connive	connect	connection
du	incredulous	deciduous	procedure	schedule

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

The contest rules were confusing.

Is the morning commute too long?

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 26

cor-

Meaning: with, together

Note: The prefix *cor-* can be pronounced /*cor*/ when it is the accented syllable or /*cə*r/ when it is the unaccented syllable.

Note: When the last letter of the prefix is the same as the first letter of the base word or root, keep both letters.

- Students READ aloud the following word list.

4. correct corrode corrupt correction
 corrosion corruption correlate correspond

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

correct corrode corrupt correction correspond

- Students READ the words just written.

MATERIALS NEEDED Prefix Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **12-26**
REMINDER: Ask for 2 sounds of *com-*, *con-*, *col-*, and *cor-*.
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **tu su (/zhoo/)**
4 prefixes that mean *with* or *together*. (Answer: con, com, cor, col)

3 READ WORDS

4 MIN

- Students READ aloud.

1. cor-

corrupt	corrode	correspond	correlate	corresponding	corruption
correct	corporation	corrected	corrective	corrosive	correlation
corrugate	corral	corrosion	corralling	corrugated	corroborate

2. Review

ensure	regular	disclosure	command	contextual	pleasure
incredulous	condition	conductor	corrective	corrosive	correlation
connective	feature	unusual	displeasure	comment	completed
comprehend	pressure	collar	collapse	tarantula	usually
contractual	conniving	complaint	creature	contempt	connotation

3. Sentences

The new couch should correspond with the color scheme.

Make corrections and then turn in the exam again.

Rust and corrosion wrecked the machine.

Corruption destroyed all who were involved.

Student response time: Complete verbal directions before students begin to write.

Students who can focus on only one thing at a time may be distracted when attempting to combine listening, thinking, and writing.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

	▼	▼	▼	▼
tu/su	contractual	unusual	contextual	usually
cor-	corrode	correct	corrupt	corrosion
com-/con-	command	connective	comment	connotation
col-	collapse	collective	collaborate	collided
-ar/-or	regular	conductor	collar	sponsor

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
I made all of the corrections that I could find. The metal had corroded and finally broke.
- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 27 **co-** /cō/ **Meaning:** with, together

- Students READ aloud the following word list.
4. **co-star** **cosign** **co-pilot** **cooperate**
coincide **cohabit** **coordinate** **coexist**
- Dictate the following words.
 - Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
cosign coexist coincide cooperate coordinate
 - Students READ the words just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **legislator** is spelled **ledgislator**, SAY:
 Repeat the word.
 Divide it into syllables. (Accept ledg/i/sla/tor or ledg/is/la/tor.)
 What is the first syllable? (ledg)
 When do we use **dge**? (end of a word after a short vowel)
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Sound Cards, Root Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **15-23** and *Root Cards* **11-19**

REMINDER: *Mix cards before review.*

- Students READ the sound of each Sound Card and say the meaning of each Root Card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **co-**

Prefix /cəm/. (Answer: com)

Prefix /cən/. (Answer: con)

Prefix /cəl/. (Answer: col)

Prefix /cər/. (Answer: cor)

5 prefixes that mean *with* or *together*. (Answer: com, con, col, cor, co)

3 READ WORDS

4 MIN

- Students READ aloud.

1. co-

co-pilot

cohesive

coordinate

cohere

coexist

cohabit

cooperate

coexistence

co-star

coincide

cosign

coincidence

2. Review

eventual

pendulum

copies

regretting

insure

admission

addition

visual

fortunate

arduous

creature

congratulate

closure

incinerator

shivering

studies

actual

condition

submitted

confession

intelligence

usual

registration

gradual

citrus

inclusion

compression

temperature

graduate

educated

3. Sentences

Do you believe that lions and tigers coexist in the jungle?

The document will be valid when we cosign.

If they cooperate, they will complete the job on time.

The co-pilot sent out a distress signal.

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, segment, 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.

