

imagine
 sonday system

Multisensory Solutions for Reading





Visit 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 Sondag System for working on vocabulary, comprehension, grammar, and more. No prep time necessary!



Imagine Sondag System LPL

• Reading Readiness	6
• Group Lessons and Intervention	6
Classroom Set	8
Sample Pages	10

Imagine Sondag System 1

• Beginning Readers	
• Intervention	
• Digital Version Available	12
Intervention Set	14
Sample Pages	16
Consumables	20
Supplemental Materials	21
Supplemental Readers	22

Imagine Sondag System 2

• Intermediate Readers	
• Intervention	
• Digital Version Available	24
Intervention Set	26
Sample Pages	28
Components	34
Supplemental Materials	35
Supplemental Readers	36

Imagine Sondag System E

• Grades K–5	
• Group Lessons and Assessment	
• Digital Subscription	38
Components	40
Sample Pages	42

Science of Reading

Reading Support

WinLit	48
WinVocab	52
Decodable Books	54

Imagine Learning

Ordering Information	58
----------------------	----

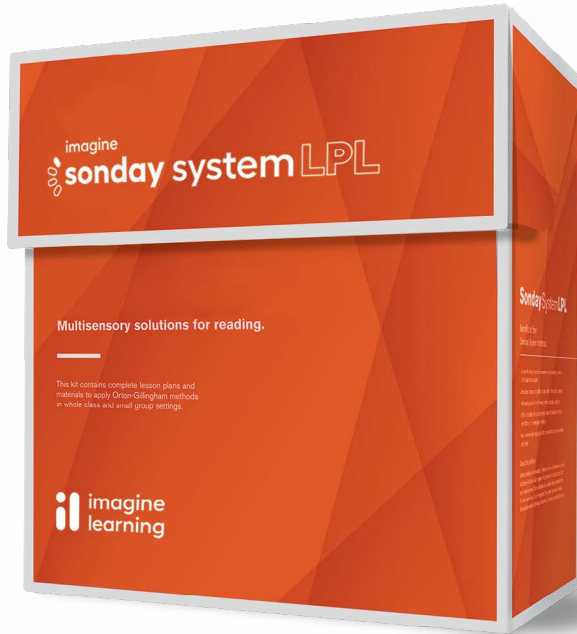
For more information:

800-321-7585

sondaysupport@imaginelearning.com

Imagine Sondag System LPL

p. 6



Imagine Sondag System 1

p. 12

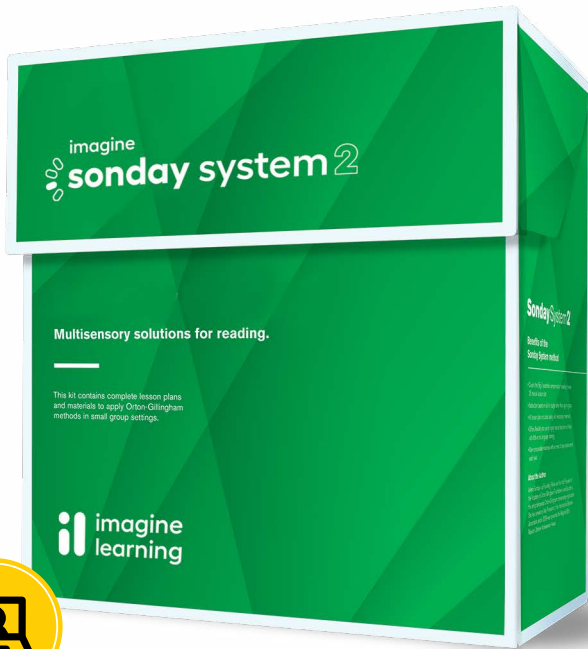


Digital version available

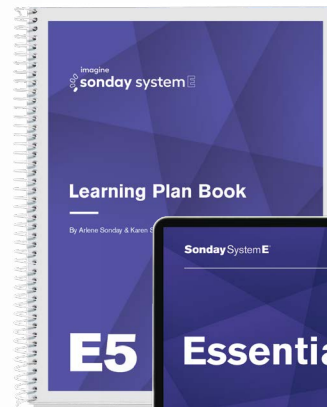


Looking for ways to incorporate more science of reading practice into your lessons?

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 Sondag System Let's Play Learn Classroom Set

The Imagine Sondag 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 Souday System Let's Play Learn Learning Plan Book Sample Pages

Whole Group Time – Review

LEVEL 79

Phonemic
Awareness

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.

Rapid Automatic
Naming

Read Numbers

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

Count by Fives

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

Phonemic
Awareness

Rhyming Song

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

Find Words – Rhyme

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

Word Bank

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

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

Vocabulary

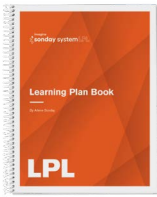
Comprehension

Background
Knowledge

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.



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 small, white, teardrop-shaped icons arranged in a vertical line to the left of the text.

imagine sondag system¹

Imagine Sondag 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 Sondag 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)

