

imagine  
**sonday system**

Multisensory Solutions for Reading





Visit [imaginelearning.com/sonday-system](https://www.imaginelearning.com/sonday-system)  
for more information



Our science of reading warm-up and cool-down activities, available both digitally and in print, include leveled content specific to each level of Imagine Souday System for working on vocabulary, comprehension, grammar, and more. No prep time necessary!



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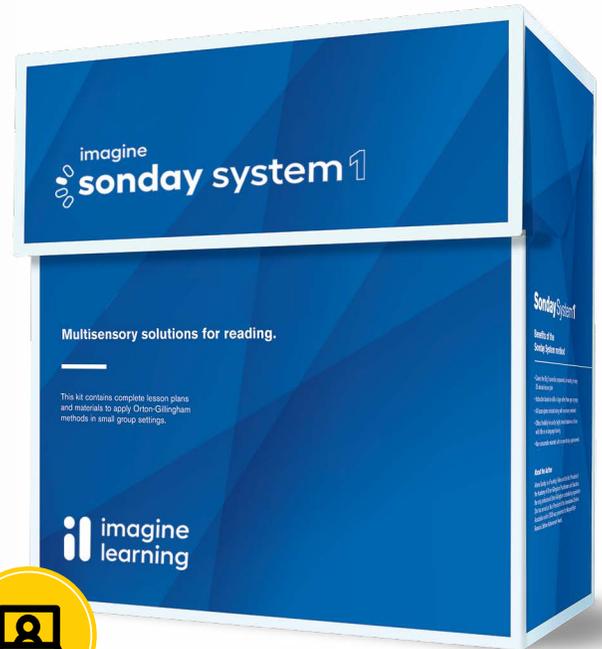
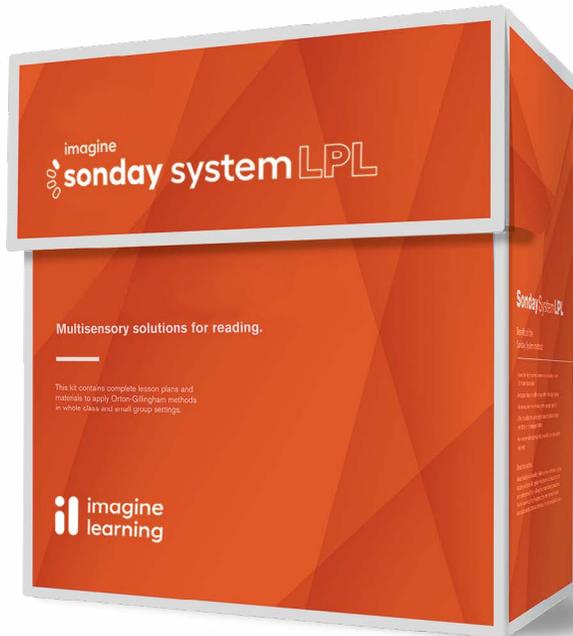
## Imagine Learning

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For more information:

800-321-7585

[sondaysupport@imaginelearning.com](mailto:sondaysupport@imaginelearning.com)

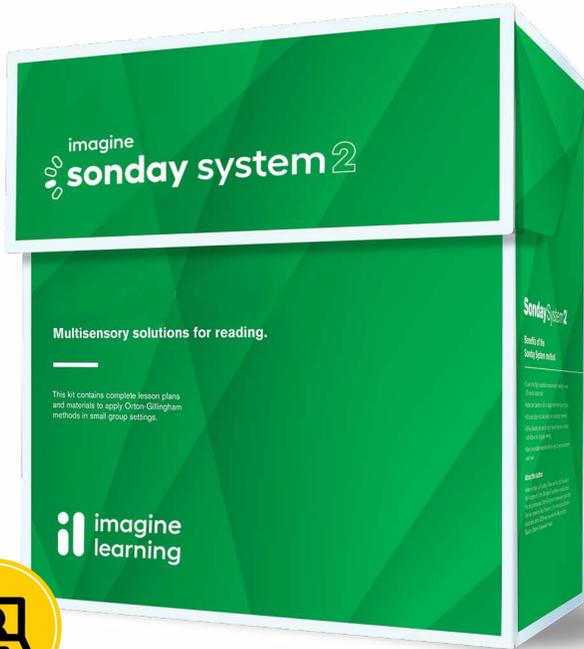


Digital version available



## Looking for ways to incorporate more science of reading practice into your lessons?

Warm-up and cool-down activities for Imagine Sondag Systems 1, 2, and Essentials use leveled content to incorporate vocabulary, comprehension, grammar, and more with no additional preparation needed. See page 46 for more information.



Digital version available



Digital only

Imagine Sondag System	LPL	1	2	E
One-on-One Intervention	●	●	●	○
Small Group Intervention	●	●	●	○
Whole Class Lessons	●	○	○	●
 Digital	○	●	●	●
Pre-Reading (Reading Readiness Skills)	●	○	○	●
Beginning Reading (K–2 Reading Levels)	○	●	○	●
Intermediate Readers (3–8 Reading Levels)	○	○	●	●
Placement	○	●	●	○
Assessment	●	●	●	●
MTSS/RTI	All Tiers	Tiers 2 & 3	Tiers 2 & 3	Tier 1



imagine  
**sonday system** LPL

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



# LPL

## **Settings**

- Pre-reading and early reading instruction
- Pre-reading intervention
- Dyslexia support
- Special education
- English language learners (ELL)
- Response to Intervention (RTI) models

## **Content Level**

- Preschool through kindergarten reading levels

## **Group Size**

- Whole class
- Small group

## **Lesson Duration**

- Varies

## **Frequency**

- 5 days per week

## **Skills and Concepts Taught**

- Pre-reading and pre-numeracy
- Shapes and colors
- Numbering and counting
- Alphabet/letter names and sounds
- Letter formation
- Phonological awareness
- Phonemic awareness
- Listening comprehension

## Imagine Souday System Let's Play Learn Classroom Set

The Imagine Souday System Let's Play Learn Classroom Set provides all necessary instructional and student materials for whole class and small group multisensory pre-reading lessons.

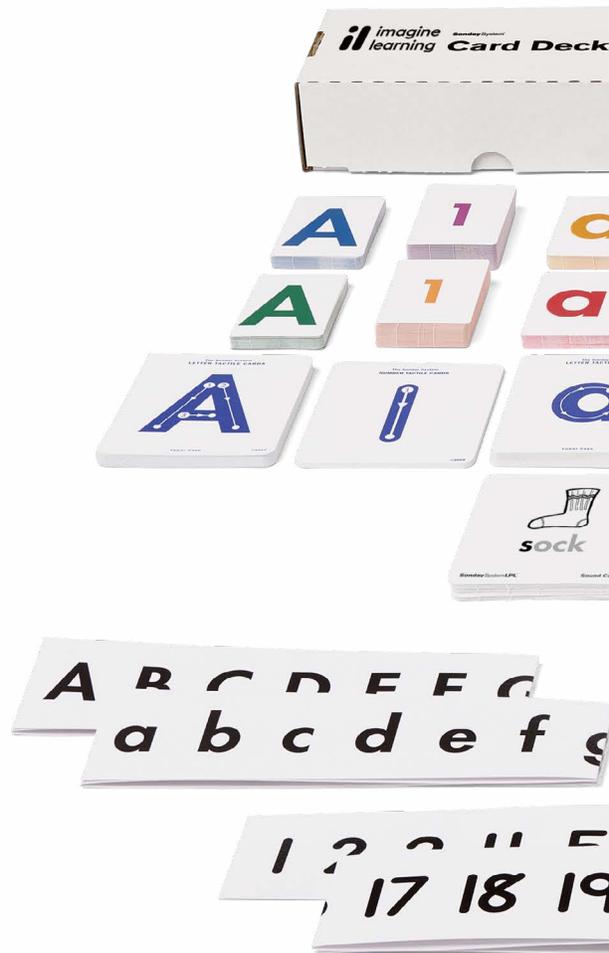
- Learning Plan Book (112 levels)
- Media Kit (printable activity books, music files, pronunciation guides)
- Rapid Naming Poster Set
- Sound Card Deck
- Alphabet Book
- Shapes and Numbers Book
- Name Strings Book
- Color Cards
- Letter and Number Card Decks
- Shape Cutout Sheets
- Tactile Card Decks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

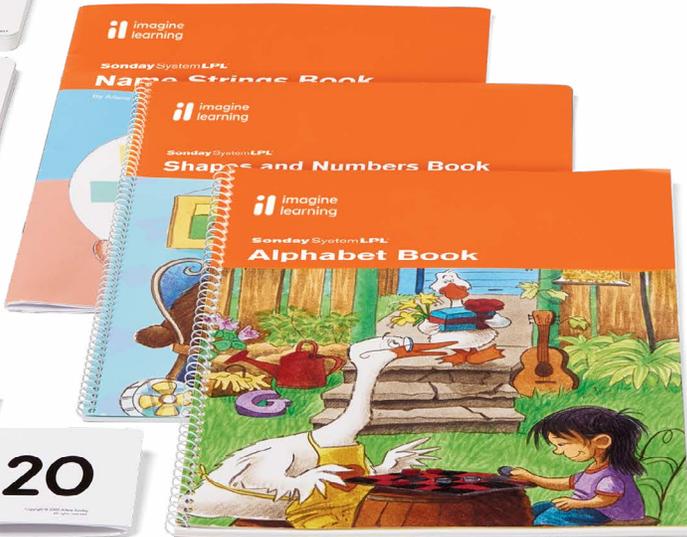
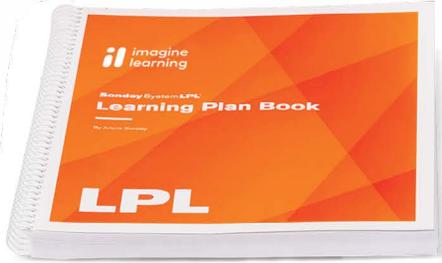
979-8-3691-1851-1

In need of replacement items?  
Some items sold separately.

Manipulatives in the classroom set include:

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





# Imagine Sonday System Let's Play Learn Learning Plan Book Sample Pages

## Whole Group Time – Review

**LEVEL 79**

### Calendar Activity

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

### Substitute

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

#### Teacher says

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

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

### Read Numbers

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

### Count by Fives

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

### Rhyming Song

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

### Find Words – Rhyme

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

#### Word Bank

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

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

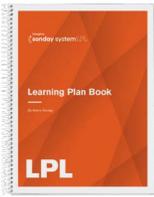
### Read Aloud

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

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

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**Phonemic Awareness**
**Rapid Automatic Naming**
**Phonemic Awareness**
**Vocabulary**
**Comprehension**
**Background Knowledge**



Each daily lesson plan is formatted for small group or whole class settings. Designed to be flexible and comprehensive, the structured,

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

## Teacher Workstation – Introduce New Material LEVEL 79

### Read Sounds

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

### Spell Sounds

- Dictate the following sounds, one at a time.
- Children **listen, repeat** the sound, and **write** the sound on paper or in a sand tray.  
m b s t l d

### Print o e

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

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

Phonics  
Automaticity

Phonics  
Automaticity

## Student Workstations – Independent Practice



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

### Practice Letters o e (I)

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

### Print o e c a d g q s f (I)

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

### Count by Twos (M)

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

Numeracy

### Delete – Beginning Sound (M)

- Say the following words and ask the children to delete the **first** sound.
- Say “**pan**.” Children repeat. “Say it again but don’t say /p/.” (an)

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

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

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

Phonemic Awareness

### Read Letter Names (M/P)

- Using the *Letters 11* poster or page 16 in the *Name Strings Book*, have the children read lower case letters together across the rows.

Automaticity

### Game (P)

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

The logo consists of three stylized, overlapping circles of varying shades of blue and white, arranged in a vertical line to the left of the text.

imagine  
**sounding system** 1

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





# 1

## Settings

- Beginning reading instruction
- Reading intervention
- Dyslexia support
- Special education
- English language learners (ELL)
- Response to Intervention (RTI) models

## Content Level

- Beginning through 2nd grade reading levels

## Group Size

- Small group

## Lesson Duration

- 35-minute sessions

## Frequency

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

## Skills and Concepts Taught

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

## Benefits of Imagine Sonday System

- Based on the science of reading with direct, explicit, and systematic instruction methods
- Instruction based on skill or stage rather than age or group
- All lesson plans included along with necessary materials
- Offers flexibility for use by highly trained teachers or those with little or no language training



Digital version available

# Imagine Sondag System 1 Intervention Set

The complete Imagine Sondag System 1 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.

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

- Learning Plan Book (5 pre-reading and 36 reading levels)
- 5 Word Books
- Letter Tactile Card Decks (uppercase and lowercase)
- Board Game (includes playing pieces and dice for 2 games)
- Sound Card Deck
- Sight Word Card Deck
- Blend Card Deck
- Word Card Decks
- Reading Strips and Reading Window®
- Alphabet Strips (uppercase and lowercase)
- Printing Practice Pages
- Sondag System Assessments
- 2 Large Group Sound Card Decks
- 5 Student Record Books
- 5 Student Notebooks
- Science of Reading Teaching Guide
- 5 Science of Reading Student Resources

## Imagine Sondag System 1 (digital + print)

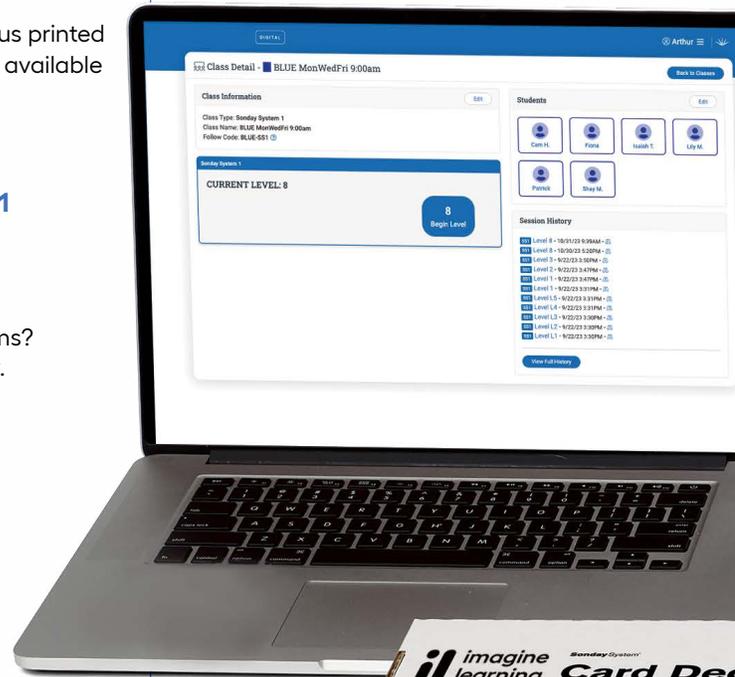
1-year digital subscription plus printed set. Multi-year subscriptions available as well.

