

# **USERS' GUIDE and LESSON PLANS**



**Super Star Online  
by Help Me 2 Learn**

[www.helpme2learn.com](http://www.helpme2learn.com)

## **Beginning Reading with Phonics Beginning Level Reading**

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Guide written by:  
Julie Glover  
Danny Glover and Dan Sheffield

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# Beginning Reading with Phonics - Overview/Helpful Tips

(Target grades K - 1)

Dear Teachers:

Learning to read is such an important part of life. As children continue to learn all of the concepts necessary to become proficient readers, they will not only obtain the success of being able to read, but more importantly, they will benefit from all of the things that can be learned through reading itself.

## **Beginning Reading with Phonics covers:**

- Kindergarten Common Core State Standards for Literacy
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read common high-frequency words by sight
- Identify the front cover, back cover, and title page of a book
- Follow words from left to right, top to bottom, and page by page
- With prompting and support, ask and answer questions about unknown words in a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Identify the front cover, back cover, and title page of a book
- With prompting and support, ask and answer questions about unknown words in a text
- Capitalize the first word in a sentence and the pronoun
- And much, much more

While we pride ourselves on making our courses easy-to-use and user friendly, we believe that our courses are most effective when used with the guidance of a teacher or a parent.

Beginning Reading with Phonics includes all the components necessary for effective learning:

1. Instruction - in the form of animated songs and/or interactive stories
2. "Learn the Words" and Speed Round – to build the vocabulary needed to complete the activity or game
3. Engaging Activity or Game – a fun way to use the letters, sounds or words used in the lesson
4. Pre-Test and Post-Test – proof of progress and mastery of the lesson
5. The Super Star Motivational and Data Tracking System
6. Teacher Features – to give teachers the controls and reports they need

**Instruction** – Beginning Reading with Phonics gives features three instructional and wonderful songs from Dr. Jean Feldman. Music can be a powerful tool to help students learn. In Beginning Reading with Phonics students have the option of listening to a song or an animated presentations from our Super Star Kids. There is no tracking of right or wrong responses in the presentations or songs. Once a student completes listening to a song or a presentation, they will earn a gold star. This makes it very easy to earn some gold stars. The student can listen to both, but only one is required for a gold star.

Our instructional presentations or songs make learning fun and easy. We offer a combination of songs and interactive presentations from the “Super Star Kids” to make learning fun and easy.

**“Learn the Words” and Speed Round** - Teachers (or parents) can be most useful in helping kids with the parts of the lessons that are most difficult or not as much fun. Some kids find that our “Learn the Words” and Speed Rounds are not as much fun as the games. Hard to believe!

Our “Learn the Words” and Speed Rounds are one of the most unique and important component of our courses. These activities not only prepare kids for the games or activities that follow, but they show how words are formed from sounds and we give kids an opportunity to relate pictures to words. Our approach is a blended approach because we are using a combination of phonics sounds and whole words.

Here are some suggestions and tips for using our “Learn the Words” and Speed Rounds:

- If possible, make the “Learn the Words” and Speed Rounds a whole class activity (you may want to create a new user account for class presentations; you can make this account active or inactive as needed). If you can project the “Learn the Words” and Speed Rounds to a screen and lead the class through the words, asking the class to repeat the sounds and words, you will find that the kids will be more engaged. You can blend the sounds by moving through the sound boxes to hear how the sounds make the words. If your kids are old enough and good with the mouse, you can let them attempt to blend the sounds.
- When appropriate, let your kids complete the speed rounds by taking turns. For small classes you can let each kid complete the speed round. For larger classes you can create teams and let them take turns. You will find that this will encourage them to do the speed rounds on their own account.
- If a whole class activity is not possible or after the presentation when the kids are working on their own, work with the kids to make sure that they are not skipping over the “Learn the Words” and Speed Rounds. Show them how to listen to the words and sounds that make up the words and show them how to blend the sounds. Watch them complete the speed rounds and make sure that they complete the speed round to the required level before going on.
- Our “Speed Rounds” are basically timed flash cards that allow the student to build immediate recognition of the words and sounds. A cumulative point total of the “Speed

Rounds” can be found by clicking on the “Speed Round” button from the “Super Star” page. Check the speed rounds tab to make sure that students are completing the speed rounds to the required level.

- Speed rounds are not required to earn a silver or gold star certificate of achievement. Students are encouraged to score 15 points or higher before going to the game. You can make the courses progressive, thus requiring completion of the speed rounds.
- Beginning Reading with Phonics features “Learn the Words” with three levels. Once a student completes the level with the required score, they will unlock the next level. We do this to break up the “Learn the Words” into smaller chunks that will be easier to master.