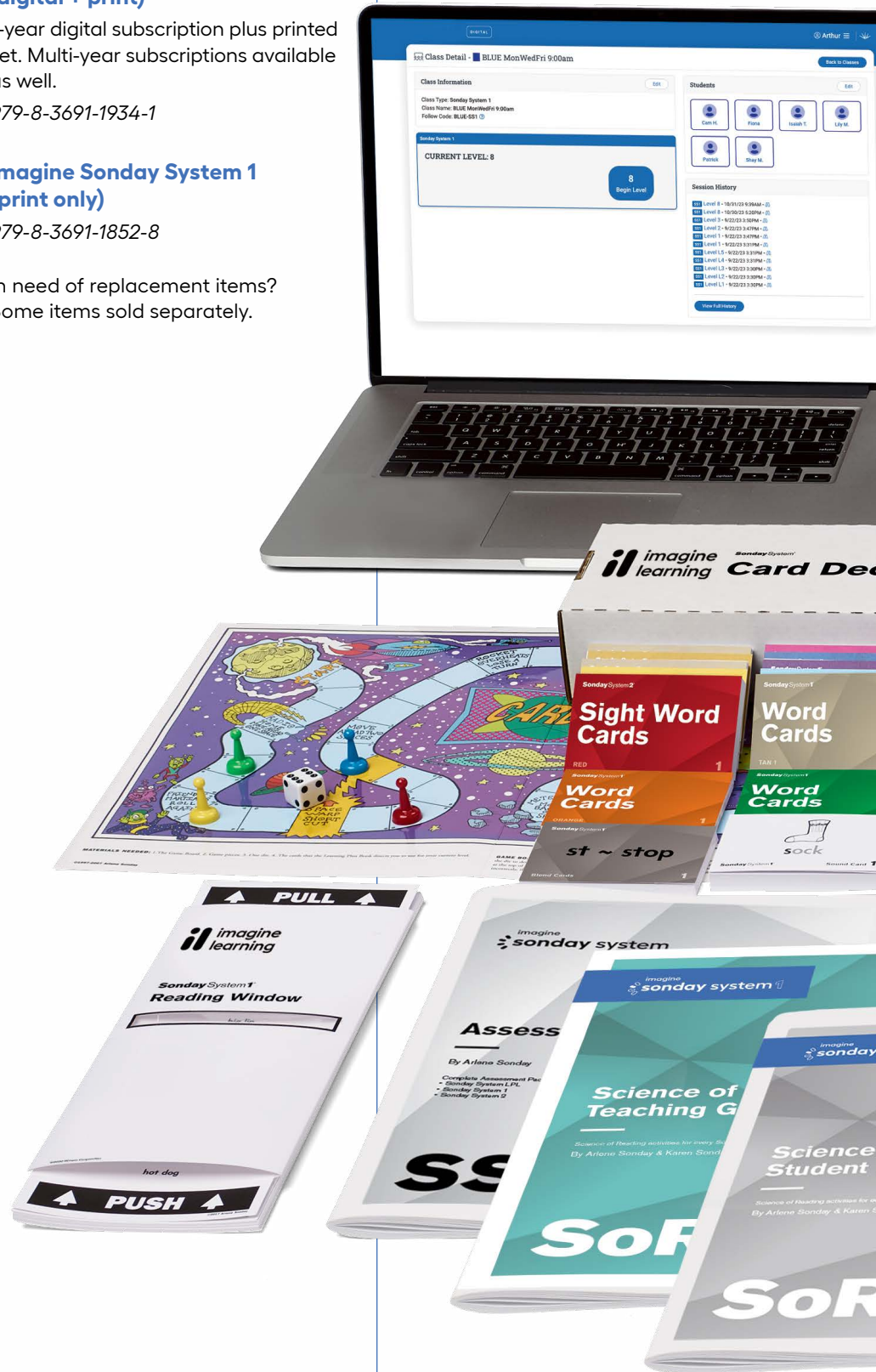
1-year digital subscription plus printed set. Multi-year subscriptions available as well.

979-8-3691-1934-1

Imagine Sondag System 1 (print only)

979-8-3691-1852-8

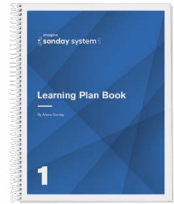
In need of replacement items?
Some items sold separately.



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 Sonday System 1. See page 46 for more information.





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)

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

Phonics

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
souday system¹

3 READ WORDS (visual/auditory/tactile)

5 min

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

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

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.

5 TEACH NEW MATERIAL (visual/auditory/tactile)

5 min

1. Teach Sight Words/Irregular Words

- Teach the following Sight Words/Irregular Words, one at each session.

NOTE: Consonant sounds, as learned, are consistent in Sight Words/Irregular Words but vowel sounds are not.

Sight Word Cards 6-8

I

of

and

- 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. Identify and pronounce unknown/irregular sounds. Student repeats.
- 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.

R: After teaching a Sight Word/Irregular Word, add the card to READ WORDS and enter the word in a blank space of SPELL WORDS.

2. Teach Sound

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

Sound Card 24

ee

as in feet

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

- Student reads words from the **Word Book**, p. 15.
- Dictate the following words.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
meet feed seed feet seem deep
- Student reads aloud the list of words just written.

R: After teaching a sound, add the Sound Card to READ SOUNDS and dictate it in SPELL SOUNDS. Add the word list to READ WORDS and enter some of the words in the blank spaces of SPELL WORDS.

CORRECTING
SPELLING
ERRORS

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

Multisensory
Instruction

Repetition Builds
Automaticity

Phonics:
Direct and
explicit instruction

Phonics

Automaticity

Phonics

Automaticity

Level

8



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 **Sondag 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 **Sondag 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:

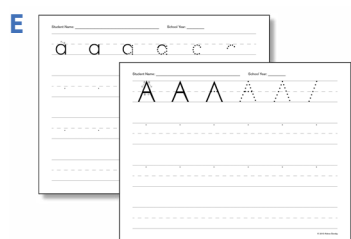
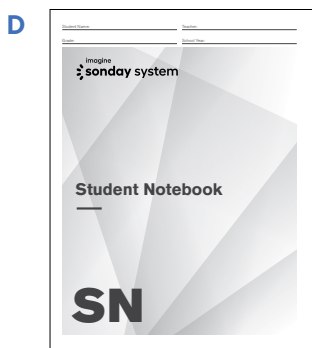
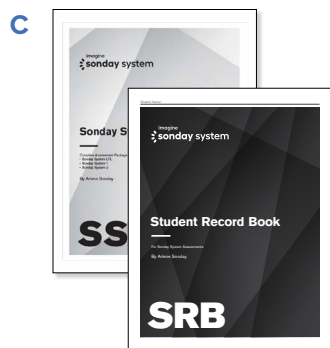
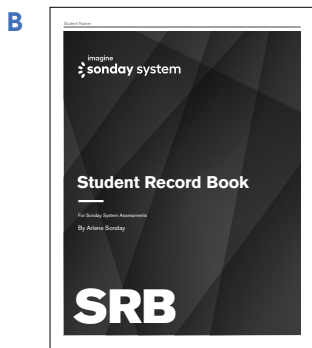
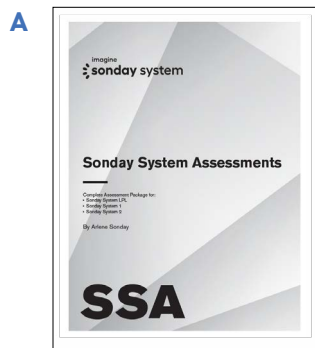
Apply rules to read words automatically

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

Student Name: _____ Date: _____ Level: _____	
2. SPELL SOUNDS	4. SPELL WORDS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
4. SPELL WORDS, Phrases and Sentences	

Student reads aloud words and sentences written above.	
5. INTRODUCE NEW MATERIAL	
_____	_____
_____	_____
_____	_____

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 Sondag System 1 Supplemental Materials

These workbooks were created to complement the Imagine Sondag 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 Sondag 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 Sondag 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 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
979-8-3691-1868-9

F



G



Workbook sample pages

H



Supplemental Readers

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

Imagine Sondag System 1 Readers

Created to align with the scope and sequence of Imagine Sondag System 1. Illustrated stories cover reading levels 6–10 and help students practice accurate, fluent decoding, which leads to better comprehension. Reading levels 11–36 have three controlled-text, chapter-format stories per book that build fluency, vocabulary, and comprehension. Each reader includes teacher tips and strategies to check for understanding.

PRINT & DIGITAL

These story-form readers are directly integrated into Imagine Sondag System 1 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.

Available in print and digital versions.

Digital Readers

Share the Imagine Sondag System 1 readers with any Imagine Sondag System 1 student at any time through a "follow" feature accessed via internet browser.