979-8-3691-1934-1

## Imagine Sondag System 1 (print only)

979-8-3691-1852-8

In need of replacement items? Some items sold separately.

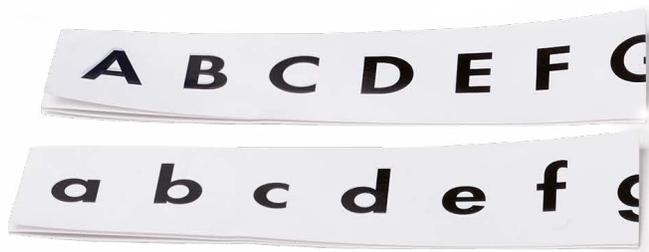
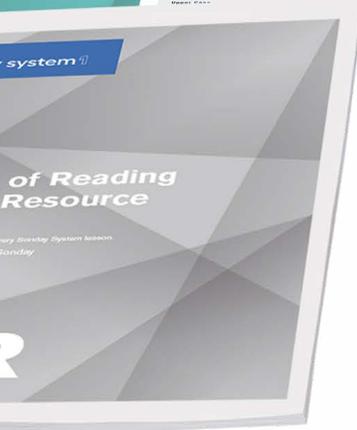
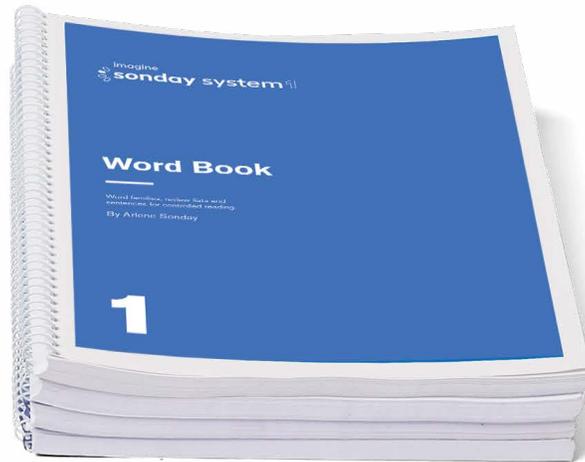
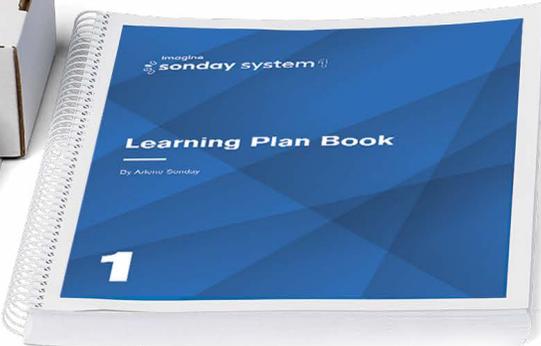
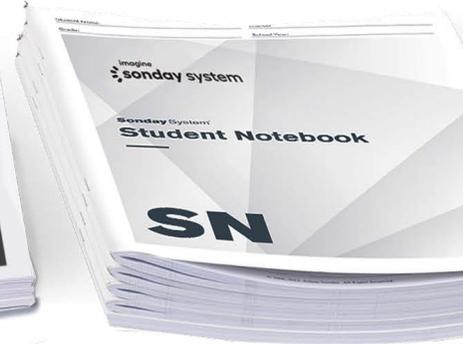
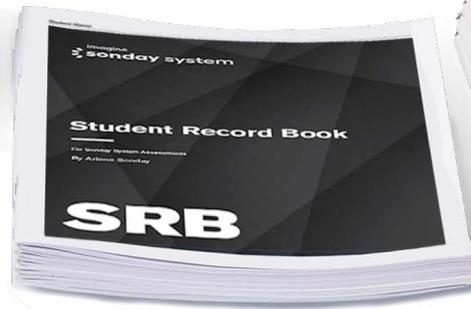


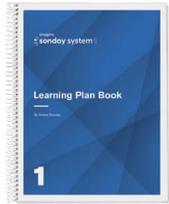
Now with even more science of reading!

Science of reading activities in vocabulary, comprehension, grammar, and more are available in print and digitally for every level of Imagine Sondag System 1. See page 46 for more information.



Imagine Sondag System 1





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



**WARM UP** SoR Teaching Guide p. 29

**1 READ SOUNDS** (visual/auditory)

2 min

Phonics

Automaticity

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

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

**2 SPELL SOUNDS** (visual/auditory/tactile)

2 min

Phonics

Accuracy

- Dictate the following sounds, one at a time.
- Student REPEATS each sound.
- Student WRITES each sound.

i d u r o p a x

**QUESTIONS TO ASK THE STUDENT:**

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

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

Phonics

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

Phonemic Awareness

**BALL TOSS GAME (phonemic awareness)**

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

Multisensory Instruction

**TRACING** unlocks words!

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

For reading errors, **TRACE**.

For spelling errors, **TOUCH SPELL**.

Our straightforward, explicit lesson plans save teachers hours of preparation time while covering the five components of reading, with a heavier focus on phonics, fluency, and vocabulary. Each six-step lesson is engaging and flexible enough to accommodate

individual student needs, with suggested materials clearly listed. Progress checks for reading and spelling are woven into existing lessons, allowing teachers to diagnose difficulties and prescribe next steps.



Level  
**8**

imagine  
**sounding system** 1

### 3 READ WORDS (visual/auditory/tactile)

5 min

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

**Phonics:**

Blend known sounds into words automatically

**Automaticity:**

Practice at word level provides foundation for sentence level

### 4 SPELL WORDS (visual/auditory/tactile/phonemic segmentation)

7 min

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

**Phonemic Awareness:**

Phonemic segmentation

**Multisensory Practice**

**Phonics**

**Automaticity**

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

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

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

**Phonics**

**Automaticity**

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

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

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

**Phonics**

**Accuracy:**

Practice at sentence level provides foundation for text

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



Level  
**8**

 imagine  
**souday system**<sup>1</sup>
**6 READ ALOUD** (visual/auditory/tactile)

10 min

- Choose one of the following activities at each session:
  - a) Have the student read aloud *Reading Strip* 8.
  - b) Student reads sentences aloud from **Word Book**, p. 16.
  - c) Read a book.  
 Read **Souday System 1 Readers**, Level 8, and/or reread Levels 6-7.  
 See p. 128 of the **Word Book** for a list of beginning reading books.
  - d) Have the student reread *Reading Strips* 5-7 aloud.
  - e) Play *Board Game* using Word Cards (pink, blue, green, and yellow, mixed).

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



**COOL DOWN** SoR Teaching Guide p. 29

**READING SCIENCE**

Reading science research emphasizes the need for direct instruction in all aspects of teaching reading. Ideally, this should take 90 minutes of the day. The 30- to 35-minute **Souday System 1** lesson plan focuses on phonological/phonemic awareness, decoding/encoding, and automaticity/fluency. The remaining time in the reading block should be spent teaching and strengthening vocabulary, comprehension, semantics, syntax, and grammar. Activities for practice in these areas are provided in the **Science of Reading Teaching Guide** and the corresponding **Student Resource**.

**Phonics:**

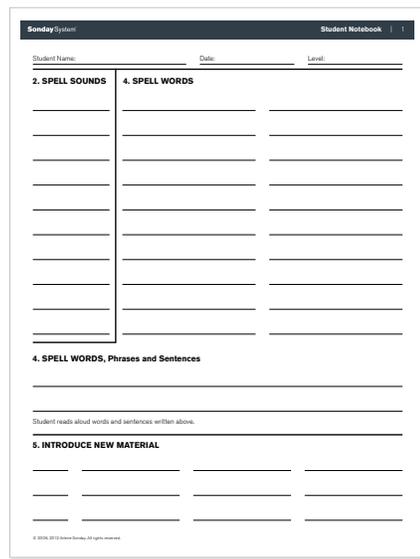
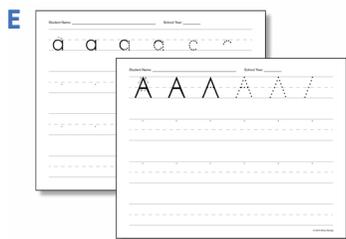
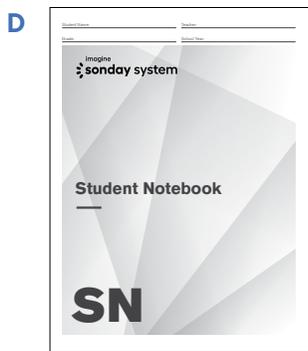
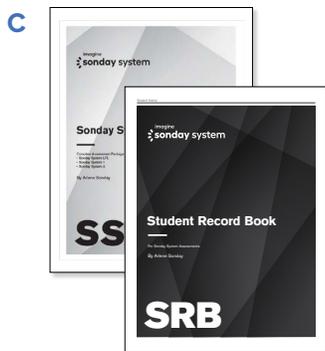
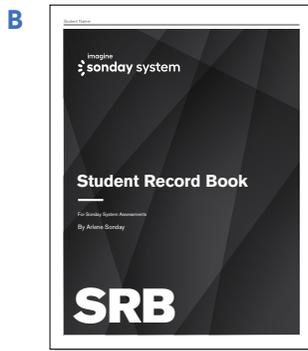
Apply rules to read words automatically

**Fluency:**

Read with prosody to support meaning

**Comprehension:**

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



Student Notebook sample page

## Imagine Sondag System 1 Consumables

Replacement materials available for Imagine Sondag System 1 consumables.

### A. Sondag System Assessments

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

978-1-891602-92-4

### B. Student Record Book

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

5 Student Record Books  
979-8-3691-0302-9

### C. Assessment Book Bundle

Sondag System Assessments **A**  
Student Record Book **B**  
1 Sondag System Assessments book + 1 Student Record Book  
979-8-3691-0301-2

1 Sondag System Assessments book + 5 Student Record Books  
979-8-3691-0303-6

### D. Student Notebook

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

5 Student Notebooks  
979-8-3691-1859-7

### E. Printing Practice Pages

All uppercase and lowercase letter pages for printing practice, including directional arrows and traceable letters.  
979-8-3691-0775-1

# Imagine Sonday System 1 Supplemental Materials

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

## F. Building Fluency Workbook

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

978-1-935450-27-6

## G. Imagine Sonday System 1 Workbook Collection

Containing 4 sequential workbooks and an answer key, this robust collection is designed to reinforce materials taught across all 36 levels of Imagine Sonday System 1 by allowing students to practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.

5 sets of Workbooks + 1 Answer Key  
979-8-3691-0930-4

# Science of Reading

## H. Science of Reading

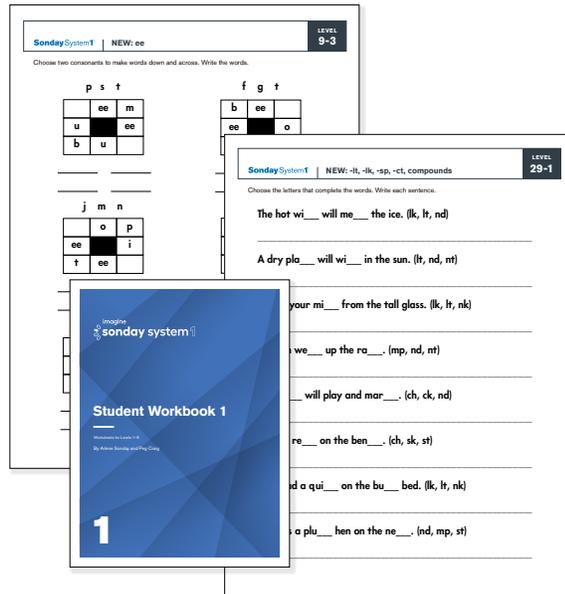
Provides a clear and concise guide to enhancing your daily Imagine Sonday System instruction with leveled warm-up and cool-down activities based on the latest science of reading research.

Teaching Guide + 5 Student Resource Books  
979-8-3691-1868-9

F



G



Workbook sample pages

H







**A bug is in the mud.  
The pup nips at the bug.**



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

Reader level 8a sample pages

### Let's Talk About It...

Use the following strategies to check for Comprehension:

- Asking students to respond verbally to eliciting questions reinforces the analytical thinking process, thus building confidence and competence.
- Ask any or all of these questions as they apply. Pausing after each question allows students the extra processing time needed to formulate an answer.

**Who or What?**

**Where?**

**When?**

**Problem?**

**Solution?**

LEXILE RANGE 10L-200L

### Phonemic elements focused on in this book

CONSONANTS	VOWELS	SIGHT WORDS
j n s t h f c l b d r g p x m	a i o ay	a the to do is

www.imaginelearning.com  
800-321-7585

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### THE PRINCE

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

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

"My role," she said, "is to help the king and queen. I enjoy dancing

and singing, and sweet Lady Grace Price sticks by my side. I can share things with her and tell her my hopes and dreams. She is my best pal. My life is just grand. In fact, on a scale one to ten, it is a ten."