**Engaging Activity or Game** – Each animated story and “Learn the Words” with a Speed Round is followed by an activity or a game. We hear it all the time how much the kids love Super Star and our activities and games are the reason why.

Students who go directly to the games may find that they don’t know the words or have the skills required to complete the games. If necessary, teachers can make the course progressive to require the student to complete each part of the lesson before going on.

Another reason that are activities and games are among the best is that we offer a wide variety of games and game types. Our games not only require knowledge of the lesson objectives, but require problem solving and critical thinking. If a student is unable to complete an activity or game to the gold star level on the first try, they can repeat until they do earn a gold star. Teachers also have the ability to set the game level difficulty, so that the games are appropriate for the student.

We also suggest that whenever possible, the activities and games also be used as a whole class activity or competition. We make several suggestions in our lessons to encourage teachers to use different methods of using our games as a whole class activity. When teachers are able to do this, it takes our lessons to a much higher level of engagement and fun, making the class and school exciting.

The main objective of the songs, activities, and games is to engage the student in learning and give the student a way of applying and using the knowledge they have gained in the lesson. We love to hear that students are learning, but they think they are just playing games. “Your kids will love learning with Super Star!” Isn’t that what is all about, developing a love of learning?

**Pre-Test and Post-Tests program** – Beginning Reading with Phonics is really two programs; the instructional program and a Pre-Test and Post-Test program. We highly recommend that you take advantage of our pre and post-tests. These tests assess and give you a detailed report of each student’s ability before and after they use our instructional program. All of the Pre-Tests should be given to your students prior to using our program, and the Post-Tests after. There are 4 sections and 25 random questions in each section. The

student has a maximum of 2 minutes to complete each section, but if they complete the 25 questions before the 2 minutes is up that section will end, so the tests should not take longer than 10 minutes to complete. Once a student completes a segment, a check will appear on the main menu showing the pre-test was completed. A student cannot retake a pre-test but can retake a post-test. If a student retakes a post-test, only the last results will show.

The Pre-Test can be an important tool to determine if the student is ready for Beginning Reading with Phonics or if the student has already mastered the lessons of Beginning Reading with Phonics. Beginning Reading with Phonics does not require that students have some reading skills. If they are unable to complete the Pre-Test or complete it below a random guessing level, you should consider starting them in our Picture Builder course.

To view the Pre-Test and Post-Test results, you will need to login using your teacher account and access the Student Management section from the Teachers & Admins button on the main contents screen of Beginning Reading with Phonics.

**Super Star Motivation and Tracking System** - This is a simple and effective way to keep track of your students as they progress through the activities. It keeps track of their right and wrong answers. By using positive reinforcement and a star system, students are provided with incentives to get the correct answers. If students complete an activity with some incorrect answers, they will earn a Silver Star. If the activity is completed to a very high level, they earn a Gold Star.

The Silver, and Gold stars that they have earned are displayed on the Super Star page along with the student's name. The idea is stellar: students will go for the Gold as they successfully complete activities and master Beginning Reading with Phonics - Intermediate Level!

If a student wants to earn a Gold Star on an activity where a Silver Star was earned, they can click on the star and they can replay the activity. This motivational system allows teachers to track an individual student's progress. With your permission, once a student has a star on every page, they can print out the Silver Star, or Gold Star Certificate, depending on their accomplishments.

Teachers can also access the "Super Star" page by clicking on the "Star" button at the bottom center of any page. Other buttons show the Speed Round scores, the lesson view progress and the detailed progress page. More information is available in the back of this guide.

## **Teacher Features**

### **Navigation:**

With you, the teacher, in mind, we have created a simple and intuitive program. Although the English language can be difficult and confusing, we have broken the process of reading into easy to learn steps. We developed the program so that almost any child can use the program successfully with a minimum amount of supervision. However, the program is most effective when teachers supervise their class while using this program.

Simply use the "Next" and "Back" buttons to navigate through the program. You can also use the buttons on the Table of Contents screen. Organized like a traditional book, the first set of buttons takes you to the major sections, while the smaller buttons takes you to individual pages of this "electronic" book. You can always return to the main page of the Table of Contents by clicking on the "Contents" button. While we have provided these "easy to use" navigation systems, most students will eventually learn that they can easily navigate the program by using our "Super Star" page, by clicking on the star in the bottom center of the page and then clicking on a star to go to that activity.