Digital Imagine Sondag System 1 Readers Collection (levels 6–36) subscription; date runs concurrently with Imagine Sondag System 1 digital subscription date. Multi-year subscriptions available as well.

979-8-3691-0296-1

Print Readers

Complete Set: 3 of each reader (levels 6–36)
979-8-3691-0277-0



Reader levels 6–10 have one story per book (15 books/15 stories).



Reader levels 11–36 are in chapter book format, with 3 stories per book (25 books/75 stories).



**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**

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	a	a
n	i	the
s	o	to
t	ay	do
h		is
r		
c		
l		
b		
d		
r		
g		
p		
x		
m		

wholenlearning.com
 800-321-7585

Reader level 8a sample pages

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 no

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	taunting
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 fort to blitz	clutch on his staff
flee 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 **leave**
- Tells where; tells who
- Includes a word that means **sparkle**; that means **attack**
- Contains a word that is an antonym (opposite) of **cowardly**

THE PRINCE | LEVEL 34

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
finger – 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

- Why does the prince want to leave?
- Why was the king angry with his son?
- What do you think the prince will do?
- What would you do if you were the prince?
- 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.

Reader level 34 and activity guide sample pages

The logo features a stylized graphic of three interconnected loops to the left of the text.

imagine sonday system²

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)

979-8-3691-1854-2

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.



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

Phonics

Automaticity

Phonics

Accuracy

Phonics

Automaticity:

Response is quick
and accurate

Blend known
sounds into words
automatically

Practice at word
level provides
foundation for
sentence level

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.

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)

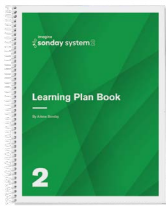
NOTE: For more detail, definitions, or descriptions, consult **Appendix B: Definitions and Descriptions**, p. 232.

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.



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

* 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.

He felt the dry soil.

Did you march with the small band?

Grasp that clamp.

It is cool in the darkroom.

Lay the coin by the mask.

The storm left us all damp.

The porch is at the end of that hallway.

Sweep the deck with that broom.

Two plus two is four.

I can only tell you once.

The shortstop had an armband.

- 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

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.

<u>Spell:</u>	dim	hat	not	cub	slop
<u>Now Spell:</u>	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
up / set

hidden
upset

spin / ning
ab / sent

spinning
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

5 INTRODUCE NEW MATERIAL (visual/auditory/tactile)

5 min

4. Teach Syllable Division Patterns (continued)

Pattern 3: VC/CCV or VCC/CV (Watch for a pair of consonants that belong together such as ch, th, and st.)

RULE: When there are three consonants between two vowels, the syllable may break before or after the middle consonant. The two consonants that stay together are easily recognized.

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

Use [Worksheet 5](#) (Word Book, p. 37 or 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

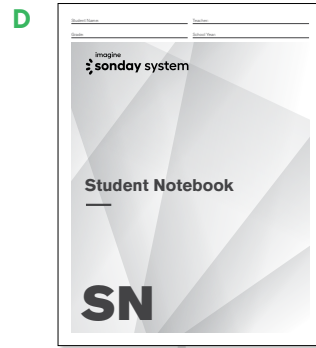
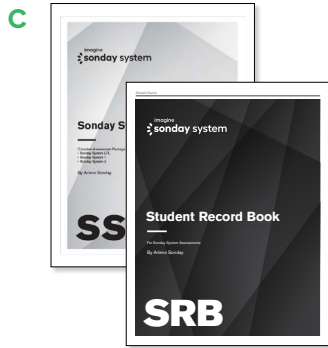
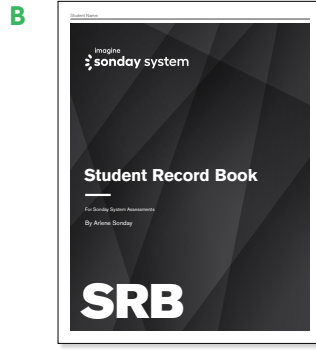
Fluency:

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 Sondag System 2 Consumables

Replacement materials available for Imagine Sondag System 2 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

Imagine Sonday System 2 Supplemental Materials

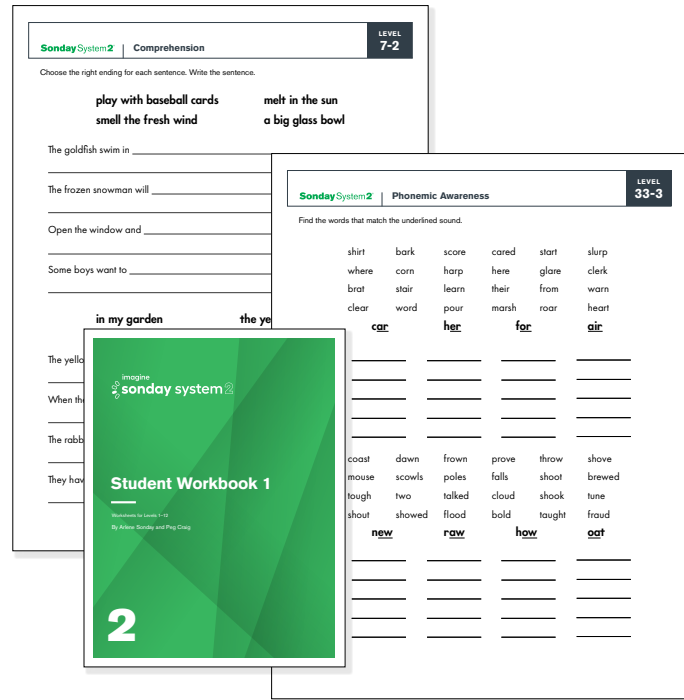
These workbooks were created to complement the Imagine Sonday System 2 Intervention Set.

E. Imagine Sonday 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 Sonday 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

E



Workbook sample pages

Science of Reading

F. 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
979-8-3691-1869-6

F



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

PRINT & DIGITAL



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!

THE MARCHING BAND

My best pals, Greg and Faye, play in the school band. They joined the band at the start of the school term.

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.

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!

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.

THE MARCHING BAND

PREVIEW WORDS

Phonics: Student(s) read the Preview Words, reading down the columns, across the rows, or randomly selected words.

Goal: Automatic responses

school	every	Upper Midwest
term	members	event
baton	tunes	flinging
translate	towns	trombones

PREVIEW PHRASES

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

Goal: Speed, automaticity

brass buttons	pants and bells 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

PREVIEW COMPREHENSION

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

Goal: Fluency, vocabulary, comprehension

Find the phrase(s) that:

- Refers to clothing
- Refers to social events

THE MARCHING BAND

PREVIEW VOCABULARY

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

Goal: Unlock comprehension

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

READ THE STORY

COMPREHENSION

Ask the following questions.