Blaze was not like his sister. He did not enjoy his life. He did not want to stay with the king and queen. He did not want to help the king and queen, since there was no wild, big thing to do. There was no land to invade. There was no brave deed to do. There were no crowds to quell at the docks or in the town. There was not a troop to fend off. There was r

Reader level 34 and activity guide sample pages

THE PRINCE | LEVEL 34

---

#### PREVIEW WORDS

**Phonics:** Students read the Preview Words, reading down the columns, across the rows, or randomly selected words.

**Goal:** Automatic responses

very	strike	staff	vile
linger	Mecker	crown	invade
sister	throne	fancy	taing
out	blitz	foolish	

---

#### PREVIEW PHRASES

**Fluency:** Students read the Preview Phrases, in unison and/or individually.

**Goal:** Speed, automaticity

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

---

#### PREVIEW COMPREHENSION

Ask the following questions. Students search for answers in the Preview Phrases.

**Goal:** Fluency, vocabulary, comprehension.

Find the phrase(s) that:

- Contains a word that means **to leave**
- Tells where; tells who
- Includes a word that means **sparkle**; that means **attack**
- Contains a word that is an antonym (opposite) of **cowardly**

20

THE PRINCE | LEVEL 34

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#### PREVIEW VOCABULARY

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

**Goal:** Unlock comprehension

bide - wait	staff - heavy walking stick
blitz - raid or attack	quell - stop, settle
fend - defend	sack - capture a town or settlement; a bag
glint - shine or gleam	vice - bad behavior
linger - wait, stay behind	vile - evil, nasty

---

#### READ THE STORY

---

#### COMPREHENSION

Ask the following questions.

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

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

---

#### ORAL AND/OR WRITING EXTENSION

The prince wants to leave in order to experience life. The king wants the prince to stay in the kingdom to learn and to help rule. Who do you think is right? Take the side of the prince or the king. Tell why you would take that position.

21

The logo features a stylized graphic of three white circles of varying sizes arranged in a vertical line to the left of the text.

imagine  
**sonday system** 2

**Imagine Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers within 3rd through 8th grade reading levels. Each lesson plan uses the proven Orton-Gillingham approach to provide effective intervention in small group settings.**



# 2

## Settings

- Intermediate reading instruction
- Dyslexia support
- Reading intervention
- Special education
- English language learners (ELL)
- Response to Intervention (RTI) models

## Content Level

- 3rd grade through 8th grade reading levels

## Group Size

- Small group

## Lesson Duration

- 35-minute sessions

## Frequency

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

## Skills and Concepts Taught

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

## Benefits of Imagine Sonday System

- Based on the science of reading with direct, explicit, and systematic instruction methods
- Instruction based on skill or stage rather than age or group
- All lesson plans included along with necessary materials
- Offers flexibility for use by highly trained teachers or those with little or no language training



Digital version available

## Imagine Sondag System 2 Intervention Set

The complete Imagine Sondag System 2 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.

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

- Learning Plan Book (34 reading levels)
- 5 Word Books
- Sound Card Deck
- Sight Word Card Decks
- Prefix Card Deck
- Suffix Card Deck
- Blend Card Deck
- Root Card Deck
- Sondag System Assessments
- 5 Student Record Books
- 5 Student Notebooks
- Science of Reading Teaching Guide
- 5 Science of Reading Student Resources
- 2 Large Group Sound Card Decks

### Imagine Sondag System 2 (digital + print)

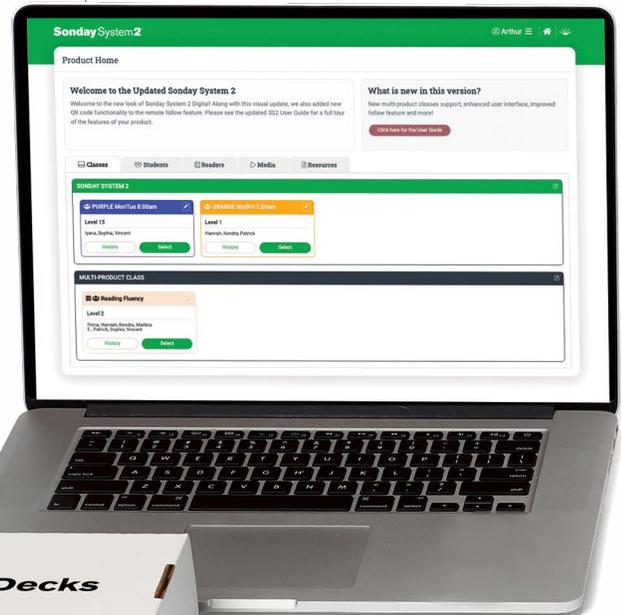
1-year digital subscription plus printed set. Multi-year subscriptions available as well.

979-8-3691-1935-8

### Imagine Sondag System 2 (print only)

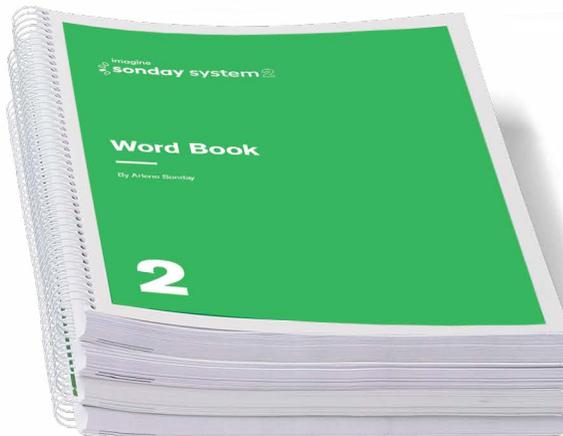
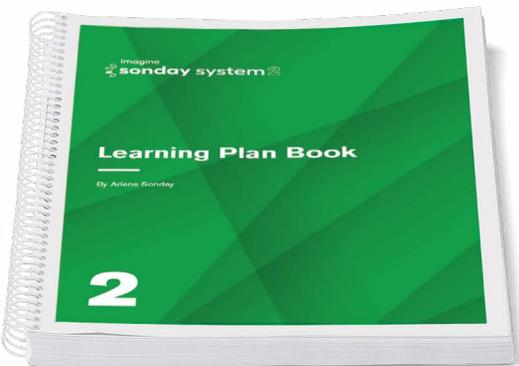
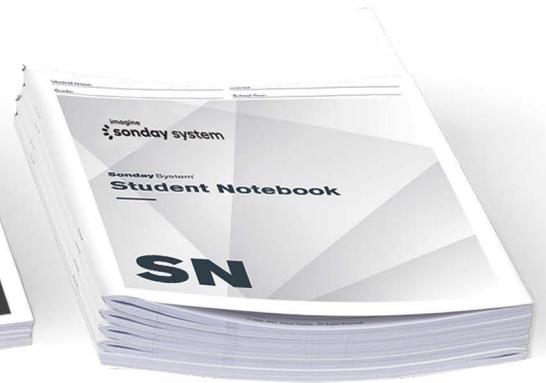
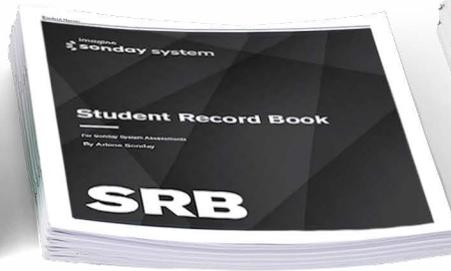
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In need of replacement items? Some items sold separately.



Now with even more science of reading!

Science of reading activities in vocabulary, comprehension, grammar, and more are available in print and digitally for every level of Imagine Sonday System 2. See page 46 for more information.



Imagine Sonday System 2

**MATERIALS NEEDED**

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



**WARM UP** SoR Teaching Guide p. 20

Phonics

**1 READ SOUNDS** (visual/auditory) 2 min

- Review Sound Cards 1-38 (every session).
- Review Blend Cards 1-12 (every other session).
- Student reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

**R:** Ask for 2 sounds of all single vowels and y.

**R:** Ask for clear, clipped sounds of consonants.

Phonics

Automaticity

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

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

u            ar            oo            or            e            all

**QUESTIONS TO ASK THE STUDENT:**

How do you spell /f/ at the end of a word after a short vowel? (Answer: ff)

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

How do you spell /k/ after a short vowel? (Answer: ck)

What are the 2 ways to spell /oy/? (Answer: oy, oi)

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

Phonics

Accuracy

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

- Student reads aloud from the following sources. Material is provided for several sessions.

1. Word Book, p. 32, Review ar, oo, or, all, y, oi, oy
2. Word Book, p. 16, Nonsense words, column 3
3. Word Book, p. 30, Compound Words
4. Word Book, p. 25, Review -ck, End Blends 1
5. Word Book, p. 26, Review -ck, End Blends 2
6. Word Book, p. 28, ar, or
7. Word Book, p. 29, y, oo, all, oy, oi
8. Sight Word Cards #1-25
9. Any previous Word Book list

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

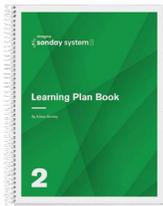
Phonics

**Automaticity:**

Response is quick and accurate

Blend known sounds into words automatically

Practice at word level provides foundation for sentence level



Our straightforward, explicit lesson plans save teachers hours of preparation time while covering the five components of reading, with a heavier focus on phonics, fluency, and vocabulary. Each six-step lesson is engaging and flexible enough to

accommodate individual student needs, with suggested materials clearly listed. Progress checks for reading and spelling are woven into existing lessons, allowing teachers to diagnose difficulties and prescribe next steps.



Level  
**5**

imagine  
**sonday system 2**

**4 SPELL WORDS** (visual/auditory/tactile/phonemic segmentation) **7 min**

- Dictate the following words, reading down the columns. Use sentences only for homophones.
- Student repeats each word, says sounds aloud while writing the word. Segment multisyllable words and **Touch Spell** troublesome syllables. Correct errors using eliciting questions.
- Material is provided for several sessions.

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

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

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

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

**Phonemic Awareness:**  
Phonemic segmentation

**Phonics**

**Accuracy**

**Multisensory Practice**

Imagine Sonday System 2

**Phonics**

**Automaticity**

**Vocabulary**

**Phonics**

**Accuracy:**  
Practice at sentence level provides foundation for text

**5** INTRODUCE NEW MATERIAL (visual/auditory/tactile) 5 min

**1. Teach Sight Words/Irregular Words**

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

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

**Cards:** Sight Word Cards 26-35

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

- Show the Sight Word Card.
- Say the word aloud. Student repeats.
- Ask the student to point to any known consonants and say the consonant sounds.
- Point to the vowels and pronounce the unknown sounds.
- Student traces the letters, says the sounds, blends the sounds, and says the word.
- Student writes the Sight Word/Irregular Word on paper 3 times while saying the letter names aloud and repeating the complete word each time.

**NOTE:** Homophones are words that sound the same but have different spellings and meanings. A list of homophones in sentences that convey the meanings of the words is in the **Word Book**, starting on p. 196.

**2. Teach Sound**

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

**Card:** Sound Card 39

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

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

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

<b>Spell:</b>	dim	hat	not	cub	slop
<b>Now Spell:</b>	dime	hate	note	cube	slope

- Student reads the list of words just written.

**Phonics:** \_\_\_\_\_  
Direct and explicit instruction

**Phonics** \_\_\_\_\_  
**Automaticity** \_\_\_\_\_

**Phonics** \_\_\_\_\_  
**Automaticity** \_\_\_\_\_

Level  
**5**

imagine  
**sonday system 2**

**5** **INTRODUCE NEW MATERIAL** (visual/auditory/tactile) **5 min**

**CORRECTING SPELLING ERRORS**

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

**3. Teach Syllable Types**

Watch the Syllable Types and Syllable Division Patterns video in the Digital Resources for a demonstration.

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

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

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

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

- Student reads isolated syllables at the top of **Worksheet 2** (Word Book, p. 34 or digital resources) and labels the syllables listed.

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

**4. Teach Syllable Division Patterns**

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

**Pattern 1: VC/CV**

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

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

Use **Worksheet 3** (Word Book, p. 35 or digital resources), and practice **Pattern 1**.

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

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

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

absent      problem      oblong      combat      velvet      compact

**Phonics:**  
Direct and explicit instruction

**Automaticity**

**5** INTRODUCE NEW MATERIAL (visual/auditory/tactile)

5 min

**4. Teach Syllable Division Patterns (continued)**

**Pattern 2: VCV**

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

**Pattern 2a: V/CV (first choice)**

**RULE:** When there is a long vowel at the end of the first syllable, divide the word after the vowel. The first syllable is open.

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

Use *Worksheet 4* (Word Book, p. 36 or digital resources), and practice *Pattern 2a*, column 1.

- Student divides each word into syllables by drawing a line between the long vowel and the consonant.
- Student labels the syllable types. Example: **O si/lent C**
- Student reads each syllable and then reads them together to form a word.

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

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

refine      open      locust      belong      even      remote

**Pattern 2b: VC/V (second choice)**

**RULE:** When there is a short vowel in the first syllable, break after the consonant. The first syllable is closed.

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

Use *Worksheet 4* (Word Book, p. 36 or digital resources), and practice *Pattern 2b*, column 2.

- Student divides each word into syllables by drawing a line between the consonant and the vowel that follows.
- Student labels the syllable types. Example: **C cab/in C**
- Student reads each syllable and then reads them together to form a word.

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

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

cabin      habit      seven      finish      planet      comet

**Phonics:**  
Direct and explicit instruction

**Automaticity**

**Phonics:**  
Direct and explicit instruction

Level  
**5**

 imagine  
**sonday system<sup>2</sup>**
**5** INTRODUCE NEW MATERIAL (visual/auditory/tactile)

5 min

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

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

 Use *Worksheet 5* (Word Book, p. 37 or digital resources), and practice *Pattern 3*.

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

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

**5. Review Syllable Division Patterns**

 Use *Worksheet 6* (Word Book, p. 38 or digital resources), *Patterns 1, 2a, 2b, 3*.