### **Class Management System:**

In most cases, teachers are allowed (managed by the site administrator) to manage their classes. Teachers can then add or remove the courses that are assigned to the class and add or remove students assigned to the class. Teachers can also create sub-classes and add students and courses to the sub-class so that students can have access to the courses that are most appropriate to them. Teachers may also have the ability to add new students to their class or make students inactive if they leave the class.

**Student Management System:** The Student Management features can be accessed from the Teachers & Admins button found on the main contents screen of Beginning Reading with Phonics. You must sign-in using your teacher account to access these features. From the Student Management screen, you have several options:

- Class Progress Course Report
- Class Pre-test and Post Test Report
- Feature Locks
- Users' Guide and Lesson Plans

You can read a complete explanation of each of these features in the Class and Student Management section of this guide found near the end of the guide.

- Using your Super Star Online teacher account, be sure to explore our Teacher & Admins Resource course which has written and video tutorials of our teacher features.
- Our 8 instructional songs are fun to sing along in the classroom! Music and learning phonics go together like peanut butter and jelly! Be sure to break up the content into small, bite-sized pieces as your students learn phonics in each lesson every day.

**Print Pages:** Our courses feature many print pages which are designed to be a way for students to do the activities in our lessons on paper. You will find the print pages in each lesson of this guide or you can find them in our Student Management section of Beginning Reading with Phonics. Teachers have permission to print any or all of the pages of this guide and the activity print pages for use in their classroom (teachers may not sell or make the pages available for commercial purposes). Some teachers like to print the activity pages and laminate them so they can be reused.

**Using Beginning Reading with Phonics in the Classroom or Computer Lab:** This guide is specifically written to help teachers make the most effective use of Beginning Reading with Phonics and other Super Star Online courses. Since every classroom or computer lab is different, teachers will need to modify our suggestions according to their situation.

Our recommendations are intended to help teachers make the most effective use of our courses. This means that teachers will present many of the lessons to the whole class, before students begin using the course. By presenting the lessons to the whole class, teachers should find that students will understand the software and the lessons much better, than if the student is left to figure them out by themselves. Thus, the individual computer time becomes reinforcement for the lesson that was covered in class. In most cases, the whole class activities will be even more engaging and fun than the individual computer time. The goal of this approach is to make the lessons more effective and to speed up the learning process so that students learn more and learn more quickly.

If your class or computer lab is already equipped with the equipment needed to make whole class presentations, then you are ready to go. If not, here are some equipment suggestions:

1. Computer or Device – You will need a computer or tablet to run our software. This computer or device will need to be connected to the Internet and Super Star Online. It will also need to be connected to a large display that the whole class can see. My suggestion is that you create a special student account or accounts for the class presentations or games in order to keep track of the class progress.
2. Display (the bigger the better) – You will need a way to display the lessons to the whole class. A projector with a large screen in front is the most common way of doing this. Other options are a white board or interactive white board system. You might also use a large television and you might connect it with a Chromecast or a cable.
3. Speakers – almost any speakers will do.
4. Wireless Keyboard and Mouse – these items will make it easier for you to pass them around so that kids can learn to use a mouse and keyboard and interact with the software.

Please follow our suggested lesson activities in this guide. Feel free to modify them to fit the to fit your class and students.

Have fun!

We congratulate you for your dedication in teaching children through the wonders of technology. We know you will love this program, please consider some of our other titles:  
Letters and Numbers  
Silly Pictures  
Silly Sentences

Phonics 1a – Vowel Sounds  
Phonics 1b – Consonant Sounds  
Phonics 2a – Intermediate Level  
Phonics 2b – Intermediate Level II  
Language Arts Review 3a – Advanced Level, with Sports  
Language Arts Review 3b – Advanced Level II, with Sports  
Spanish 1a with Phonics/ Inglés 1a con Fonética  
Games of Math 1 – Addition and Money  
Games of Math 2 – Subtraction and more  
Games of Math 3 – Multiplication  
Games of Math 4 – Division and Fractions  
Super Star Movies  
Teachers and Admins Resources

Thank you,  
The Help Me 2 Learn team  
Contact us at:  
[www.helpme2learn.com](http://www.helpme2learn.com)  
[info@helpme2learn.com](mailto:info@helpme2learn.com)  
toll free: 800-460-7001      fax: 888-391-8415

Download our free app to help make it easier for students to sign-in:  
<https://helpme2learn.com/school/apps>

# Lesson Plans for Beginning Reading with Phonics

## Lesson 1: Learning to Read

- Don't You Just Love to Read - Song
- Learning to Read - Story
- Learning Words - Story
- Learn the Words
- Build a Pirate Story
- Build a Cook Story
- Build a Cop Story

### Don't You Just Love to Read – Song (featuring Dr. Jean Feldman)

#### What is it?

A fun, easy to learn song with animations of the Super Star Kids. The song is sung in different, funny “styles” which kids will enjoy singing along with.