▼	▼	▼	▼	▼
visual	compression	inclusion	gradual	structure
closure	regretting	admission	eventual	insure
actual	manufacture	copies	studies	usual
conclusion	graduate	submitted	condition	shivering

- 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%

Assimilative or **chameleon prefixes** are sets of prefixes similar in spelling and meaning. Examples are: **co-**, **com-**, **con-**, **col-**, and **cor-**. The final letter of the prefix changes or assimilates with the stem or root that follows to make the words easier to pronounce.

com-tend is more easily pronounced as **contend**

com-lect becomes **collect**

com-operate becomes **cooperate**

Sometimes these prefixes are referred to as **chameleon prefixes** because the last letter changes to match the first letter of the root, making it easier to pronounce the word. Chameleons change color to blend in with their surroundings.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

The **Essential Components** of reading instruction include teaching the following:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic awareness, phonics, and fluency are incorporated in every lesson.

PHONEMIC AWARENESS AND PHONICS

Phonemic Awareness, the focus in earlier grades, creates the foundation for spelling dictation in advanced instruction.

Before writing a word, students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- SEGMENT the word to identify onset, ending, and middle sounds (phonemic segmentation)
- IDENTIFY the sound-symbol connection for each sound (phonics)
- WRITE the phonemes in the correct order (sequencing)
- Apply appropriate rules or generalizations
- WRITE the word using legible handwriting and REREAD the word to verify accuracy.

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**, but prosody is more a part of context reading that is scheduled in addition to this skills segment.

Fluency, vocabulary, and comprehension instruction should have additional dedicated time in the reading block.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

VOCABULARY

Vocabulary activities can include the following:

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

Using a word list from Printables, have students read the words using a reading marker while reading across the rows. Ask focused questions that are age- and grade-appropriate and require rereading the words multiple times. Examples below. Rereading builds automaticity and fluency.

ground	instead	heard	health	beneath
early	bold	mildly	brush	earnest
flighty	leather	hostess	quaint	meadow
county	kind	childlike	cloudy	dreadful

Phonological/Phonemic Awareness, ask:

In Row 3, which word rhymes with mighty? (flighty)

In Row 3, which word starts with /kw/? (quaint)

In Row 2, which word rhymes with gold? (bold)

In Row 2, which word rhymes with crush? (brush)

Definitions for Vocabulary and Comprehension, ask:

In Row 4, which word refers to a location? (county)

In Row 4, which word means young? (childlike)

In Row 3, who works in a restaurant? (hostess)

Synonyms (same as), ask:

In Row 1, which word is a synonym of under? (beneath)

In Row 2, which word is a synonym of brave? (bold)

In Row 4, find the synonym of overcast. (cloudy)

Antonyms (opposite of), ask:

In Row 4, find the antonym of harsh. (kind)

In Row 4, find the antonym of adultlike. (childlike)

In Row 4, find the antonym of sunny. (cloudy)

In Row 2, find the antonym of shy. (bold)

Multiple Meanings, ask:

In Row 4, what does **kind** mean? Can you think of another meaning? (kind person, kind of food, paid in kind)

In Row 1, what does **ground** mean? Can you think of another meaning? (ground beneath our feet, grounded in science, underground movement)

In Row 2, what does **brush** mean? Can you think of another meaning? (hairbrush, toothbrush, underbrush, brush with danger)

Grammar, ask:

In Row 2, can you find a noun? (brush)

In Row 2, can you find any adjectives? How many? Use each in a sentence.

Sentence Examples:

Lester made a bold move.

Bruce is an earnest person.

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.

Middle sounds/vowel sound

If **pup** is spelled as **pop** or **deep** 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 the sounds aloud while writing.

Beginning or ending blends

If **flat** is spelled as **fat** or **fast** 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 the sounds aloud while writing.

Rules: -ff, -ss, -ll, -zz, -ck, -tch, -dge

If **back** is spelled as **bak** or **miss** 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 at the end of a word?