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

1. At what events does the school band play?
2. What makes being in a school band challenging?
3. Do you think you would like being in a school band? Tell why or why not.

ORAL AND/OR WRITING EXTENSION

If you could play an instrument in a school band, which one would you choose? Tell why.

Reader level 6 and activity guide sample pages

BUSY AS A BEAVER!

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.

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.

One week, while I was camping by the pond, I saw how busy the beavers were. They were forming a 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.

BUSY AS A BEAVER!

PREVIEW WORDS

Phonics: Student(s) read the Preview Words, reading down the columns, across the rows, or randomly selected words.

Goal: Automatic responses

beavers	water	colony	danger
near	rainproof	lodge	lifetime
rudder	robust	twigs	powerful

PREVIEW PHRASES

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

Goal: Speed, automaticity

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

PREVIEW COMPREHENSION

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

Goal: Fluency, vocabulary, comprehension

Find the phrase(s) that:

- Refers to building materials
- Refers to body parts
- Means submerged

BUSY AS A BEAVER!

PREVIEW VOCABULARY

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

Goal: Unlock comprehension

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

telling – cutting or knocking something down; sewing in a certain way

READ THE STORY

COMPREHENSION

Ask the following questions.

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

1. How did the narrator become interested in beavers?
2. What beaver constructions did the narrator see being built? Describe them.
3. Why does the narrator believe that beavers are clever? Give examples.

ORAL AND/OR WRITING EXTENSION

What did you learn about beavers from this selection? Did anything surprise you? Impress you? Explain.

Reader level 14 and activity guide sample pages



imagine sondag system E

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

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 Sondag System Essentials

Imagine Sondag 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 Sondag 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 Sondag System intervention programs.

Imagine Sondag 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 Sondag 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 Sondag 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

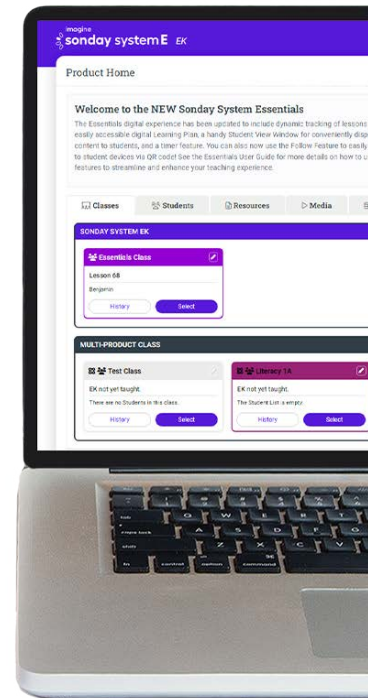
E2 Workbook set 979-8-3691-0801-7

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



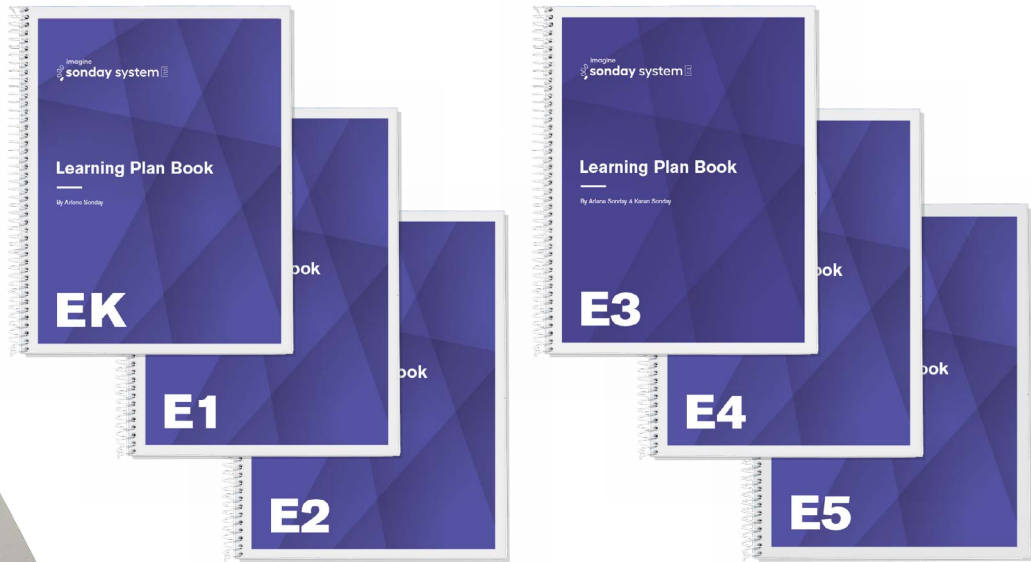
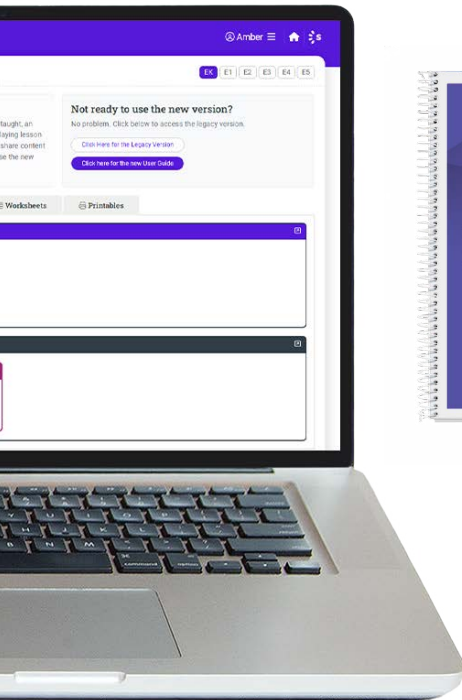


All new science of reading activities

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

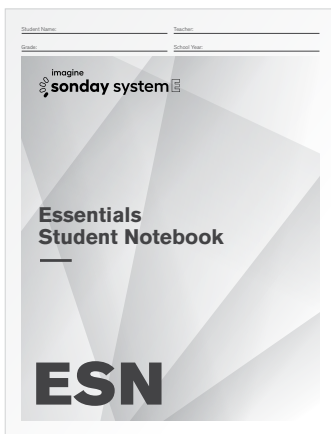
Teach Orton-Gillingham to the whole class.