#### Objective

To get kids excited about reading and show some of the wonderful things you can learn about by reading books.

### Learning to Read – Story

#### What is it?

Join Lily and Scooter as they share about how much they love to read whether it's reading books or looking for words while driving around town.

#### Objective

To demonstrate early concepts of looking at books and reading words.

#### Standards

- *Lily reads a book out loud and points to the words as she reads them and turns the pages*
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences

of letters.

- Understand that words are separated by spaces in print.
- *The words "yes" and "no" are sounded out showing the individual letter sounds.*
- Demonstrate understanding of spoken words, syllables, and sounds
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- *Scooter asks about some words that are difficult to read. He asks if he is reading the word correctly.*
- With prompting and support, ask and answer questions about unknown words in a text.

## **Learning Words - Story**

### **What is it?**

Buddy and Jo demonstrate the features of the Learn the Words section of the program and explain how to use it.

### **Objective**

To help kids understand how to use the Learn the Words section to sound out and read new words.

### **Standards**

- *Words are read out loud when you click on them and the individual letter sounds are read out loud when they mouse over each letter.*
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Know and apply grade-level phonics and word analysis skills in decoding words.

## Learn the Words

### What is it?

Learn the Words is a feature in all of the Help Me 2 Learn phonics programs that allows students to become familiar with the words used in the program.

### Objective

Students can learn to read and sound out new words they may not be familiar with and review words they already know. It also includes a Speed Round to help students test their skills to see how many words they've learned. For the Speed Round in this lesson, students fill in the missing beginning letter for each word.

### Standards

- *Words are read out loud when you click on them and the individual letter sounds are read out loud when they mouse over each letter.*
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- *During the Speed Round, students are tested on matching the correct spelling of a word based off the sounds in the word. Half of the words are from the DOLCH WORDS list of high-frequency sight words.*
- *Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).*

## Build a Story – Game (Pirate Story, Cook Story, Cop Story)

### What is it?

Students help Lily and Scooter write a silly story by choosing from various options. At the end they get to listen to their book be read to them with the illustrations matching the choices they made.

## **Objective**

To encourage writing skills and creativity as well as beginning reading concepts. Students learn that writing can be fun as they get to help decide what the story will be about. They see that the illustrations in a book match the words and can help give clues to what the story is about.

## **Standards**

- *Scooter and Lily explain what an author and illustrator are, and show where their names go on the title page.*
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- *The user helps put together the title page of the book. This includes the names of the author and illustrator, title of the book that shows what the story is about and an illustration to represent the story.*
- Identify the front cover, back cover, and title page of a book.
- *The individual words in the story are highlighted as they are read and the book is read page by page.*
- Follow words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- *Students help make a story by choosing words to complete the sentences. Then they get the opportunity to read the story they helped write.*
- Read emergent-reader texts with purpose and understanding
- *A story is read out loud and they must choose a word to finish a sentence from the story.*
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## **ACTIVITY**

We suggest that you have your students complete the first section of the Pre-test or maybe the first and second section. Once that is completed, move to whole class presentations.

Sing-a-long: start the day with a sing-a-long by playing the "Don't you just Love to Read" song for the class. If possible, print the words to the song (included below) and/or project the song on a screen so the class can see and follow the words. Otherwise, just play the song (from your computer or tablet – with speakers) and encourage the class to sing with you. (note: you can also play the songs from the Super Star Movies course).

Continue starting each day with a sing-a-long, you can continue playing "Don't you just Love to Read" for several days or use another song from Beginning Reading with Phonics.

Play the "Learning to Read – Story". Ask the class to help you to read the signs and click on the signs (if you have students who can use a mouse, ask them to click on one of the signs). Ask your class to look around the class for signs they can read. Ask you class to look for signs on their way home and write ten words they find on signs.

These first lessons are also great at building the skill of using a mouse (if you are using a mouse). You will probably find that some kids have that skill and some don't. You may want to work with those who are not used to using a mouse at another time.