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

Sound units: sh, ch, th, wh; qu; -ng, -nk; all; er, or, ar; oy, oi and other vowel pairs; igh

- **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 the student 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.

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? What is another way to write that sound?

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/.

Silent e

If **mate** is spelled as **mat** or **ripe** as **rip**,

- **SAY:** REPEAT the word.

What is the vowel sound in the word? Is it long or short?

How can you make that vowel long?

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

APPENDIX B - ERROR CORRECTION DIALOGUE

Soft c

If **dance** is spelled as **dans** or **race** as **rase**,

- **SAY:** REPEAT 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.

What is the last sound in the word? What has to come after the g to make it say /j/?

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 from the affix, then bring the error to correction.

Sight Word

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

Syllable Division

If **riddle** is spelled as **ridle** or **cable** as **cabble**,

- **SAY:** REPEAT the word.

Break the word into syllables.

How would you pronounce the first syllable? (Remember, **Cle** must stay together.)

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

Contractions

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

- **SAY:** REPEAT 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.

Doubling Rule, Part 1

When **batting** is spelled as **bating**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (bat) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix that begins with a vowel?

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

Doubling Rule, Part 2

When **gladly** is spelled as **gladdy**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (glad) Write it.

What is the suffix? (-ly) How is that spelled?

What is the rule for adding a suffix that begins with a consonant?

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

APPENDIX B - ERROR CORRECTION DIALOGUE

E Rule – Part 1

When **hoping** is spelled as **hopeing**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix that begins with a vowel?

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

E Rule – Part 2

When **hopeful** is spelled as **hopful**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

What is the suffix? (-ful) How is that spelled?

What is the rule for adding a suffix that begins with a consonant?

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

Y Rule – Change y to i

When **cried** is spelled as **cryed**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (cry) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word that ends with **y**?

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

Y Rule – Keep the y

When **spying** is spelled as **sping** or **spiing**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (spy) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix beginning with an i to a word that ends with **y**?

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

Y Rule – Vowel precedes the y

When **enjoyed** is spelled as **enjoied**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (enjoy) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word where **y** is part of a vowel pair?

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

APPENDIX B - ERROR CORRECTION DIALOGUE

ie

When **brief** is spelled as **breif**,

- **SAY:** REPEAT the word.

What is the vowel sound?

What is another way to spell long /e/?

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

ei

When **receive** is spelled as **recieve**,

- **SAY:** REPEAT the word.

What is the root? (ceive)

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

kn, wr, gn, mb

When **knob** is spelled as **nob**, **gnat** as **nat**, **wrist** as **rist**, or **numb** as **num**,

- **SAY:** REPEAT the word.

What is the first sound in the word? (Last sound in the word numb.)

How else can you spell that sound?

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

-ist, -est

When **artist** is spelled as **artest**,

- **SAY:** REPEAT the word.

What is the suffix or ending of that word?

If we want the ending that means *job*, how should it be spelled?

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

-ture

When **adventure** is spelled as **advencher**,

- **SAY:** REPEAT the word.

Divide it into syllables. (ad/ven/cher) Say each syllable.

How do you write the suffix /cher/? (ture)

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

-ar

When **regular** is spelled **reguler**,

- **SAY:** REPEAT the word.

What's the suffix? (/er/) What's the letter right before it? (l)

What's the best way to write /er/ after an l? (ar)

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

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 The consonants in the English 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, 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 10th lesson, beginning with Lesson 15. Measures progress and identifies whether a student needs additional practice.

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

Morphology The patterns of word formation in a particular language, including inflection, derivation, and composition; the study and description of such patterns and the behavior and combination of morphemes.

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.

Prefix A morpheme placed before the base word or root that changes the meaning of the word. Examples: **re-** in return, **be-** in beside

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

Segment Students divide multisyllable words into one-syllable segments, then TOUCH SPELL troublesome segments.

Tactile The learning modality or pathway that builds motor memory by involving feeling or touching.

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 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 the English alphabet are **a e i o u** and sometimes **w** and **y**.