Grades K-5

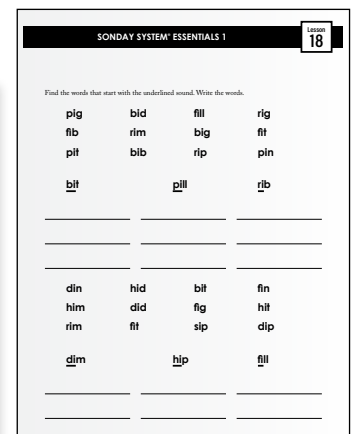
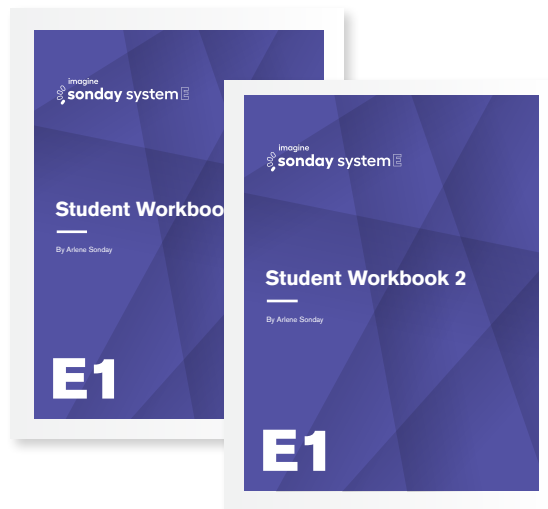


Imagine Sondag System E

B



C



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:

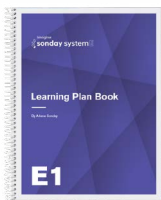
Blend known
sounds into words
automatically

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)

Phonics

Automaticity:

Response is quick
and accurate

Phonics

Accuracy

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

LESSON

81

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS

2 MIN

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

2 SPELL SOUNDS

2 MIN

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

3 READ WORDS

4 MIN

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

1. ie (long e)

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

2. ai

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

3. Sentences

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

4 SPELL WORDS

7 MIN

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

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

The outfielder missed the fly ball.

That's an unbelievable story.

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

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sound

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

ei Long e as in receive

Note: *ei* is less common than *ee*, *ea*, and *ie* and is not the first choice for *long e* in the middle of a word.

In these words, it is preceded by *c*. Learning the roots *cap*, *cept*, *ceit*, and *ceive* will be useful.

Teach Root

- Show the card and say the **meaning** of the root.
- Students WRITE the root, then SAY the **meaning**. 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. deceit	deceive	conceit	deceitful
receive	perceive	conceive	receiving

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

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

- Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 81 (Media Kit)

Phoneme
Segmentation

Phonics

Accuracy

Phonics

Automaticity

Multisensory
Instruction

Repetition Builds
Automaticity

Phonics:

Direct and explicit
instruction

Morphology

Phonemic Awareness

Fluency

Accuracy

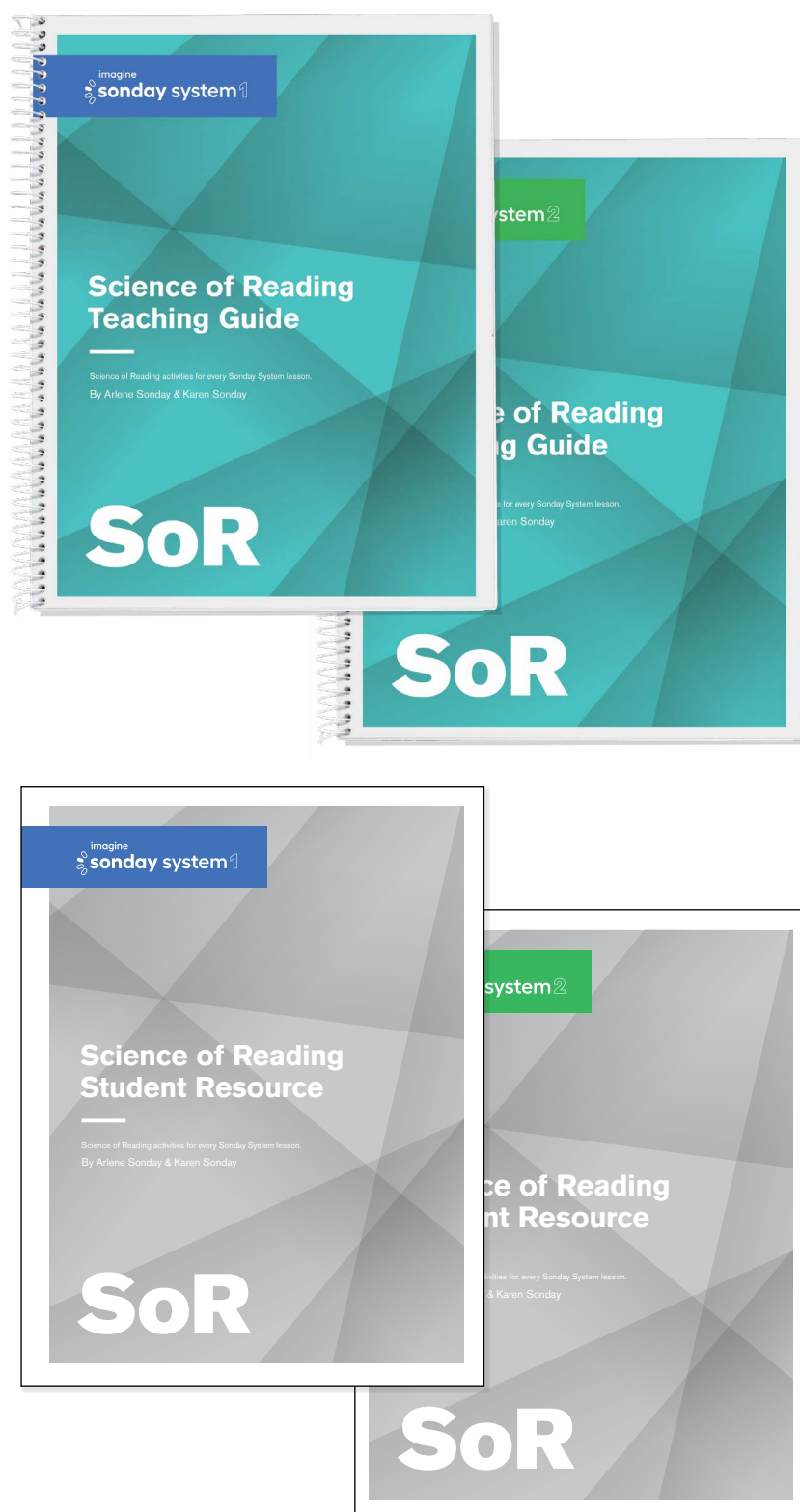
Science of Reading

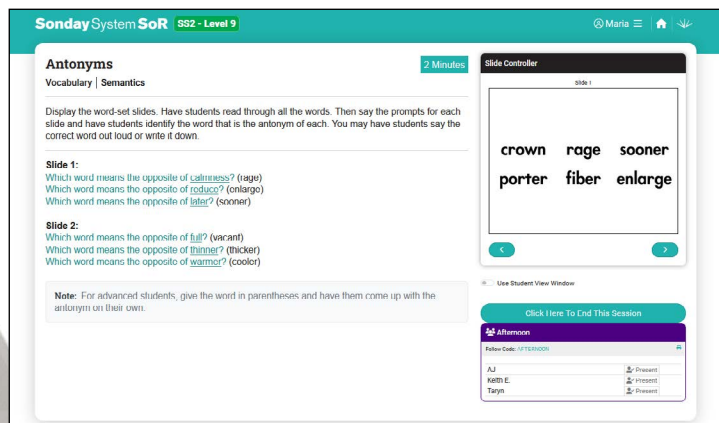
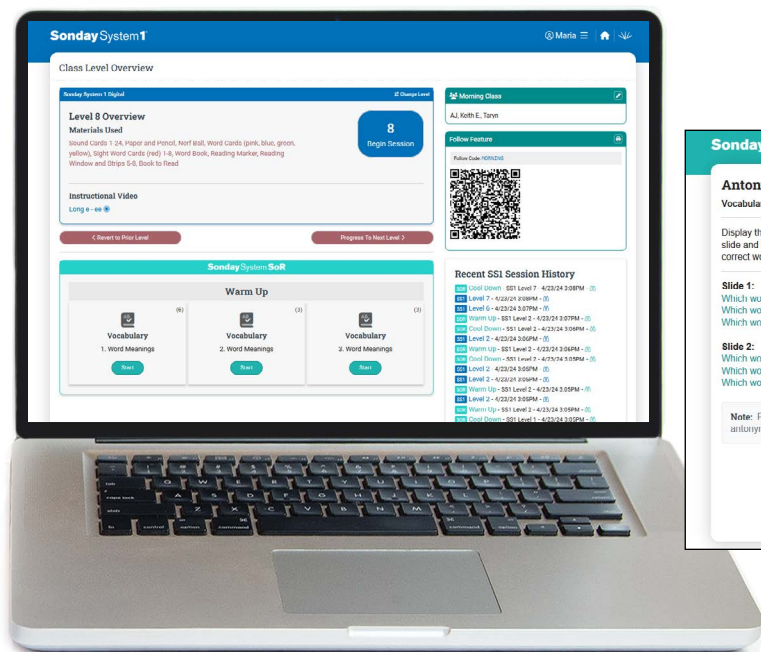
Imagine Sondag System uses methods supported by the science of reading in every lesson, building phonics, phonological awareness, and fluency skills. Curated warm-up and cool-down activities also provide daily opportunities to incorporate vocabulary, comprehension, grammar, pragmatics, and more into 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 house. (hut)
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 are. (vug)

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

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 rereadates 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

L8 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

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

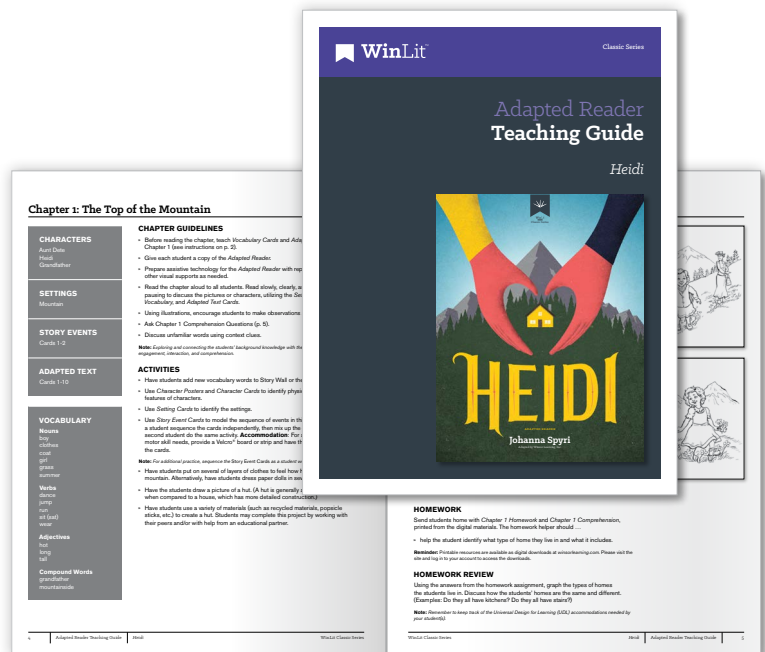
Designed to support students who demonstrate independent reading and enjoy participating in a group reading experience but need alternative options for reading success. The Hi-Lo Reader provides more complex sentences and story structure.

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

Adapted Teaching Set

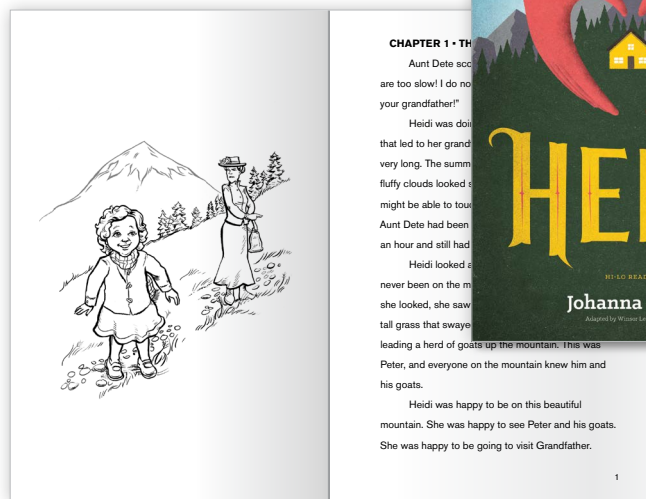


Adapted Reader

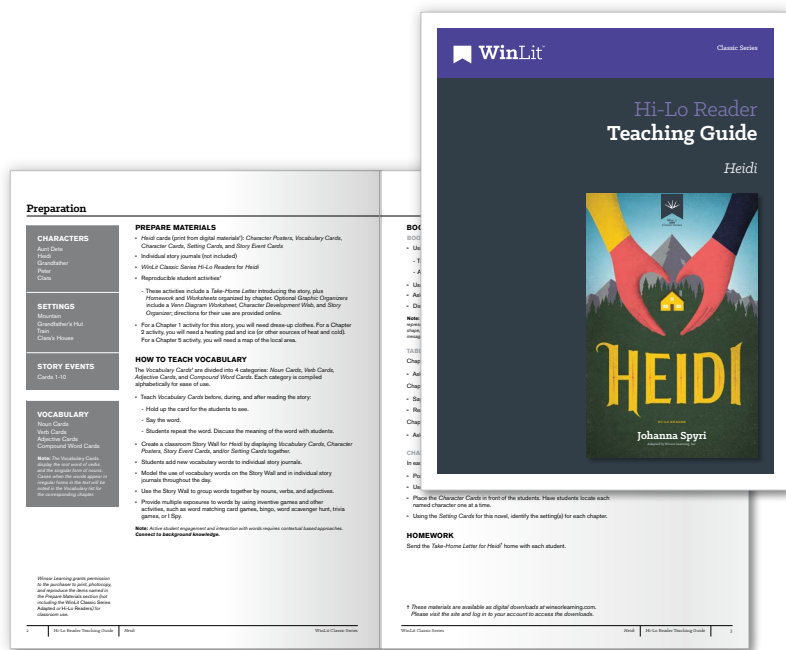


Adapted Reader Teaching Guide

Hi-Lo Teaching Set



Hi-Lo Reader



Hi-Lo Reader Teaching Guide

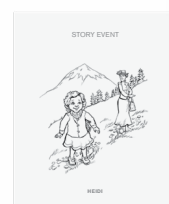
Printable Posters and Cards

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)