Next, play the Learning Words story for the class, this will be important to show them how our "Learn the Words" works. Let the class participate.

Go to the first "Learn the Words" activity in the software. Click on the "OK" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first and then to the whole word. As you move over the sounds in the words, ask your class say, and or count the sounds. You could also have them clap one time as they say each sound. You can also print the "Learn the Words" (included below) and ask the class to put a check mark by all of the words they understand and can pronounce.

When you see the "Speed Round" button click on it and then on "Play". Have the students tell you the answers and then click on those letters and repeat until the time is up. Show them how you can click on the speaker icon to hear the word again. You can call on individual students, the whole class, or split them into teams and make it a fun game. Explain how there are three levels of words.

Click on the "Build a Pirate Story" game, click on Play. Ask a student to come up and click on a worm, cat, or pig. Have class continue to pick answers to complete the story. When the story is complete, click on the right side of the page to read the story again. Have the class read the story with you. You can repeat this story by clicking on the left side to let your students build a new story.

Repeat with the "Build a Cook Story". Repeat with the "Build a Cop Story".

Note: Our course "Silly Pictures" contains an expanded version of these same activities, you might want to try those activities as well.

### **OTHER RELATED ACTIVITIES**

Variation: Divide your class into groups and have them complete in the Speed Round, rotating every 5-10 minutes.

Provide printed copies of the "Learn the Words" and print pages and have your students work on the game as a group.

## **Don't You Just Love to Read? song**

Read a book, read a book,  
Don't you just love it?

Read a book, read a book,  
Don't you just love it?

Read a book, read a book,  
Don't you just love it?

Don't you just love to  
read, read, read!

Prissy style... monster style...  
alien style... whisper style

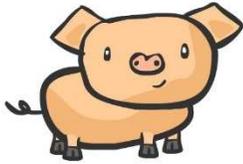
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- Learn the Words used in Lesson 1 of Beginning Reading with Phonics

<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>	
<b>Word</b>	<b>Letter Sounds</b>	<b>Word</b>	<b>Letter Sounds</b>	<b>Word</b>	<b>Letter Sounds</b>
big	b-i-g	ate	a-te	all	Sight Word
bug	b-u-g	bake	b-a-ke	and	a-n-d
cat	c-a-t	bird	b-ir-d	boat	b-oa-t
cop	c-o-p	bunny	b-u-nn-y	brother	Sight Word
dog	d-o-g	cook	c-oo-k	dance	d-a-n-ce
frog	f-r-o-g	crab	c-r-a-b	donut	d-o-n-u-t
hat	h-a-t	fish	f-i-sh	down	d-ow-n
in	i-n	happy	h-a-pp-y	flour	Sight Word
mad	m-a-d	ice	i-ce	for	Sight Word
on	o-n	it	i-t	gold	Sight Word
pig	p-i-g	jump	j-u-m-p	into	i-n-t-o
ran	r-a-n	look	l-oo-k	monster	m-o-n-s-t-er
sad	s-a-d	make	m-a-ke	pirate	Sight Word
shop	sh-o-p	pie	p-ie	potato	Sight Word
up	u-p	queen	qu-ee-n	rainbow	R-ai-n-b-ow
		rope	r-o-pe	said	Sight Word
		shark	sh-ar-k	salad	Sight Word
		shell	sh-e-ll	soda	Sight Word
		silly	s-i-ll-y	sorry	s-o-rr-y
		the	Sight Word	squid	s-qu-i-d
		waves	w-a-ve-s	sword	Sight Word
				they	Sight Word
				want	Sight Word
				was	Sight Word
				water	Sight Word
				whale	wh-a-le
				worm	w-or-m

# Missing Letter

Write the missing letter for each word.



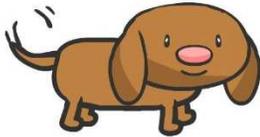
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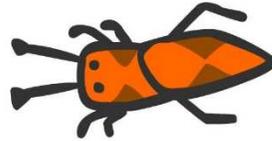
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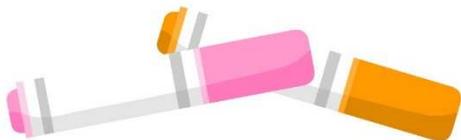
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# Match the Word

Draw a line to match the word with the picture.