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 words, usually before l or n . Examples: rain, rail, train, trail, main
ar	ar is usually found in the middle of a word or as a suffix, often after l .
au	au is usually found in the middle of a word.
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	c is the first choice for /k/ at the beginning of a word.
c	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
Doubling Rule 1-1-1	In a 1-syllable word with 1 short vowel followed by 1 consonant, add 1 more letter (double the final consonant) before adding a suffix beginning with a vowel. Examples: dim + er = dimmer; hop + ing = hopping; pad + ed = padded
Doubling Rule 2-syllable	In a 2-syllable word with 1 short vowel followed by 1 consonant, double the final consonant before adding a suffix beginning with a vowel if the accent is on the last syllable of the word. If there is a prefix and a root, the accent will usually be on the root, so if there is a prefix, you will double the final consonant. Do not double if the suffix begins with a consonant.
e	Short e is found at the beginning or in the middle of a word.
e	Silent e on the end of a word usually makes the preceding vowel long or say its name. Examples: same, these, time, hope, cute
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 the sound of 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
ey	ey comes at the end of a word but is not a suffix. Unlike -y , ey is not used with a base word.
E Rule	Part 1 - When a base word ends with a silent e , drop the silent e before adding a suffix that begins with a vowel. Examples: saved, timing Part 2 - When a base word ends with a silent e , keep the silent e before adding a suffix that begins with a consonant. Examples: careless, lately

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule														
fszl	Double the final f, s, z, or l in a short word after a single vowel. Examples: cuff, pass, 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 found at the end of a word or followed by a 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 short words. Examples: soap, load, toast														
oi	oi is found at the beginning or in the middle of a word. Examples: oil, coin, boil, moist														
oo	The first choice for spelling /ōō/ in the middle of a word is oo . Examples: soon, smooth, loop														
oo	oo (/ōō/) is also found in the middle of a word. Examples: book, stood, look														
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, clown, growl, howl														
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	<table border="0"> <tr> <td>2 consonants between 2 vowels</td> <td>vc/cv</td> </tr> <tr> <td>1 consonant between 2 vowels</td> <td>v/cv or vc/v</td> </tr> <tr> <td>3 consonants between 2 vowels</td> <td>vc/ccv or vcc/cv</td> </tr> <tr> <td>After a prefix</td> <td>prefix/</td> </tr> <tr> <td>Before a suffix</td> <td>/suffix</td> </tr> <tr> <td>Before Cle</td> <td>/Cle</td> </tr> <tr> <td>Between 2 vowel sounds</td> <td>v/v</td> </tr> </table>	2 consonants between 2 vowels	vc/cv	1 consonant between 2 vowels	v/cv or vc/v	3 consonants between 2 vowels	vc/ccv or vcc/cv	After a prefix	prefix/	Before a suffix	/suffix	Before Cle	/Cle	Between 2 vowel sounds	v/v
2 consonants between 2 vowels	vc/cv														
1 consonant between 2 vowels	v/cv or vc/v														
3 consonants between 2 vowels	vc/ccv or vcc/cv														
After a prefix	prefix/														
Before a suffix	/suffix														
Before Cle	/Cle														
Between 2 vowel sounds	v/v														
Syllable Types	<p>Open: Long vowel at the end of a syllable. Examples: be, ma, pi, sa, cu</p> <p>Closed: Short vowel followed by 1 or more consonants. Examples: mat, doll, ad, moth, end</p> <p>Silent E: In a syllable with a vowel-consonant-e pattern, the silent e makes the preceding vowel long. Examples: time, mate, cute</p> <p>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</p> <p>R Combination: Vowel before an r. Examples: er, ir, or, ur, ar</p> <p>Consonant le: A consonant followed by -le at the end of a word. Examples: -ple, -dle, -tle, -ble, -fle</p>														
-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.														