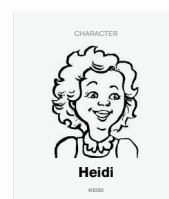
Character Posters



Story Event Cards



Setting Cards



Character Cards



Adapted Text Cards*

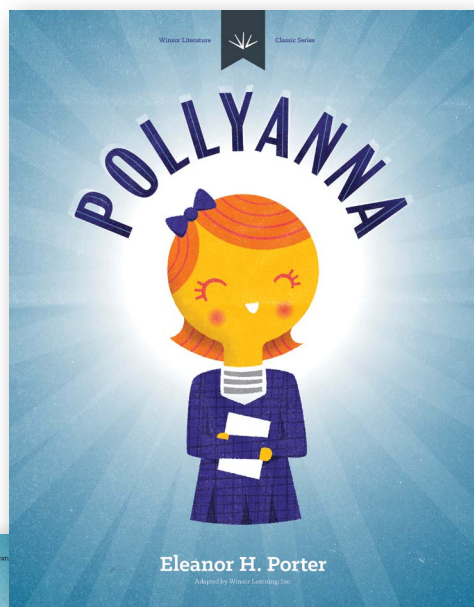


Vocabulary Cards



*Adapted Text Cards are only included with the Adapted Teaching Set, not the Hi-Lo Teaching Set.

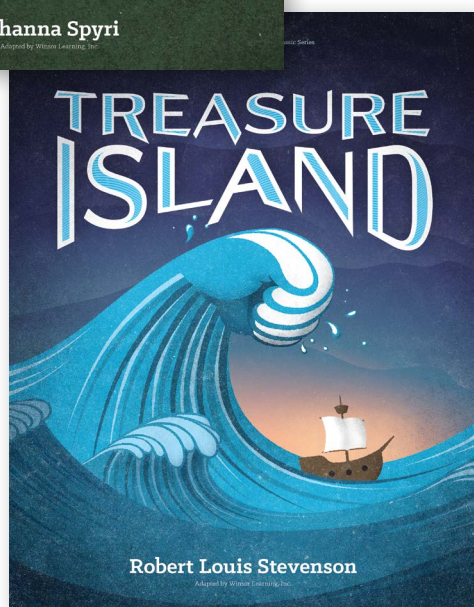
A



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

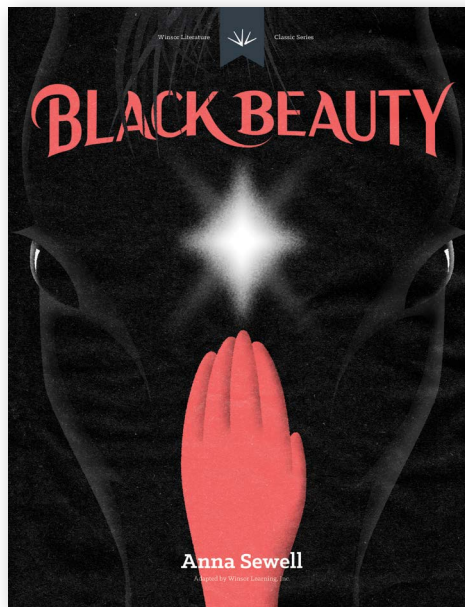
Additional sets of 6 Hi-Lo Readers for each title (36 total)

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

Instructions:

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

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 related words 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

Teacher Dashboard

Classes

KINDERGARTEN

- Literacy KA**
M-WF 10:00 AM - 10:43 AM
3 Lessons Taught
3 Words Taught
7 Students
- Literacy KB**
T-TH 11:30 AM - 12:05 PM
2 Lessons Taught
2 Words Taught
7 Students

THIRD GRADE

- Literacy 3A**
M-WF 10:15 AM - 10:43 AM
2 Lessons Taught
2 Words Taught
7 Students
- Literacy 3B**
M-WF 10:00 AM
1 Lessons Taught
1 Words Taught
7 Students
- Literacy 3C**
M-WF 9:00 AM - 10:13 AM
1 Lessons Taught
1 Words Taught
7 Students

Lesson Detail

Third Grade - Literacy 3A

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.*

Recommended Lesson

Selected Word: **confident**
Click an untaught word below to change
Selected Activity: Acrostic Poem
Click to change this activity
If you would like to teach this word with this activity, click either PDF below to mark this word as taught.

Lesson Plan

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 Instructions: During this lesson, students will create a semantic map. Tell students: "Information stored in your memory is linked to a new word. Today we will learn how to create a semantic map." As an example, write the vocabulary word in the center of the grid. Brainstorm words or phrases related to the vocabulary word and place them in the surrounding bubbles. Have students share their semantic maps.
Time: 5 minutes

WinVocab

confident

Directions: Write the daily vocabulary word in the center of the grid. Brainstorm words or phrases related to the vocabulary word and place them in the surrounding bubbles. You can make your own bubbles for extra words if needed!

Semantic Map:

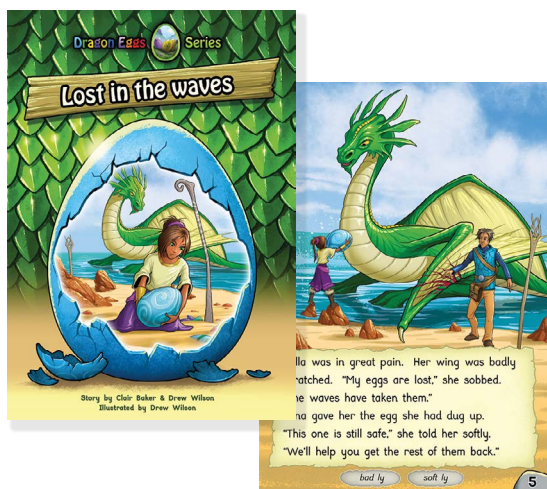
- self-assured
- believe in myself
- hopeful
- optimistic
- secure
- positive
- confident**

Decodable Books

A



B



10

BOOKS

C



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

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 978-1-78369-302-3

Set 2 Readers 978-1-78369-298-9

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.