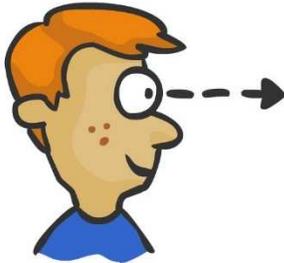
ate

jump



ice

silly



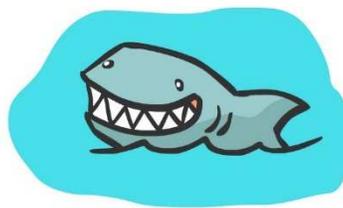
shark

shell



look

pie



# Which Word?

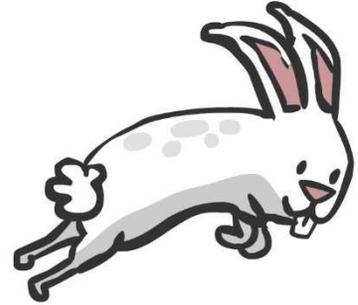
Circle the word that is spelled correctly.



queen quen



rop rope



bune bunny



crab krab



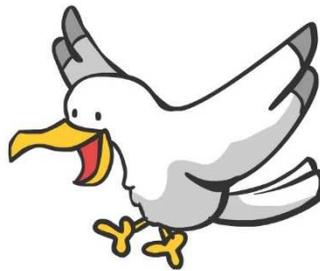
mak make



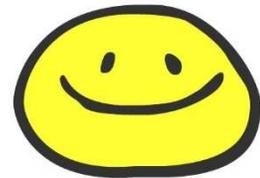
bake bak



wav wave



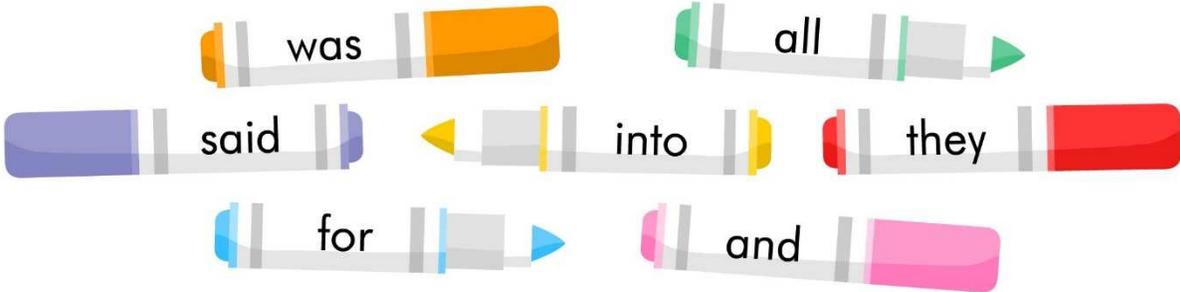
bird birds



happy happe

# Missing Word

Write the missing word in the blank for each sentence.



Put the pie \_\_\_\_\_ the oven to bake.

\_\_\_\_\_ went to the water and saw a shark.

She \_\_\_\_\_ hello to the queen.

I want a pet bunny \_\_\_\_\_ a pet bird.

The cook can make a pie \_\_\_\_\_ you.

The crab ate \_\_\_\_\_ the fish.

The shell \_\_\_\_\_ wet.



# Missing Letter

Write the missing letter for each word.



\_\_\_oat



\_\_\_ance



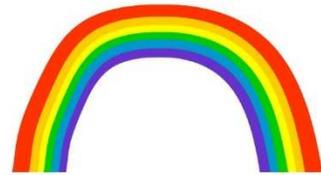
\_\_\_onster



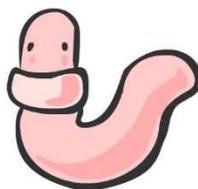
\_\_\_irate



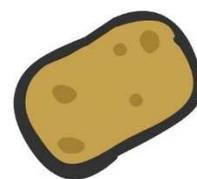
\_\_\_alad



\_\_\_ainbow



\_\_\_orm

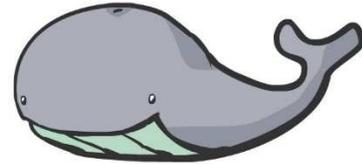
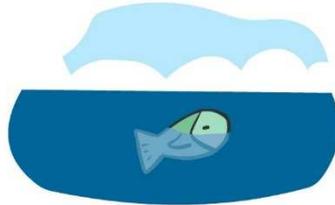


\_\_\_otato

# Which Picture?

Circle the picture that matches each word.