- Student divides each word into syllables by drawing a slash.
- Student labels the syllable types. Example: **C cab/in C**
- Student reads each syllable and then combines the syllables to form a word.

**Phonics:**

Direct and explicit instruction

**Automaticity**
**6** READ ALOUD (visual/auditory/tactile)

10 min

- Choose one of the following activities at each session.
  - Sentences, **Word Book**, p. 39.
  - Sentences, **Word Book**, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
  - Read or reread **Sonday System 1 Readers**. Select from levels 26-30. Include activities.
  - Read a book.

Select a book that will require students to use the skills being taught and practiced. If extending the time for this segment is an option, focus on comprehension by asking factual and predictive questions.

Examples of factual questions: Where were the boys going?

How did they plan to get there?

- Repeated reading.

Select a word list, paragraph, or page and have the student read the selection aloud 3 times. Time each reading. Timing for a word list may be 30 seconds to 1 minute; for contextual material, 1 to 2 minutes is adequate. The student marks the last word read when the time is up. With each repetition, the student will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

**NOTE:** Encourage students to read with a pencil and write difficult words on paper to analyze and segment, or divide lightly on the page (if permitted). Remote students can annotate on the screen to identify the patterns and divide words.

**Phonics:**

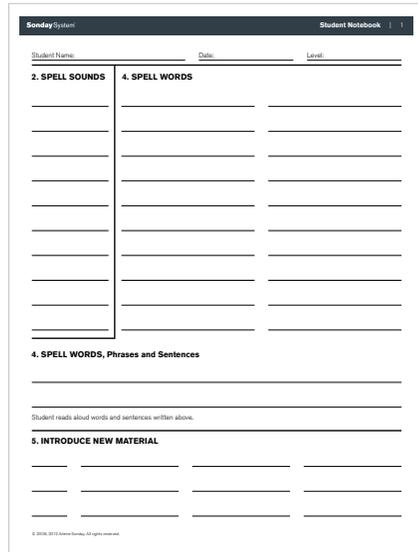
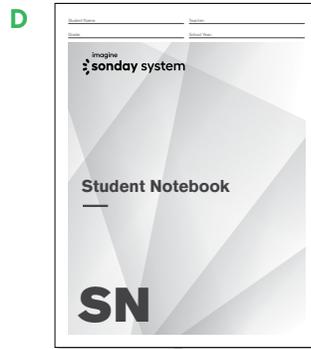
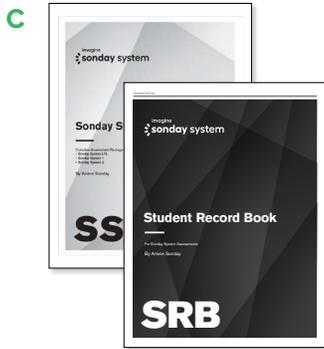
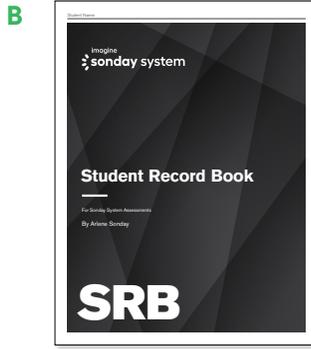
Apply rules to read words automatically

**Fluency:**

Read with prosody to support meaning

**Vocabulary**
**Comprehension:**

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



Student Notebook sample page

## Imagine Sunday System 2 Consumables

Replacement materials available for Imagine Sunday System 2 consumables.

### A. Sunday System Assessments

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

978-1-891602-92-4

### B. Student Record Book

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

5 Student Record Books  
979-8-3691-0302-9

### C. Assessment Book Bundle

Sunday System Assessments **A**  
Student Record Book **B**

1 Sunday System Assessments book + 1 Student Record Book  
979-8-3691-0301-2

1 Sunday System Assessments book + 5 Student Record Books  
979-8-3691-0303-6

### D. Student Notebook

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

5 Student Notebooks  
979-8-3691-1859-7

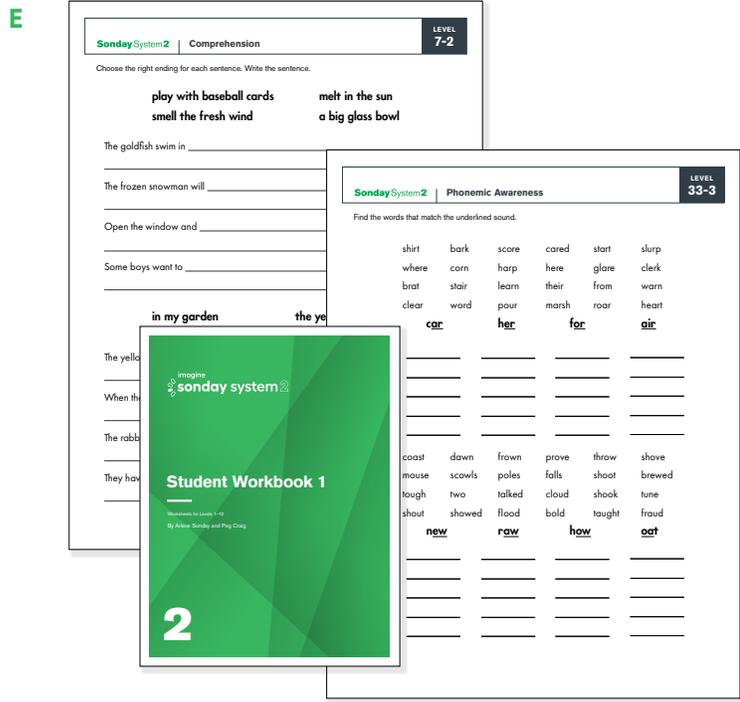
## Imagine Sondag System 2 Supplemental Materials

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

### E. Imagine Sondag System 2 Workbook Collection

Containing 3 sequential workbooks and an answer key, this robust collection is designed to reinforce materials taught across all 34 levels of Imagine Sondag System 2 by allowing students to practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.

5 sets of Workbooks + 1 Answer Key  
979-8-3691-0933-5



Workbook sample pages

## Science of Reading

### F. Science of Reading

Provides a clear and concise guide to enhancing your daily Imagine Sondag System instruction with leveled warm-up and cool-down activities based on the latest science of reading research.

Teaching Guide + 5 Student Resource Books  
979-8-3691-1869-6



# Supplemental Readers

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

## Imagine Sondag System 2 Readers

Created to align with the scope and sequence of Imagine Sondag System 2. These engaging stories create high interest and leveled readability in conjunction with Imagine Sondag System 2 and advanced levels of Imagine Sondag System 1. Stories help students practice accurate, fluent decoding, which leads to increased comprehension. Aligned with reading levels 6–34 of Imagine Sondag System 2, these chapter-format stories are suitable for all ages. Each set includes an activity guide for vocabulary and comprehension.

These story-form readers are directly integrated into Imagine Sondag System 2 lessons as additional guided reading options for Step 6 (Read Aloud). They provide fluency practice through connected text that matches the student's current reading level. Students can access readers independently, as a class, or even at home.

## Digital Readers

Share the Imagine Sondag System 2 readers with any Imagine Sondag System 2 student at any time through a “follow” feature accessed via internet browser.

Digital Imagine Sondag System 2 Readers Collection (Levels 6–34) subscription; date runs concurrently with Imagine Sondag System 2 Digital subscription date.  
979-8-3691-1862-7

## Print Readers

Complete Set: 3 of each reader (levels 6–34)  
979-8-3691-1844-3



Readers are in chapter book format with three stories per book (29 books/87 stories).



**Coming Soon:** New Imagine Sunday System decodable readers for levels 16–34. All new stories and activities in digital and print!

<p><b>THE MARCHING BAND</b></p> <p>My best pals, Greg and Faye, play in the school band. They joined the band at the start of the school term.</p> <p>The band plays at all of the school games. The band has a spot in the stands at basketball games, but they march on the grass at the football games. Plus, they play at pep fests at school and march in fun fests at home or in towns that are close by.</p>	<p>Greg and Jen rat-a-tat-tat on the drums while Faye and Nell toot the flute. My other pals play in the band as well. June and Carl blow smooth trombones while Brent and Jess blast on the sax. They play songs in the band room every day but when there is a game, they show up to the game on time!</p> <p>It is hard to get a place in the marching band. It is also hard to keep the band sharp when playing tunes and then adding the marching steps. The band members meet in the band room five times a week.</p>	<p>THE MARCHING BAND</p> <p><b>PREVIEW WORDS</b></p> <p><b>Phonics:</b> Student(s) read the Preview Words, reading down the columns, across the rows, or randomly selected words.</p> <p><b>Goal:</b> Automatic responses</p> <table border="0"> <tr> <td>school</td> <td>every</td> <td>Upper Midwest</td> </tr> <tr> <td>term</td> <td>members</td> <td>event</td> </tr> <tr> <td>baton</td> <td>tunes</td> <td>flinging</td> </tr> <tr> <td>translate</td> <td>towns</td> <td>trombones</td> </tr> </table> <p><b>PREVIEW PHRASES</b></p> <p><b>Fluency:</b> Student(s) read the Preview Phrases, in unison and/or individually.</p> <p><b>Goal:</b> Speed, automaticity</p> <table border="0"> <tr> <td>brass buttons</td> <td>pants and belts that match</td> </tr> <tr> <td>five times a week</td> <td>football games</td> </tr> <tr> <td>fun fests at home</td> <td>drum major</td> </tr> <tr> <td>spot in the stands</td> <td>playing and strutting</td> </tr> <tr> <td>inspire the players</td> <td>translate the notes</td> </tr> </table> <p><b>PREVIEW COMPREHENSION</b></p> <p>Ask the following questions. Students search for answers in the Preview Phrases.</p> <p><b>Goal:</b> Fluency, vocabulary, comprehension</p> <p>Find the phrase(s) that:</p> <ul style="list-style-type: none"> <li>- Refers to clothing</li> <li>- Refers to social events</li> </ul>	school	every	Upper Midwest	term	members	event	baton	tunes	flinging	translate	towns	trombones	brass buttons	pants and belts that match	five times a week	football games	fun fests at home	drum major	spot in the stands	playing and strutting	inspire the players	translate the notes	<p>THE MARCHING BAND</p> <p><b>PREVIEW VOCABULARY</b></p> <p>Define and discuss vocabulary words and use them in sentences. Some words have multiple meanings.</p> <p><b>Goal:</b> Unlock comprehension</p> <p>strutting – walking in a stiff, swaggering way      suburb – an outlying district (usually residential) of a city      baton – a stick used to direct a choir or orchestra; a long stick carried and twirled by a drum major      Upper Midwest – the north central region of the United States</p> <p><b>READ THE STORY</b></p> <p><b>COMPREHENSION</b></p> <p>Ask the following questions.</p> <p><b>Goal:</b> Compare, question, and expand; practice focused thinking, language, and problem solving</p> <ol style="list-style-type: none"> <li>1. At what events does the school band play?</li> <li>2. What makes being in a school band challenging?</li> <li>3. Do you think you would like being in a school band? Tell why or why not.</li> </ol> <p><b>ORAL AND/OR WRITING EXTENSION</b></p> <p>If you could play an instrument in a school band, which one would you choose? Tell why.</p>
school	every	Upper Midwest																							
term	members	event																							
baton	tunes	flinging																							
translate	towns	trombones																							
brass buttons	pants and belts that match																								
five times a week	football games																								
fun fests at home	drum major																								
spot in the stands	playing and strutting																								
inspire the players	translate the notes																								

Reader level 6 and activity guide sample pages

<p><b>BUSY AS A BEAVER!</b></p> <p>Ever since I was little, I have been enchanted by beavers. I suspect the reason is that I have watched these supersmart critters in every season on the rivers and lakes of the North Shore near my home. On spring and summer weekends, I would camp with my friends near Lax Lake, and we would fish and check out the beavers constructing their lodges. The crew of beavers made a giant dam near the river that was an inlet to the lake.</p>	<p>Some dams are fairly large. Another dam they made in the pond nearby was very big. It was as tall as my little brother, Andrew, who was feet tall at that time. When the dam was finished, it was 3 feet wide and 20 feet long.</p> <p>One week, while I was camping by the pond, I saw how busy the beavers were. They were forming lodge in the pond. Beavers forge their dome-like lodges out of branches and twigs, and they use mud to keep the branches and twigs together. That is how they rainproof their lodge.</p>	<p>BUSY AS A BEAVER!</p> <p><b>PREVIEW WORDS</b></p> <p><b>Phonics:</b> Student(s) read the Preview Words, reading down the columns, across the rows, or randomly selected words.</p> <p><b>Goal:</b> Automatic responses</p> <table border="0"> <tr> <td>beavers</td> <td>water</td> <td>colony</td> <td>danger</td> </tr> <tr> <td>near</td> <td>rainproof</td> <td>lodge</td> <td>lifetime</td> </tr> <tr> <td>rudder</td> <td>robust</td> <td>twigs</td> <td>powerful</td> </tr> </table> <p><b>PREVIEW PHRASES</b></p> <p><b>Fluency:</b> Student(s) read the Preview Phrases, in unison and/or individually.</p> <p><b>Goal:</b> Speed, automaticity</p> <table border="0"> <tr> <td>construct dams</td> <td>high demand</td> </tr> <tr> <td>teeth keep growing</td> <td>alter the landscape</td> </tr> <tr> <td>supersmart critters</td> <td>slap their flat tails</td> </tr> <tr> <td>branches and twigs</td> <td>sharp, orange teeth</td> </tr> <tr> <td>became extinct</td> <td>beneath the water</td> </tr> </table> <p><b>PREVIEW COMPREHENSION</b></p> <p>Ask the following questions. Students search for answers in the Preview Phrases.</p> <p><b>Goal:</b> Fluency, vocabulary, comprehension</p> <p>Find the phrase(s) that:</p> <ul style="list-style-type: none"> <li>- Refers to building materials</li> <li>- Refers to body parts</li> <li>- Means submerged</li> </ul>	beavers	water	colony	danger	near	rainproof	lodge	lifetime	rudder	robust	twigs	powerful	construct dams	high demand	teeth keep growing	alter the landscape	supersmart critters	slap their flat tails	branches and twigs	sharp, orange teeth	became extinct	beneath the water	<p>BUSY AS A BEAVER!</p> <p><b>PREVIEW VOCABULARY</b></p> <p>Define and discuss vocabulary words and use them in sentences. Some words have multiple meanings.</p> <p><b>Goal:</b> Unlock comprehension</p> <p>enchanted – delighted, fascinated; as if under a magical spell      dam – a barrier built across a waterway to control the flow or level of water      extinct – no longer living, having died out      robust – strong and healthy or successful; with a lot of flavor      nimble – able to move quickly, lightly and easily      felling – cutting or knocking something down; sewing in a certain way</p> <p><b>READ THE STORY</b></p> <p><b>COMPREHENSION</b></p> <p>Ask the following questions.</p> <p><b>Goal:</b> Compare, question, and expand; practice focused thinking, language, and problem solving</p> <ol style="list-style-type: none"> <li>1. How did the narrator become interested in beavers?</li> <li>2. What beaver constructions did the narrator see being built? Describe them.</li> <li>3. Why does the narrator believe that beavers are clever? Give examples.</li> </ol> <p><b>ORAL AND/OR WRITING EXTENSION</b></p> <p>What did you learn about beavers from this selection? Did anything surprise you? Impress you? Explain.</p>
beavers	water	colony	danger																						
near	rainproof	lodge	lifetime																						
rudder	robust	twigs	powerful																						
construct dams	high demand																								
teeth keep growing	alter the landscape																								
supersmart critters	slap their flat tails																								
branches and twigs	sharp, orange teeth																								
became extinct	beneath the water																								