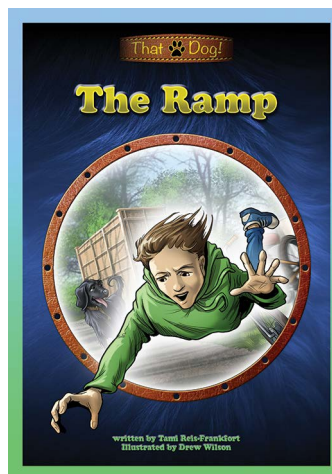
Readers 978-1-78369-243-9

Activity Book 978-1-78369-249-1

For additional decodable books and reading support games, visit Reading Support at ImagineLearning.com/shop.

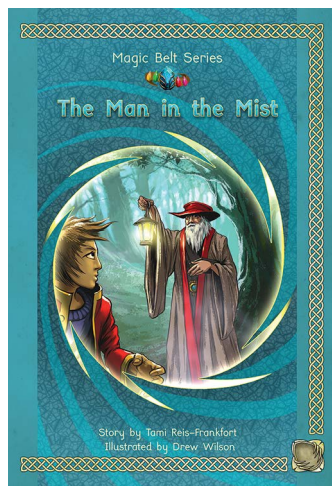
D

12
BOOKS



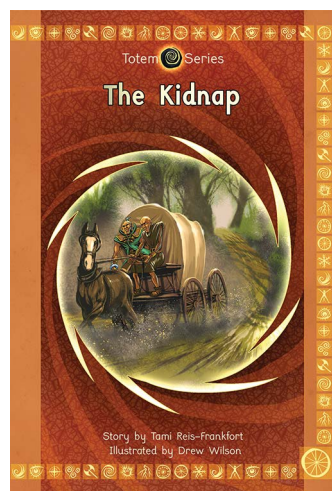
E

12
BOOKS

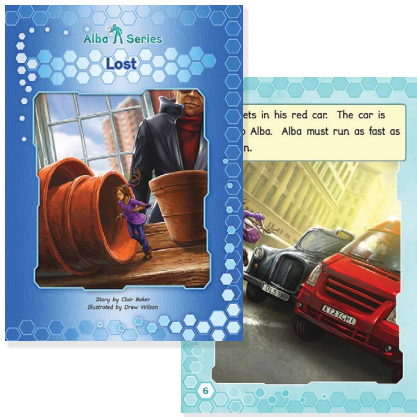


F

12
BOOKS



G

12
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

20
BOOKS

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

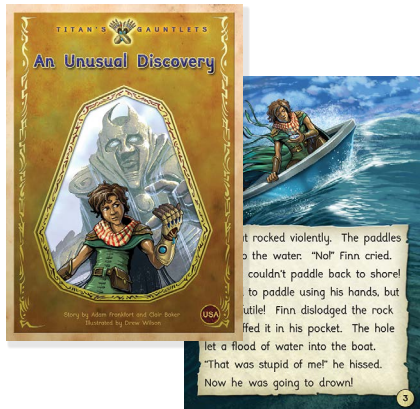
Complete Set of Talisman Readers (2 sets, 20 books)

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

10
BOOKS

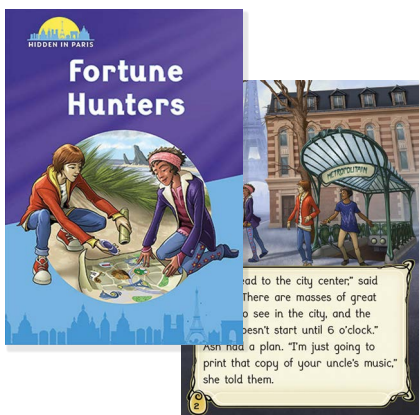
I. Titan's Gauntlets

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

J

10
BOOKS

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

NEW!

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.

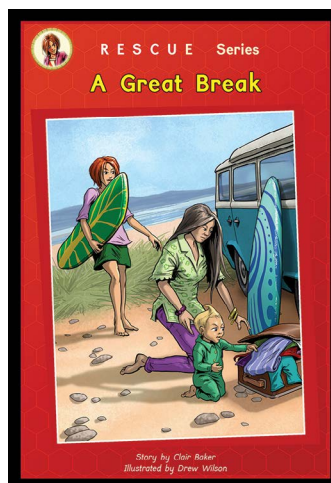
Readers 78-1-78369-296-5

Activity Book 978-1-78369-312-2

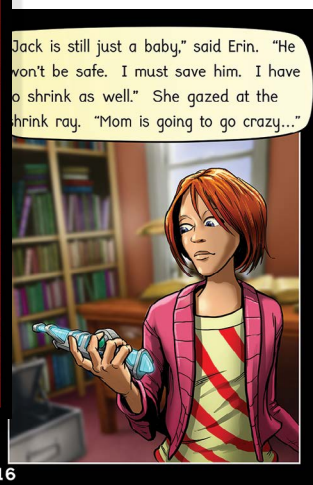
Get the complete set of the Catch Up Readers!

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. Now with additional titles!

K

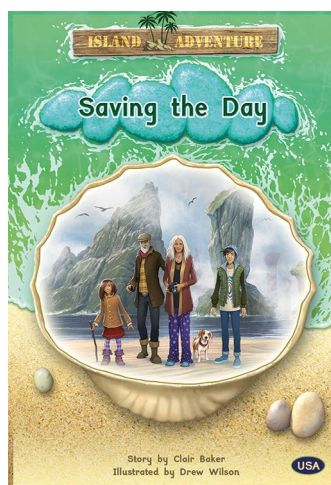


10
BOOKS

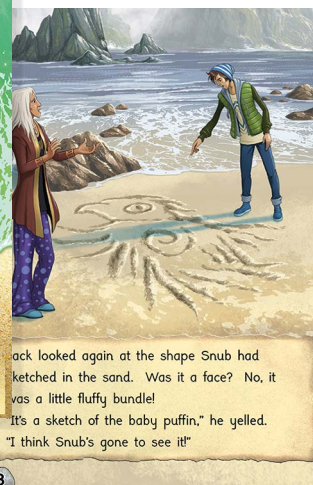


16

L

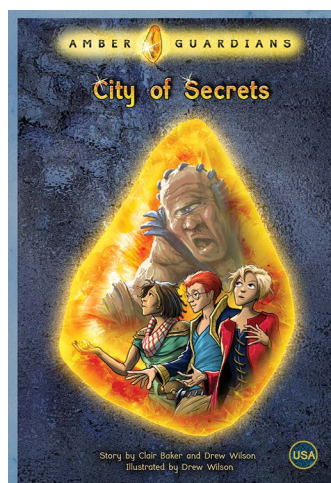


10
BOOKS



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 Sonday System products for your students.

Order with a credit card: imaginelearning.com/shop

Submit a Purchase Order

Email: AR@imaginelearning.com

Fax: 651-222-3969

Ordering Inquiries

Email: 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.
- Shipping within the US: All physical materials subject to 10% shipping and handling charge.
- International orders: Contact us at 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 Sondag 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 Sondag, 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)

800-321-7585 • solutions@imaginelearning.com