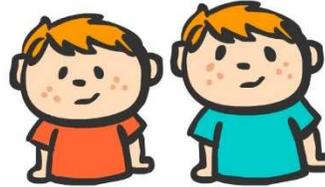
water



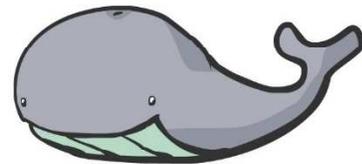
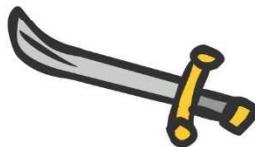
said



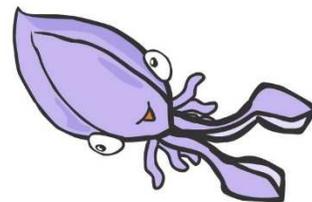
brother



whale



squid



# Missing Word

Circle the word that goes with each sentence.

Put the book \_\_\_\_\_. (his, down, the)

The pirate has a \_\_\_\_\_. (at, sword, into)

The \_\_\_\_\_ is big. (whale, into, sad)

I need \_\_\_\_\_ to bake a cake. (at, said, flour)

She had a \_\_\_\_\_ ring. (gold, they, look)

\_\_\_\_\_ saw a queen. (they, and, silly)

You can have a \_\_\_\_\_. (sad, soda, see)

I ate a \_\_\_\_\_. (gold, dance, donut)



I feel \_\_\_\_\_. (she, and, sad)

## Lesson 2: Reading Words

- This is How You Learn to Read - Song
- Reading Words - Story
- Learn the Words
- Picture Builder
- The Bike Ride Story Game
- The Big Hike Story Game
- The Bog Log Story Game

### **This is How You Learn to Read – Song (featuring Dr. Jean Feldman)**

#### **What is it?**

The Super Star Kids are animated and moving along to this upbeat song with a familiar tune. As you listen to the song, you will see lots of different animals joining in the fun.

#### **Objective**

This song teaches students about different techniques they can use to figure out how to read words and sentences that they may find challenging.

#### **Standards**

- *Use your ears to help you read by listening for the sounds of letters and sound groups that you recognize. You put sounds together to make words.*
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- *Use your eyes to help you read by looking at the illustrations that go along with the text.*
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- *Skip over words you don't know and read the rest of the sentence. Try to figure out what the missing word is by what would make sense for the sentence.*
- With prompting and support, ask and answer questions about unknown words in a text.
- *If a word is difficult, look for part of the word you know. You may know a rhyming word that ends in the same sound. Sound out the letters on the part you don't know and blend it with the chunk you do know.*
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Know and apply grade-level phonics and word analysis skills in decoding words.

## Reading Words - Story

### What is it?

Buzz wants to read a book about frogs but the one he has is too complicated for him. Penny helps him find a different book about frogs that's easier to read, but there are still a few words that he's not familiar with. Students get to read along with Penny and Buzz and help them use different techniques to figure out some words they don't know.

### Objective

To demonstrate different techniques that students can use to figure out a word they don't know.

### Standards

- *Use your ears to help you read by listening for the sounds of letters and sound groups that you recognize. You put sounds together to make words.*
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- *Use your eyes to help you read by looking at the illustrations that go along with the text.*
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- *Skip over words you don't know and read the rest of the sentence. Try to figure out what the missing word is by what would make sense for the sentence.*
- With prompting and support, ask and answer questions about unknown words in a text.
- *If a word is difficult, look for part of the word you know. You may know a rhyming word that ends in the same sound. Sound out the letters on the part you don't know and blend it with the chunk you do know.*
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Know and apply grade-level phonics and word analysis skills in decoding words.

## Learn the Words

### What is it?

Learn the Words is a feature in all of the Help Me 2 Learn phonics programs that allows students to become familiar with the words used in this program.

### Objective

Students can learn to read and sound out new words they may not be familiar with and review words they already know. It also includes a Speed Round to help students

test their skills to see how many words they've learned. For the Speed Round in this lesson, students click on the 2 words that have the same ending sound.

### **Standards**

- *Words are read out loud when you click on them and the individual letter sounds are read out loud when they mouse over each letter.*
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- *Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.*
- *During the Speed Round, the student is given three words and is asked to pick the two words that have the same ending sounds.*
- Recognize and produce rhyming words.

### **Picture Builder**

#### **What is it?**

Students pick words to help build sentences and then see pictures that illustrate what is happening in the sentence. The sentence is then shown with some letters missing and students can drag the missing letters to the correct spaces. This is the first activity (other than the "Learn the Words" where students can pick a wrong answer. If they do pick a wrong answer, they will earn a silver star for that activity instead of a gold star.