Reader level 14 and activity guide sample pages



imagine  
**sondag system** 

**Imagine Sondag System Essentials is the simplest way to bring proven multisensory phonics instruction to kindergarten through 5th grade general education classrooms. It helps instructors quickly identify those students who could benefit from reading intervention.**



# E

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## **Settings**

- Whole group core phonics instruction

## **Content Level**

- Kindergarten through 5th grade

## **Group Size**

- Whole group

## **Lesson Duration**

- 20-minute sessions

## **Frequency**

- Daily

## **Skills and Concepts Taught**

- Phonological awareness
- Phonics
- Blending
- Segmenting
- Spelling
- Reading
- Writing

# Imagine Souday System Essentials

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

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

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

The learning plan contains easy-to-follow mini lessons that can be used in conjunction with any core program. Through weekly spelling assessments, the product quickly identifies students who need more intensive Orton-Gillingham intervention provided through Imagine Souday System intervention programs.

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

## Includes

- Online access to all materials needed to implement lessons. Files can be displayed on any system or printed.
  - Learning Plan
  - Sound Cards
  - Word Cards
  - Word Lists
  - Worksheets
- Spiral-bound copy of Learning Plan Book



Digital version available

## A. Imagine Souday System Essentials Digital

1-year online subscription plus spiral-bound Learning Plan Book. Multi-year subscriptions available.

**EK** 979-8-3691-0380-7

**E1** 979-8-3691-0381-4

**E2** 979-8-3691-0382-1

**E3** 979-8-3691-0383-8

**E4** 979-8-3691-0384-5

**E5** 979-8-3691-0385-2

## B. Essentials Student Notebook

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

Set of 30 elementary-lined student notebooks  
979-8-3691-1871-9

Set of 30 standard-lined student notebooks  
979-8-3691-1870-2

## C. Essentials Student Workbooks

Containing print versions (bound in two sturdy booklets) of all 180 of the digital worksheets already included in the corresponding Imagine Souday System Essentials curriculum, these workbook sets are a convenient, pre-printed way to provide homework or seatwork. They are designed to reinforce materials taught across all 180 lessons by allowing students to practice skills independently. Answer keys available digitally.

**EK Workbook set** 979-8-3691-0799-7

**E1 Workbook set** 979-8-3691-0800-0

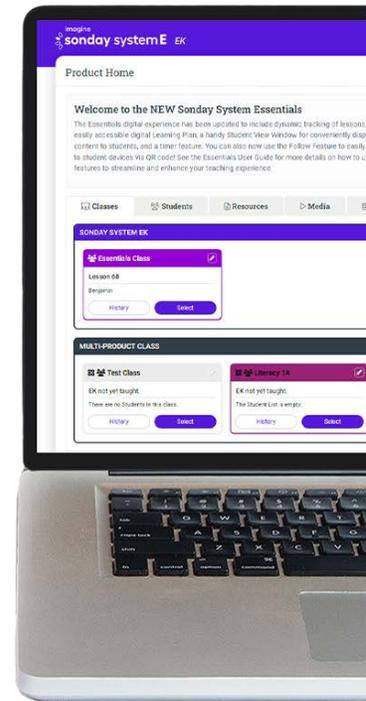
**E2 Workbook set** 979-8-3691-0801-7

**E3 Workbook set** 979-8-3691-0802-4

**E4 Workbook set** 979-8-3691-0803-1

**E5 Workbook set** 979-8-3691-0804-8

A



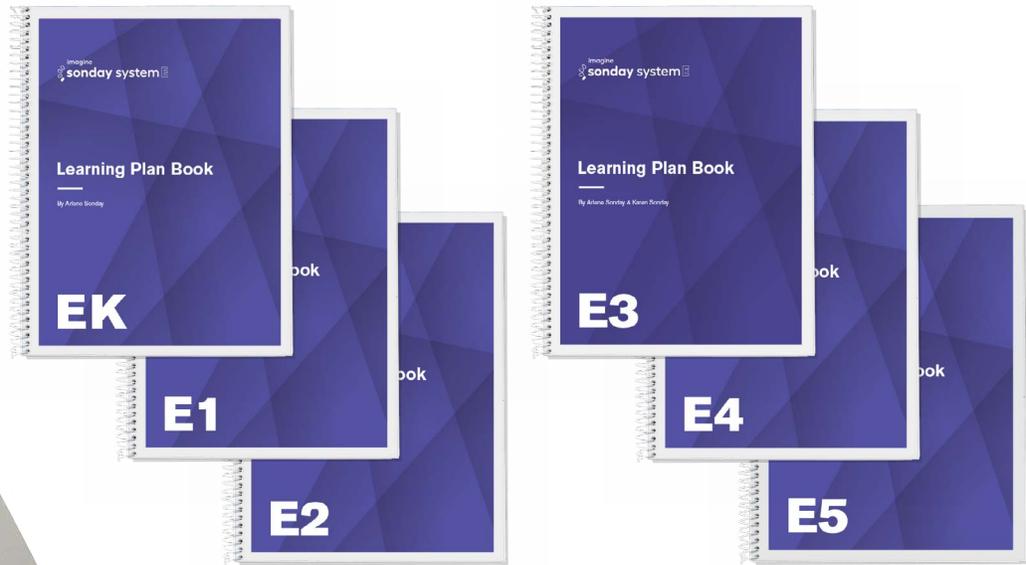
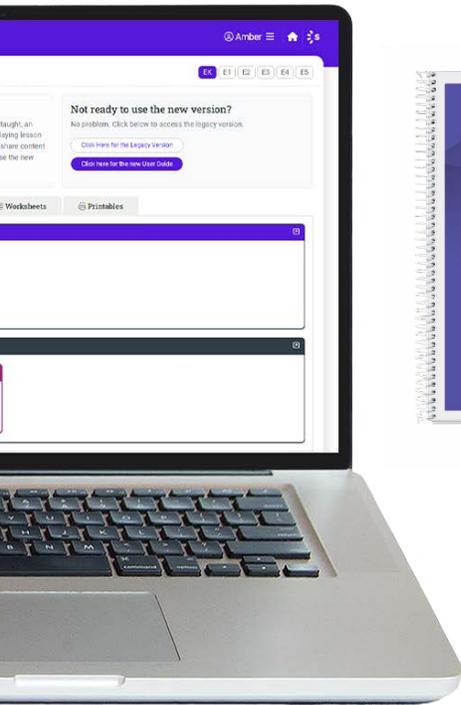


## All new science of reading activities

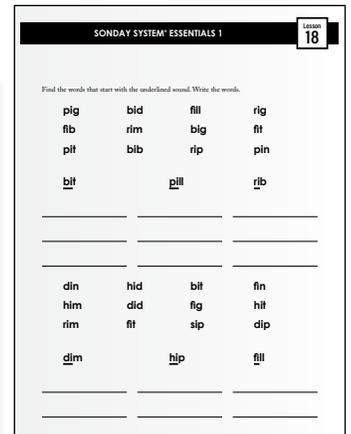
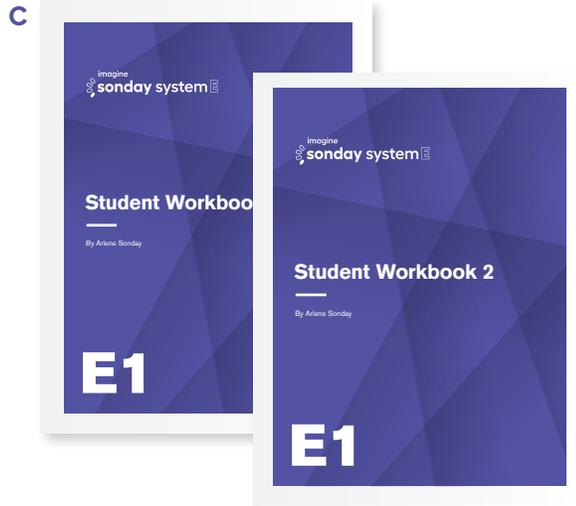
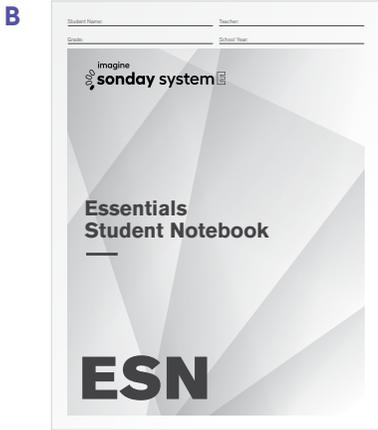
Coming in spring 2025, these fast, effective warm ups/cool downs go beyond phonics to enhance your students' understanding of language.

Teach Orton-Gillingham to the whole class.

# Grades K-5



Imagine Souday System E



Lesson  
**66**

### SONDAY SYSTEM® ESSENTIALS 1

#### 1 READ SOUNDS 2 min

- Review *Sound Cards 1-28* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

#### 2 SPELL SOUNDS 2 min

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

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

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

#### 3 READ WORDS 4 min

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

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

1. Review

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

2. Sentences

I wish I had a big doll.  
The gull fell into the bay.

A bass is a fish.  
Can you see the bell?

Phonics

Automaticity:

Response is quick and accurate

Phonics

Accuracy

Phonics

Phonics:

Blend known sounds into words automatically

Automaticity:

Response is quick and accurate

Blend known sounds into words automatically

Practice at word level provides foundation for sentence level



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

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

## SONDAY SYSTEM® ESSENTIALS 1

Lesson  
**66**

### 4 SPELL WORDS 7 min

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

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

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

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

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

I may miss the pass.

I am the boss.

- Students READ aloud the words and sentences just written.

### 5 INTRODUCE NEW MATERIAL 5 min

#### Teach Sound

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

**Sound Card**    -ck    /k/ as in duck

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

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

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

3. **sick tack lack sock pick rock lock duck**

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

**pick sick lock duck tack**

- Students READ the words just written.

### + INDEPENDENT PRACTICE

Worksheet 66 (Media Kit)

Phoneme Segmentation

Phonics

Accuracy

Phonics

Automaticity

**Accuracy:**

Practice at sentence level provides foundation for text

Automaticity

Multisensory Instruction

Repetition builds automaticity

**Phonics:**

Direct and explicit instruction

Automaticity

Phonics

Accuracy

Automaticity

# Imagine Sonday System Essentials

## Learning Plan Sample Pages

(continued)

LESSON  
**81**

### SONDAY SYSTEM® ESSENTIALS 4

#### 1 READ SOUNDS

2 MIN

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

**Phonics**

**Automaticity:**

Response is quick and accurate

**Phonics**

**Accuracy**

#### 2 SPELL SOUNDS

2 MIN

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

**Phonics:**

Blend known sounds into words automatically

**Automaticity:**

Response is quick and accurate

Blend known sounds into words automatically

Practice at word level provides foundation for sentence level

#### 3 READ WORDS

4 MIN

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

1. ie (long e)

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

2. ai

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

3. Sentences

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

**4 SPELL WORDS**

7 MIN

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

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

The outfielder missed the fly ball.

That's an unbelievable story.

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

**5 INTRODUCE NEW MATERIAL**

5 MIN

**Teach Sound**

- Show the card and say the sound (Media Kit).
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**ei** Long e as in receive

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

**Teach Root**

- Show the card and say the **meaning** of the root.
- Students WRITE the root, then SAY the **meaning**. Repeat 3 times.

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

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

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

4. <b>deceit</b>	<b>deceive</b>	<b>conceit</b>	<b>deceitful</b>
<b>receive</b>	<b>perceive</b>	<b>conceive</b>	<b>receiving</b>

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

**deceit**      **deceive**      **conceit**      **perceive**      **receive**

- Students READ the words just written.