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
th	th has 2 sounds, unvoiced (thick, thin) and voiced (that, those).
u	Short u is found at the beginning or in the middle of a word.
ue	ue , usually found at the end of a word, has 2 sounds: / oo / (avenue) or long / u / (argue). Examples: true, avenue; argue, venue
v, w, x, y	The letters v, w, x, and y are never doubled.
wh	wh always comes at the beginning of a word.
y	When y comes at the end of a short word, it has the sound of long / i /. Examples: cry, fly, by
Y Rule	Part 1: When a word ends in y , change the y to i when adding a suffix. The suffix can begin with either a vowel or a consonant. Examples: babied, loveliness Parts 2-3: When a word ends in y , keep the y when the suffix begins with i or the y is part of a vowel pair. Examples: trying, played Part 4: For plurals or present tense actions, change the y to i and add -es . Examples: flies, studies

APPENDIX E - MEANINGS GUIDE

Root

arch
cap/cept/ceit/ceive
chrome
chrone
cluse/clude
cuss
fuse
graph
gress
ject
mit/miss
pel/pulse
phone
phote
press
sphere
tech
tract
vise/vide

Meaning

leader
take, hold
color
time
shut
hit
blend
write, draw
steps
throw
send
push
sound
light
push
circle
skill
pull
see

Prefix

a-
auto-
be-
com-
con-
de-
dis-
e-
en-
ex-
for-
fore-
in-
over-
para-
per-
post-
pre-
pro-
re-
sub-
tele-
trans-
un-
with-

Meaning

self

with, together
with, together
down, away
not
out
in, on
out
away, opposite
before
in, not
over
beside
through
after
before
forward
back, again
under
far away
across
not
with

APPENDIX E - MEANINGS GUIDE

Suffix	Meaning
-able	able to
-age	
-al	relating to, of, like
-ar	
-ard	
-dom	being
-ed	past tense
-en	made of, make
-er	person or thing, comparative
-est	most
-et	
-ful	full of
-hood	being
-ic	
-ical	
-ify	
-ing	action, present tense
-ish	origin, nature, resembling
-ist	job, way of thinking
-ive	
-less	without
-ling	small
-ly	being
-ment	being
-ness	being
-or	person
-ous	full of, having
-s, -es	plural
-sion	being
-some	being
-tion	being
-ture	
-ward	direction
-y	full of