**+ INDEPENDENT PRACTICE**

Worksheet 81 (Media Kit)

Phoneme Segmentation  
Phonics  
Accuracy

Phonics  
Automaticity

Multisensory Instruction  
Repetition Builds Automaticity

Phonics:  
Direct and explicit instruction

Morphology

Phonemic Awareness  
Fluency  
Accuracy

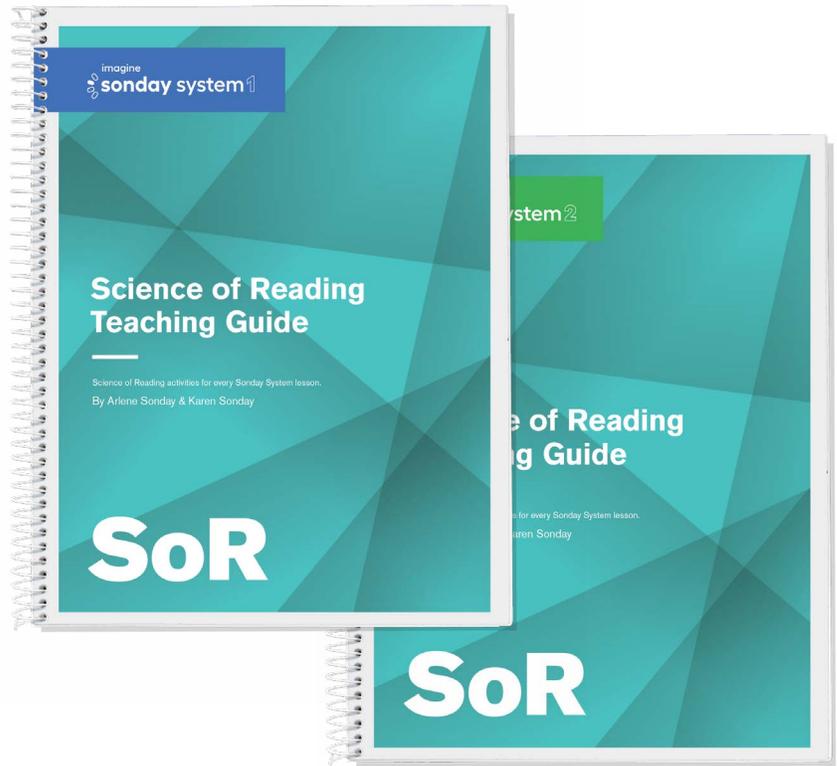
# Science of Reading

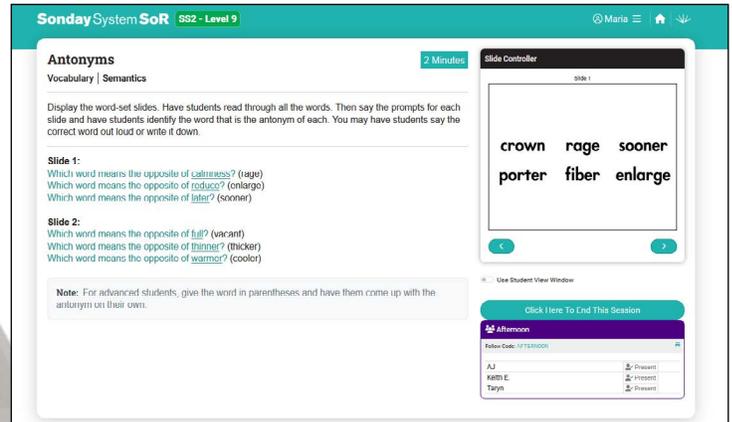
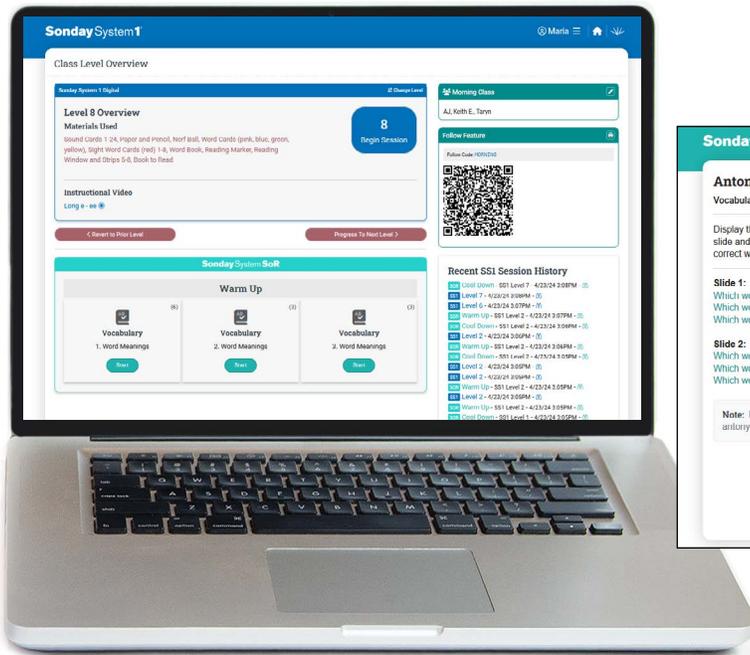
**Imagine Sondag System** uses methods supported by the science of reading in every lesson, building phonics, phonological awareness, and fluency skills. Curated warm-up and cool-down activities also provide daily opportunities to incorporate vocabulary, comprehension, grammar, pragmatics, and more into your reading block using decodable words, sentences, and connected text aligned with each Imagine Sondag System level.

Available in print as an aligned science of reading teaching guide and the companion student resource or digitally as tracked activities and slides, this science of reading component will round out your reading lessons and maximize Imagine Sondag System success.

Included with purchase of Imagine Sondag System 1 or Imagine Sondag System 2 Intervention Set.

For more information see page 12 (Imagine Sondag System 1) and page 24 (Imagine Sondag System 2).





**Level 8**

**WARM UP VOCABULARY Word Meanings** SR p. 12

**Instructions:** Choose one of the three numbered options in the Student Resource. Have students read through all the words in one set. Then say the prompts for that set and have students identify the word with each meaning. You may have students say the correct word out loud or write it down. Reread the words again to support fluency.

1 Set 1  
Find the word that means a baby bear. (cub)  
Find the word that means to stick out. (jut)  
Find the word that is a bird. (gull)

Set 2  
Find the word that is a brass. (bun)  
Find the word that means a baby flower. (bud)  
Find the word that means put. (lug)

2 Set 1  
Find the word that means not shiny. (dull)  
Find the word that means a number. (sum)  
Find the word that means dash. (cut)

Set 2  
Find the word that means carry. (jug)  
Find the word that means the end of your sleeve. (cuff)  
Find the word that means to. (lug)

3 Set 1  
Find the word that means a little drop. (cup)  
Find the word that is a gap. (mug)

Set 2  
Find the word that means a little mountain. (hill)

Set 2  
Find the word that means a young boy. (lad)  
Find the word that means a friend. (pal)  
Find the word that means see. (mix)

**COOL DOWN FLUENCY FOCUS: AUTOMATICITY Rereading** SR p. 13

**Instructions:** Choose one of the numbered options in the Student Resource and have students read and reread the sentences, either as a group or individually. Rereading remedies automaticity and builds fluency.

**PRAGMATICS Degree of Emotion** SR p. 13

**Instructions:** Choose one of the numbered pairs of sentences in the Student Resource. Have students read each sentence based on degrees of feeling. Tell the students the degree word and ask them to read the sentence in a way that expresses that emotion. If they're not familiar with a degree word, use the opportunity to discuss the meaning, how it relates to the other emotions in the list, and when you might describe something with the word.

1 Emotions:  
• neutral  
• happy  
• very happy (excited)  
• extremely happy (thrilled)

2 Emotions:  
• neutral  
• sad  
• very sad (miserable)  
• extremely sad (distracted)

3 Emotions:  
• neutral  
• annoyed  
• very annoyed (frustrated)  
• extremely annoyed (angry)

Sample teaching guide page

**I.8**

**WARM UP VOCABULARY Word Meanings**

1 Set 1  
**lug**      **jut**      **gull**  
**but**      **fun**      **cub**

Set 2  
**tug**      **run**      **bun**  
**rut**      **bus**      **bud**

2 Set 1  
**cut**      **mug**      **sum**  
**dull**      **fuss**      **cup**

Set 2  
**hum**      **jug**      **lug**  
**cuff**      **pun**      **dug**

3 Set 1  
**gum**      **bog**      **mug**  
**hill**      **rug**      **pup**

Set 2  
**rag**      **hum**      **mix**  
**lad**      **fuss**      **pal**

12

Sample student resource page

# WinLit Classic Series

WinLit was created to make reading a more inclusive experience. Literary concepts can be daunting — and often out of reach — for students of varying abilities. This collection gives more students exposure to those concepts and connectedness to the wider world.

Six classic stories, each with a comprehensive set of teaching materials, provide a structured introduction to literary concepts while meeting students at their skill level. Each chapter is scaffolded with classroom activities, story comprehension questions, critical thinking prompts, and supporting take-home worksheets.

The fully aligned Hi-Lo (high interest/low reading level) and Adapted Readers offer flexibility in presentation of the literature, allowing teachers to determine the level and pacing of lessons most beneficial for their students. Each set combines high-quality physical readers and teaching guides with printable digital materials to be used again and again.

## Adapted Teaching Set

Designed to support students who have pre-symbolic reading skills or significant cognitive disabilities who require age-respectful literature. In the Adapted Reader, you'll find simpler sentences, pictorial representations of words, and a repeated line of text in each chapter to support reading comprehension.

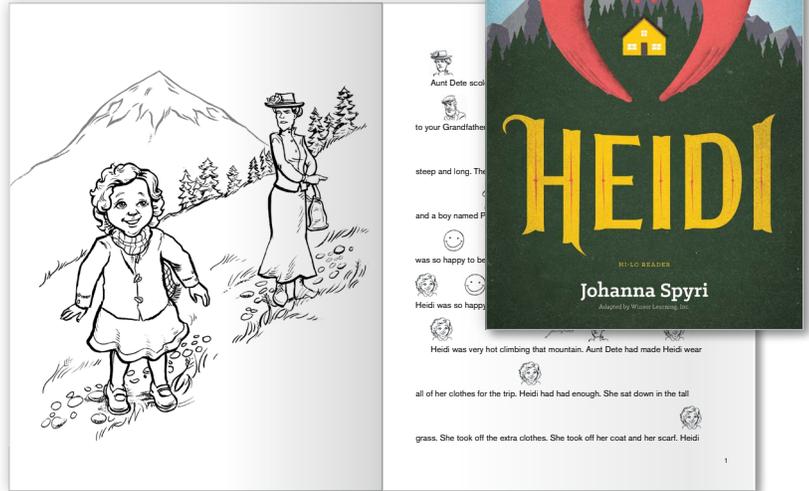
- 6 Adapted Readers
- Adapted Reader Teaching Guide
- Digital access to printable Worksheet Set, Posters, and Cards

## Hi-Lo Teaching Set

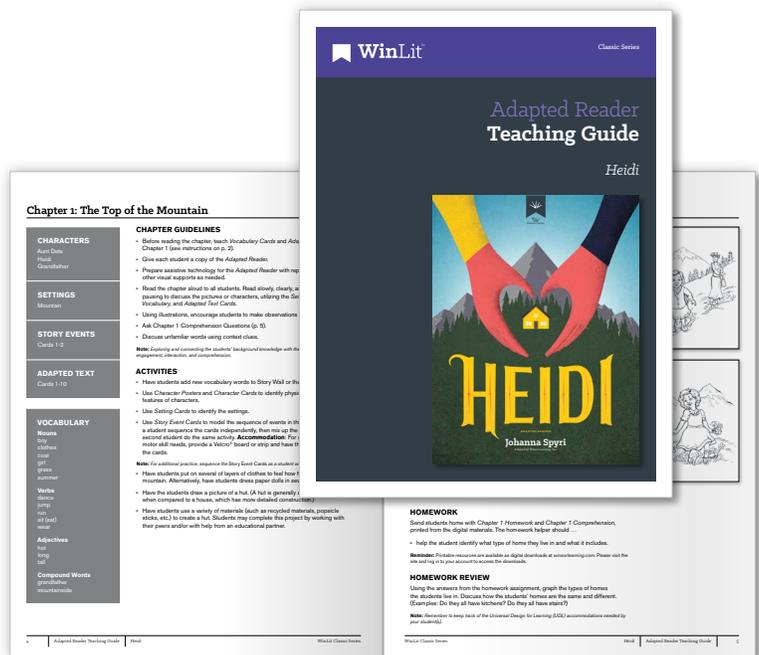
Designed to support students who demonstrate independent reading and enjoy participating in a group reading experience but need alternative options for reading success. The Hi-Lo Reader provides more complex sentences and story structure.

- 6 Hi-Lo Readers
- Hi-Lo Reader Teaching Guide
- Digital access to printable Worksheet Set, Posters, and Cards

## Adapted Teaching Set

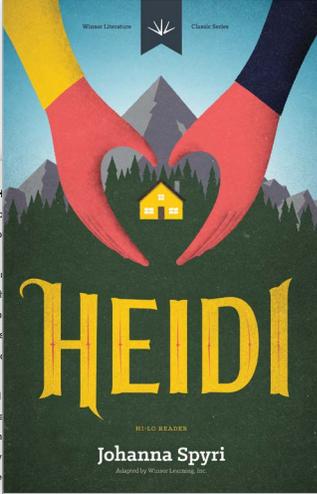


Adapted Reader



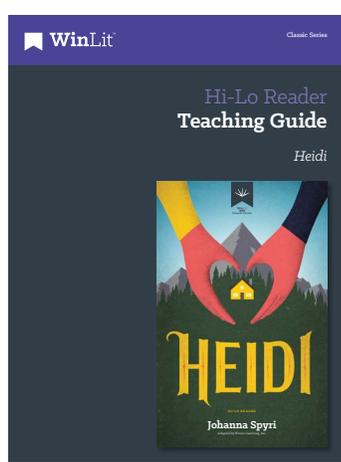
Adapted Reader Teaching Guide

## Hi-Lo Teaching Set



**CHAPTER 1 • THE**  
Aunt Dete scoo  
are too slow! I do no  
your grandfather!"  
Heidi was doi  
that led to her grand  
very long. The summ  
fluffy clouds looked s  
might be able to tou  
Aunt Dete had been  
an hour and still had  
Heidi looked d  
never been on the m  
she looked, she saw  
tall grass that swaye  
leading a herd of goats up the mountain. This was  
Peter, and everyone on the mountain knew him and  
his goats.  
Heidi was happy to be on this beautiful  
mountain. She was happy to see Peter and his goats.  
She was happy to be going to visit Grandfather.

Hi-Lo Reader



**Preparation**

**CHARACTERS**  
Aunt Dete  
Grandfather  
Peter  
Goats

**SETTINGS**  
Mountain  
Grandfather's Hut  
Train  
Chick House

**STORY EVENTS**  
Cards 110

**VOCABULARY**  
Noun Cards  
Verb Cards  
Adjective Cards  
Compound Word Cards

**PREPARE MATERIALS**

- Heidi cards (sent from digital material): Character Posters, Vocabulary Cards, Character Cards, Setting Cards, and Story Event Cards
- Individual story journals (not included)
- WinLit Classic Series Hi-Lo Reader for Heidi
- Reproducible student activities

**HOW TO TEACH VOCABULARY**

The Vocabulary Cards are divided into 4 categories: Noun Cards, Verb Cards, Adjective Cards, and Compound Word Cards. Each category is compiled alphabetically for ease of use.

- For a Chapter 1 activity for the story, you will need dress-up clothes. For a Chapter 2 activity, you will need a heating pad and tea for other sources of heat and cold.
- For a Chapter 3 activity, you will need a large of the local area.

**TEACH VOCABULARY CARDS BEFORE, DURING, AND AFTER READING THE STORY:**

- Hold up the card for the students to see.
- Say the word.
- Students repeat the word. Discuss the meaning of the word with students.
- Create a classroom Story Wall for Heidi by displaying Vocabulary Cards, Character Posters, Story Event Cards, and/or Setting Cards together.
- Students add new vocabulary words to individual story journals.
- Model the use of vocabulary words on the Story Wall and in individual story journals throughout the story.
- Use the Story Wall to group words together by nouns, verbs, and adjectives.
- Provide multiple exposures to words by using incentive games and other activities, such as word matching card games, bingo, word scavenger hunt, trivia games, etc.

**HOMEWORK**

Send the Take-Home Letter for Heidi home with each student.

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Hi-Lo Reader Teaching Guide

## Printable Posters and Cards

Included digitally with both Adapted and Hi-Lo Teaching Sets, these printable illustrations and accompanying materials are designed to build meaning for vocabulary and literary concepts among books in the series.

- Character Posters
- Story Cards (Character, Setting, Story Event, Adapted Text\*)
- Vocabulary Cards (Adjectives, Compound Words, Nouns, Verbs)



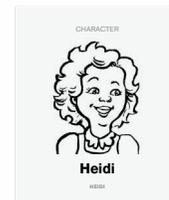
Character Posters



Story Event Cards



Setting Cards



Character Cards



Adapted Text Cards\*

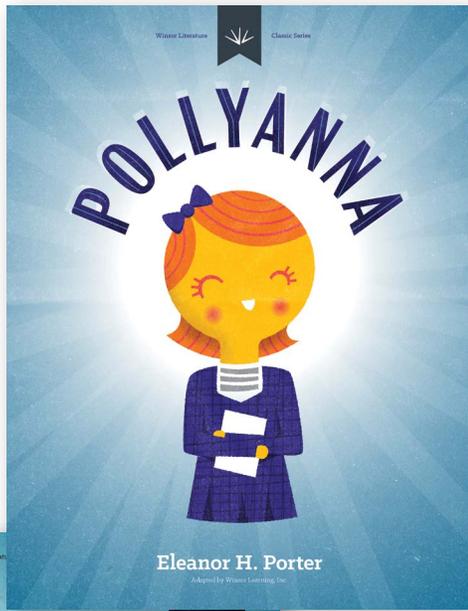


Vocabulary Cards

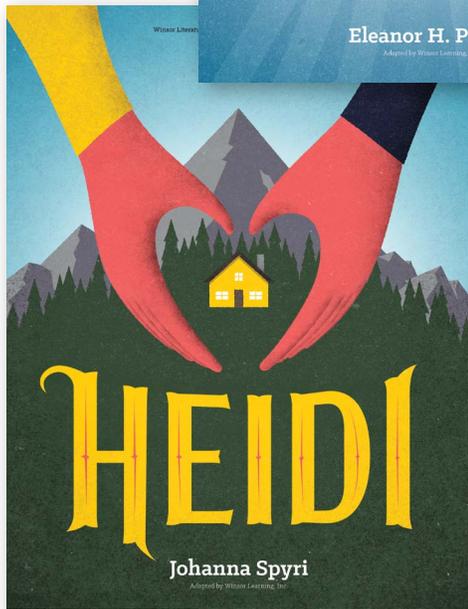


Reading Support

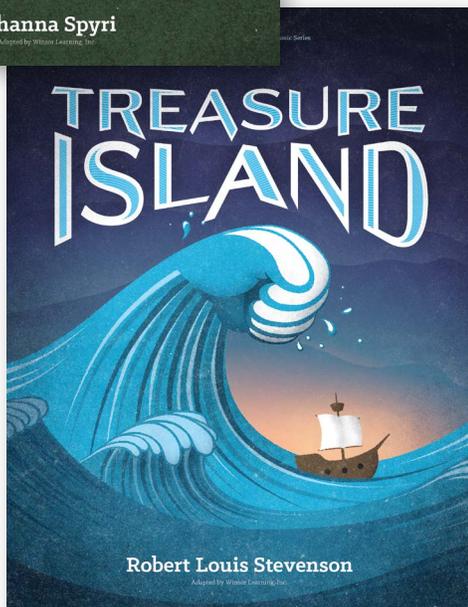
A



B



C



## The Classic Series

Introduce students to literary classics. These timeless stories have been modified to meet readers at their own level and foster a lifetime love of reading.

The recommended sequence:

1. Pollyanna
2. Heidi
3. Treasure Island
4. Black Beauty
5. Doctor Dolittle
6. Around the World in 80 Days

### A. Pollyanna

A charming story of a young girl and how the power of positive thinking can change lives for the better.

Adapted Teaching Set

979-8-3691-0352-4

Additional set of 6 Adapted Readers

978-1-891602-22-1

Hi-Lo Teaching Set

979-8-3691-0353-1

Additional set of 6 Hi-Lo Readers

978-1-891602-28-3

### B. Heidi

Heidi goes to the mountains to live a new life with her stern grandfather. She thrives in the mountains and becomes a friend to many people.

Adapted Teaching Set

979-8-3691-0354-8

Additional set of 6 Adapted Readers

978-1-891602-23-8

Hi-Lo Teaching Set

979-8-3691-0355-5

Additional set of 6 Hi-Lo Readers

978-1-891602-29-0

### C. Treasure Island

An exciting story filled with high sea adventures, pirates, and buried treasure.

Adapted Teaching Set

979-8-3691-0356-2

Additional set of 6 Adapted Readers

978-1-891602-24-5

Hi-Lo Teaching Set

979-8-3691-0357-9

Additional set of 6 Hi-Lo Readers

978-1-891602-30-6

### D. Black Beauty

Follow the story of a strong, kind horse who lives through the many ups and downs of different owners while searching for peace and happiness.

Adapted Teaching Set

979-8-3691-0358-6

Additional set of 6 Adapted Readers

978-1-891602-25-2

Hi-Lo Teaching Set

979-8-3691-0359-3

Additional set of 6 Hi-Lo Readers

978-1-891602-32-0

### E. Doctor Dolittle

Read about the adventures of the good Dr. Dolittle who learns how to talk to animals! His far-reaching adventures are sure to bring a smile to readers' faces.

Adapted Teaching Set

979-8-3691-0360-9

Additional set of 6 Adapted Readers

978-1-891602-26-9

Hi-Lo Teaching Set

979-8-3691-0361-6

Additional set of 6 Hi-Lo Readers

978-1-891602-33-7

### F. Around the World in 80 Days

Set in the 1880s, this exciting story follows the travels of Phileas Fogg and his sidekick as they travel around the world via an amazing variety of transportation systems!

Adapted Teaching Set

979-8-3691-0362-3

Additional set of 6 Adapted Readers

978-1-891602-27-6

Hi-Lo Teaching Set

979-8-3691-0363-0

Additional set of 6 Hi-Lo Readers

978-1-891602-34-4

#### The Complete WinLit Classic Series

Includes all components for all six stories from the WinLit Classic Series.

Adapted Teaching Set

978-1-891602-58-0

Additional sets of 6 Adapted Readers for each title (36 total) 978-1-891602-59-7

Hi-Lo Teaching Set

978-1-891602-60-3

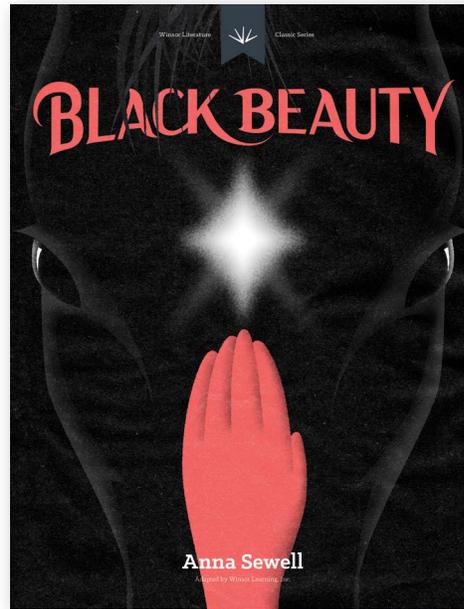
Additional sets of 6 Hi-Lo Readers for each title (36 total)

978-1-891602-61-0

Adapted Teaching Set *and* Hi-Lo Teaching Set

978-1-891602-62-7

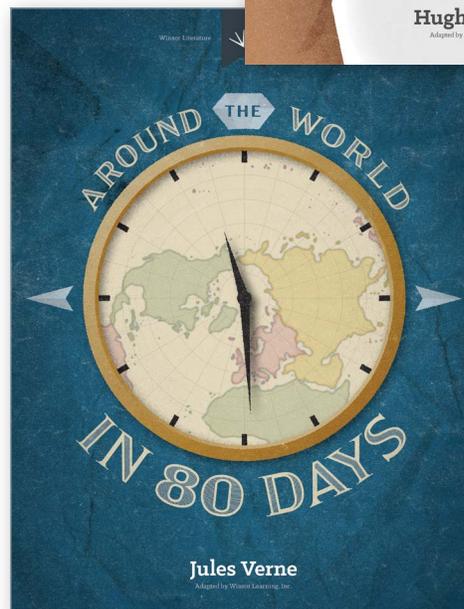
D



E



F



## confident

*adjective*

1) feeling or believing that something is possible; having great faith in oneself

Synonyms: positive, sure, self-confident

Antonyms: unsure, doubtful

Example: *My mom is **confident** that I will win the ice skating tournament.*

**Activity:** Semantic Map

**Teacher** During this lesson, students will create a Semantic Map based on the day's vocabulary word.

**Instructions:** Tell students: "Information stored in your brain is organized into categories and groups. Words in your memory are linked to other words based on their relationships. So, if you connect a new word with a word you already know, you will be better able to remember the new word. Today we will learn how to go through this process by developing a Semantic Map."

As an example, write the vocabulary word on the board and give students the definition. Have students brainstorm or think of words related to the vocabulary word. Have them write the vocabulary word in each bubble. Extra words/bubbles are encouraged. Encourage students to share their favorite words with the class.

**Time:** 5 minutes

# WinVocab

This innovative digital resource delivers a daily vocabulary word to teachers along with a mini lesson plan — one for each day of the school year. Designed for grades K–5, this tool makes teaching new words easier than ever.

This complete digital vocabulary tool gives teachers the ability to create one-click vocabulary lessons that can be taught to whole groups, small groups, or individual students.

Users receive access to 180 high-utility and domain-specific words for each grade level, K–5, for a total of 1,080 vocabulary words.

These scientifically chosen words have been selected for their appropriate degree of difficulty and higher frequency in written text than spoken conversation.

Teachers may choose from supplied lessons and activities or create their own lessons to enhance cross-curricular learning.

Each lesson contains:

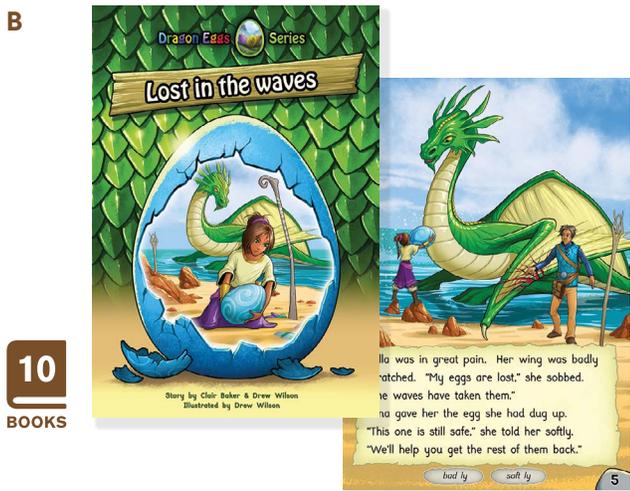
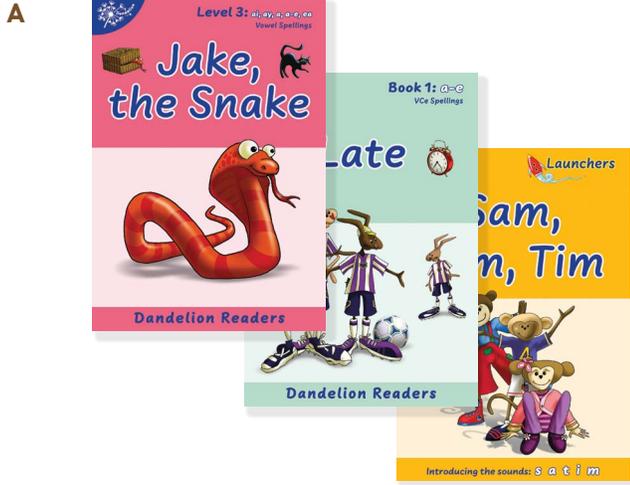
- Definitions
- Parts of speech
- Synonyms
- Antonyms
- Sentences
- Activities

979-8-3691-0336-4

The image displays four overlapping screenshots of the WinVocab interface:

- Teacher Dashboard:** Shows a grid of class cards for Kindergarten (Literacy KA, KB) and Third Grade (Literacy 3A, 3B, 3C). Each card lists the schedule, lessons taught, words taught, and number of students.
- Lesson Detail:** Focuses on the word "confident", providing its definition, part of speech (adjective), synonyms (positive, sure, self-confident), and antonyms (unsure, doubtful). It also includes a recommended lesson and activity.
- Lesson Plan (Semantic Map):** Details the "Semantic Map" activity for "confident", including teacher instructions and a 5-minute duration.
- Lesson Plan (Semantic Map):** Shows a semantic map for "confident" with related words in bubbles: self-assured, believe in myself, hopeful, optimistic, secure, and positive.