NOTES

ject

tract

phote

graph

sphere

phone

press

mit/miss

pull

ROOT CARD 1

throw

ROOT CARD 2

write/draw

ROOT CARD 3

light

ROOT CARD 4

sound

ROOT CARD 5

circle

ROOT CARD 6

send

ROOT CARD 7

push

ROOT CARD 8

gress

cuss

clude/cluse

pel/pulse

vise/vide

fuse

chrome

**cap/cept/
ceit/ceive**

hit

ROOT CARD 9

steps

ROOT CARD 10

push

ROOT CARD 11

shut

ROOT CARD 12

blend

ROOT CARD 13

see

ROOT CARD 14

take/hold

ROOT CARD 15

color

ROOT CARD 16

tech

chrone

duct/duce

arch

vert/verse

fer

lumin/luce/luse

reg/rect

time

ROOT CARD 17

skill

ROOT CARD 18

leader

ROOT CARD 19

lead

ROOT CARD 20

carry

ROOT CARD 21

turn

ROOT CARD 22

straight

ROOT CARD 23

light

ROOT CARD 24

circum

vace

nome/nym

dia

re-

in-

un-

a-

empty

ROOT CARD 65

circle

ROOT CARD 66

across/through

ROOT CARD 67

name

ROOT CARD 68

in/not

PREFIX CARD 1

back/again

PREFIX CARD 2

not

PREFIX CARD 3

PREFIX CARD 4

be-

de-

e-

ex-

en-

dis-

pro-

pre-

down/away

PREFIX CARD 5

PREFIX CARD 6

out

PREFIX CARD 7

out

PREFIX CARD 8

not

PREFIX CARD 9

in/into

PREFIX CARD 10

before

PREFIX CARD 11

forward

PREFIX CARD 12

for-

per-

over-

fore-

auto-

with-

tele-

para-

through

PREFIX CARD 13

away/opposite

PREFIX CARD 14

before

PREFIX CARD 15

over

PREFIX CARD 16

with

PREFIX CARD 17

self

PREFIX CARD 18

beside

PREFIX CARD 19

far away

PREFIX CARD 20

post-

trans-

con-

com-

cor-

col-

im-

co-

across

PREFIX CARD 21

after

PREFIX CARD 22

with/together

PREFIX CARD 23

with/together

PREFIX CARD 24

with/together

PREFIX CARD 25

with/together

PREFIX CARD 26

with/together

PREFIX CARD 27

in/not

PREFIX CARD 28

hyper-

mal-

psych-

hypo-

-er

-ing

-ed

-s/-es

badly

PREFIX CARD 77

SONDAY SYSTEM® ESSENTIALS

over

PREFIX CARD 78

SONDAY SYSTEM® ESSENTIALS

under

PREFIX CARD 79

SONDAY SYSTEM® ESSENTIALS

mind

PREFIX CARD 80

SONDAY SYSTEM® ESSENTIALS

**action/
present tense**

SUFFIX CARD 1

SONDAY SYSTEM® ESSENTIALS

**person or thing/
comparative**

SUFFIX CARD 2

SONDAY SYSTEM® ESSENTIALS

plural

SUFFIX CARD 3

SONDAY SYSTEM® ESSENTIALS

**past tense or
past action**

SUFFIX CARD 4

SONDAY SYSTEM® ESSENTIALS

-ly

-y

-less

-tion

-ment

-ness

-ic

-ful

full of

SUFFIX CARD 5

being

SUFFIX CARD 6

being

SUFFIX CARD 7

without

SUFFIX CARD 8

being

SUFFIX CARD 9

being

SUFFIX CARD 10

full of

SUFFIX CARD 11

SUFFIX CARD 12

-en

-et

-ous

-est

-able

-al

-ish

-ive

made of/make

SUFFIX CARD 13

SUFFIX CARD 14

most

full of/having

SUFFIX CARD 15

SUFFIX CARD 16

able to

SUFFIX CARD 17

SUFFIX CARD 18

**origin/nature/
resembling**

SUFFIX CARD 19

SUFFIX CARD 20

-age

-sion

-some

-ist

-dom

-hood

-ling

-ward

being

SUFFIX CARD 21

SUFFIX CARD 22

**job/
way of thinking**

SUFFIX CARD 23

being

SUFFIX CARD 24

being

SUFFIX CARD 25

being

SUFFIX CARD 26

direction

SUFFIX CARD 27

small

SUFFIX CARD 28

-ify

-ard

-ity

-ical

-ant

-ent

-sure

-ture

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD 29

SUFFIX CARD 30

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD 31

SUFFIX CARD 32

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD 33

SUFFIX CARD 34

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD 35

SUFFIX CARD 36

-or

-ar

-an

-ism

-ia

-ion

-ious

-ian

person

SUFFIX CARD 37

SUFFIX CARD 38

being/a belief

person

SUFFIX CARD 39

SUFFIX CARD 40

SUFFIX CARD 41

SUFFIX CARD 42

SUFFIX CARD 43

SUFFIX CARD 44

-ace

-ile

-ology

-ate

-ese

-ee/-eer

e

a

SUFFIX CARD 69

SUFFIX CARD 70

the study of

SUFFIX CARD 71

SUFFIX CARD 72

person

belonging to

SUFFIX CARD 73

SUFFIX CARD 74

SOUND CARD 1

SOUND CARD 2

o

i

y

u

oy

a-e

i-e

u-e

e-e

o-e

y-e

ow

oi

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

ar

ou

er

or

ur

ir

-ble

-fle

-ple

-cle

-gle

-tle

-dle

-kle

-zle

ear

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

g

c

du

tu

su

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

SOUND CARD 23