# Decodable Books



**10**  
BOOKS



**30**  
BOOKS

## PhonicBooks™

Build reading fluency, develop comprehension, and increase confidence. Focus is on multiple spellings of vowel digraphs. Higher ratio of text to build reading fluency.

### A. Dandelion Series

Aimed at children in pre-K and kindergarten, each book introduces only a few concepts at a time, allowing independent reading from the outset. Books introduce new letters/sounds while supporting previously taught phonic letters/sounds and high-frequency words. To view the many titles available, please visit [imaginelearning.com/shop](http://imaginelearning.com/shop)

### B. Dragon Eggs Series

Bella the dragon loses her eggs in a terrible storm. Mina discovers Bella and offers to help. Will Mina be able to save the baby dragon eggs and bring them safely home to Bella?

Readers (10 books) 978-1-78369-326-9

Activity Book 978-1-78369-328-3

### Catch Up Readers

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

### C. Moon Dogs Series

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

Set 1 introduces sounds gradually at CVC level with one line of text on each page.

Set 2 introduces adjacent consonants and consonant digraphs while set 3 introduces two spellings for vowel sounds.

Set 1 Readers 978-1-78369-297-2

Set 1 Activity Book 978-1-78369-3023

Set 2 Readers 978-1-78369-2989

Set 2 Activity Book 978-1-78369-303-0

Set 3 Readers 978-1-78369-292-7

Set 3 Activity Book 978-1-78369-293-4

Complete Set of Moon Dogs Readers (3 sets, 30 books) 979-8-36910-777-5

Moon Dogs Readers + Activity Books Set 979-8-36910-778-2

### D. That Dog! Series

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

Readers 978-1-78369-306-1

Activity Book 978-1-78369-307-8

### E. Magic Belt Series

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

Readers 978-1-78369-242-2

Activity Book 978-1-78369-250-7

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

Sold separately.

### F. Totem Series

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

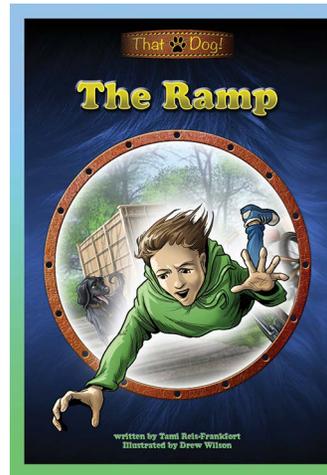
Starting at CVC level, the books progress at a faster pace through adjacent consonants, consonant digraphs, and alternative vowel spellings. This series shares the same phonic progression as the Alba Series and can be used in parallel.

Readers 978-1-78369-243-9

Activity Book 978-1-78369-249-1

For additional decodable books and reading support games, visit Reading Support at [ImagineLearning.com/shop](http://ImagineLearning.com/shop).

D

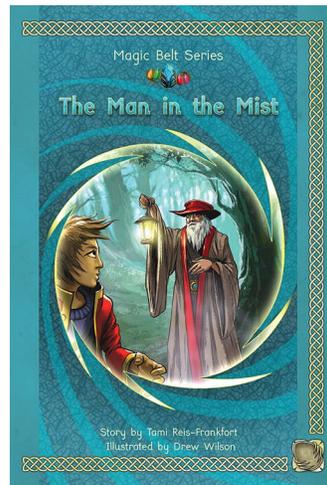


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BOOKS



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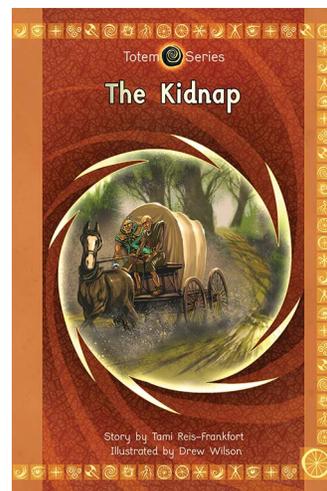


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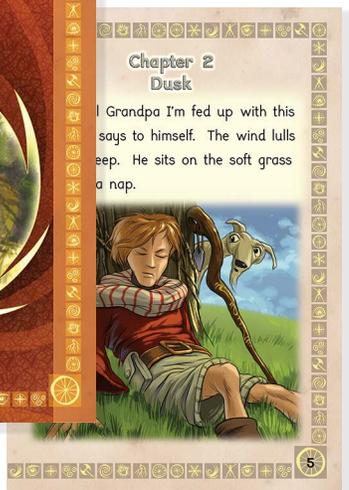


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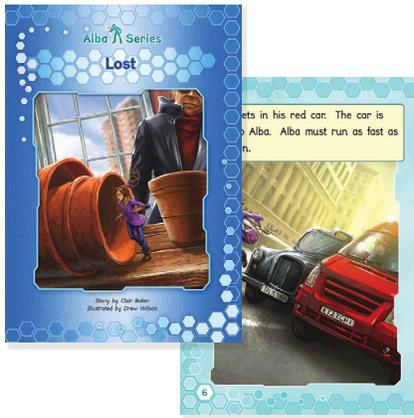
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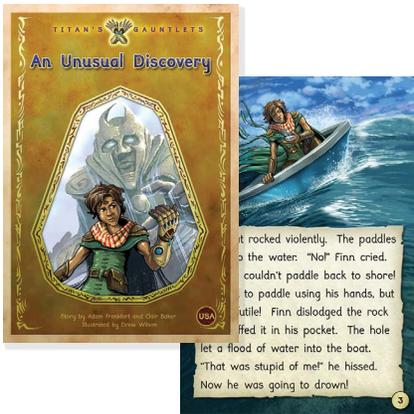
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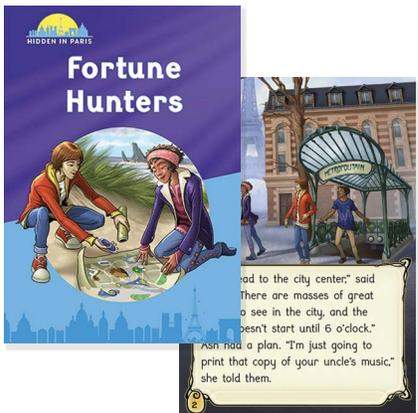
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BOOKS



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10  
BOOKS



### G. Alba Series

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

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

Readers 978-1-78369-276-7

Activity Book 978-1-78369-278-1

### H. Talisman Series

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

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

Set 1 Readers 978-1-78369-244-6

Set 1 Activity Book 978-1-78369-248-4

Set 2 Readers 978-1-78369-290-3

Set 2 Activity Book 978-1-78369-291-0

Complete Set of Talisman Readers (2 sets, 20 books)

979-8-3691-0779-9

Complete Set of Talisman Readers + Activity Books (2 sets, 20 books, 2 activity books)

979-8-3691-0780-5

### I. Titan's Gauntlets

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

Readers 978-1-78369-287-3

Activity Book 978-1-78369-288-0

NEW!

### J. Hidden in Paris

Ash starts her day trying to cross a river on a rope. By the end of the day, she and her two friends are involved in a mysterious trail that will take them to Paris! Introduces alternatives for vowel and consonant sounds and common Latin suffixes.

Readers 978-0-74408-976-9

Activity Book 978-0-74409-666-8

## K. Rescue Series

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

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

Readers 978-1-78369-277-4

Activity Book 978-1-78369-279-8

## L. Island Adventure Series

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

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

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

Readers 978-1-78369-317-7

Activity Book 978-1-78369-319-1

## M. Amber Guardians

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

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

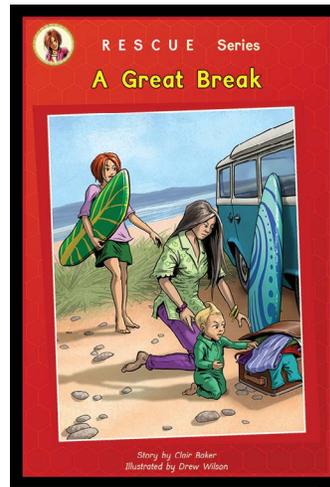
Readers 78-1-78369-296-5

Activity Book 978-1-78369-312-2

### Get the complete set of the Catch Up Readers!

To supplement your reading resources for struggling older readers with even more books they will love, get the full Catch Up Readers bundle! Includes every Catch Up Readers series listed at [ImagineLearning.com/shop](http://ImagineLearning.com/shop). Now with additional titles!

K

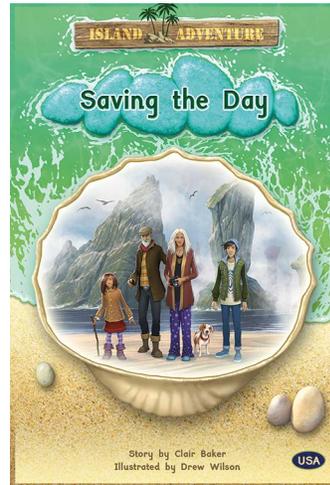


10 BOOKS

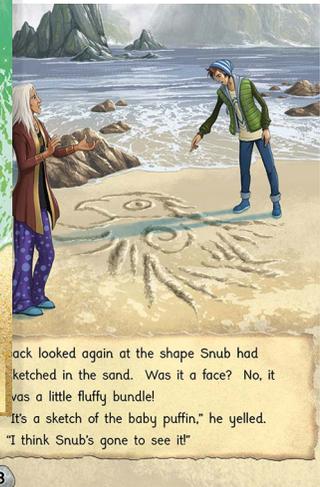


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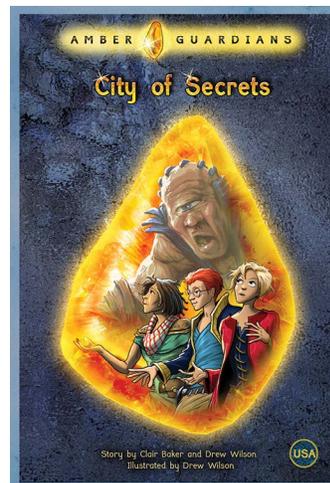


10 BOOKS



8

M



10 BOOKS



21

# Professional Development

Enhance your program with personalized training.



## Imagine Sondag System Installation Training

### Standard Installation Training:

- 1-day, in-person or virtual training to get started teaching any Imagine Sondag System level
- Introduction to multisensory teaching methodology
- An introduction to Orton-Gillingham, a foundation for structured literacy

6-hour virtual **Open-Enrollment Installation Trainings** are also offered with guided practice to enhance implementation. These trainings are offered for different time zones and anyone from any district or state can attend.



## Science of Reading Training

- 3-day virtual deep dive into the research and pedagogy of language and linguistics
- Participants gain a greater understanding of structured literacy for immediate classroom utilization



## Ongoing Professional Development

- Choose from coaching one teacher in their instructional setting or in small group workshops that engage instructors based on their level of Imagine Sondag System experience
- Provides a deeper understanding of Orton-Gillingham and Imagine Sondag System methodology to enhance efficacy and student performance

For more information, contact us at 800-321-7585.





# Ordering Information

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

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Order with a credit card: [imaginelearning.com/shop](https://imaginelearning.com/shop)

Submit a Purchase Order

Email: [AR@imaginelearning.com](mailto:AR@imaginelearning.com)

Fax: 651-222-3969

Ordering Inquiries

Email: [sondaysupport@imaginelearning.com](mailto:sondaysupport@imaginelearning.com)  
to be connected with a sales representative.

Taxes and Shipping

- Taxes: Calculated as applicable in your state. Tax-exempt customers can submit a tax-exempt certificate to [AR@imaginelearning.com](mailto:AR@imaginelearning.com).
- Shipping within the US: All physical materials subject to 10% shipping and handling charge.
- International orders: Contact us at [sondaysupport@imaginelearning.com](mailto:sondaysupport@imaginelearning.com) to be connected to your sales representative.
- Express delivery: Available upon request. Please call to request a quote.

Terms of Sale

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

W-9 Form

A W-9 form from Imagine Learning LLC can be provided on request.

We're Here to Help

Your satisfaction is important to us.

Please call 800-321-7585 with any questions, comments, or concerns.



Imagine Sunday System is designed to give each student their best chance to succeed in school by empowering K–12 educators to identify and transform struggling readers with a proven, multisensory approach. Developed by Orton-Gillingham expert Arlene Sunday, our research-backed solutions equip teachers with the tools to easily and efficiently deliver effective instruction based on science of reading principles. Learn more about the ways we're impacting student achievement at [imaginelearning.com](https://www.imaginelearning.com).

The product descriptions and configurations included in this catalog are valid until June 30, 2025 and are subject to change thereafter.



[imaginelearning.com](https://www.imaginelearning.com)

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