#### **Objective**

To practice using words to describe people and objects as well as demonstrating how illustrations and words relate to each other. This activity also provides more practice for sounding out words to figure out what letter they start with.

## **Standards**

- *Fill in the missing letters to complete a sentence.*
- With prompting and support, ask and answer questions about unknown words in a text.
- Read emergent-reader texts with purpose and understanding.
- *Illustrations are used to help figure out what the unknown words are.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- *Only the first letter of the unknown words is missing, so rhyming skills can be used to help figure out what the word is.*
- Recognize and produce rhyming words.

## **The Bike Ride Story Game**

### **What is it**

Students help Buzz and Penny fill in the missing word in each sentence of their short story about a Bike Ride. It is multiple choice and students must read each of the 4 words to figure out which one is correct. The illustrations help the students see which word they need to complete the sentence. After finishing the activity, students can click on the book to have it read out loud to them.

### **Objective**

To practice comprehension skills and understanding context to figure out what word should be used in each sentence. It also allows students to see the relationship between text and illustrations as they use the pictures to help them know what word is missing.

### **Standards**

- *A series of sentences are given to form a complete story. Each sentence has a missing word and students must figure out which is the correct word to go in each spot.*
- Read emergent-reader texts with purpose and understanding.
- *The illustrations help show what word goes in the sentence.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## **The Big Hike Story Game**

### **What is it**

Students help Buzz and Penny fill in the missing word in each sentence of their short story about going on a hike. It is multiple choice and students must read each of the 4

words to figure out which one is correct. The illustrations help the students see which word they need to complete the sentence. After finishing the activity, students can click on the book to have it read out loud to them.

### **Objective**

To practice comprehension skills and understanding context to figure out what word should be used in each sentence. It also allows students to see the relationship between text and illustrations as they use the pictures to help them know what word is missing.

### **Standards**

- *A series of sentences are given to form a complete story. Each sentence has a missing word and students must figure out which is the correct word to go in each spot.*
- Read emergent-reader texts with purpose and understanding.
- *The illustrations help show what word goes in the sentence.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## **The Bog Log Story Game**

### **What is it**

Students help Buzz and Penny fill in the missing word in each sentence of their short story about a fishing trip at a bog. It is multiple choice and students must read each of the 4 words to figure out which one is correct. The illustrations help the students see which word they need to complete the sentence. After finishing the activity, students can click on the book to have it read out loud to them.

### **Objective**

To practice comprehension skills and understanding context to figure out what word should be used in each sentence. It also allows students to see the relationship between text and illustrations as they use the pictures to help them know what word is missing.

### **Standards**

- *A series of sentences are given to form a complete story. Each sentence has a missing word and students must figure out which is the correct word to go in each spot.*
- Read emergent-reader texts with purpose and understanding.
- *The illustrations help show what word goes in the sentence.*
- With prompting and support, describe the relationship between illustrations and the text in

which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### **ACTIVITY**

As students become able to read words, have them use words from the “Learn the Words” as cards to play Concentration. Each word will be written twice and the cards will be mixed up and put face down on the table or floor. Students take turns turning over the cards to make a match. If they match the cards they say the words and keep the cards. If it is not a match, they turn the cards over and the play continues. The player with the most cards is the winner.

Play match the words. Look at the print activities for this lesson and find ones that you can cut out the words and the pictures. They mix up the words and mix up the pictures and spread them out. The student will take turns and turn over a word and then a picture. The student will state whether it is a match or not, if they match and the student states that they match, the player with the most cards is the winner. Variation: if the student says that they match and is wrong, the student will skip the next turn.

## **This is How You Learn to Read**

Oh, this is how you learn to read. a e i o u  
Use your eyes and what do you see? a e i o u  
A picture here, a picture there.  
Look at pictures everywhere.  
This is how you learn to read. a e i o u

Oh, this is how you learn to read. a e i o u  
Use your ears for sounds you hear. a e i o u  
Consonants here. Vowels there.  
Put sounds together everywhere.  
This is how you learn to read. a e i o u

Oh, this is how you learn to read. a e i o u  
If you forgot words in your head. a e i o u  
Just skip one here. Or skip one there.  
Then read it again and it will be clear.  
This is how you learn to read. a e i o u

Oh, this is how you learn to read. a e i o u  
Look for a little chunk you know. a e i o u  
If there is a chunk at the end.  
Put the sound in front and then you blend.  
This is how you learn to read. a e i o u

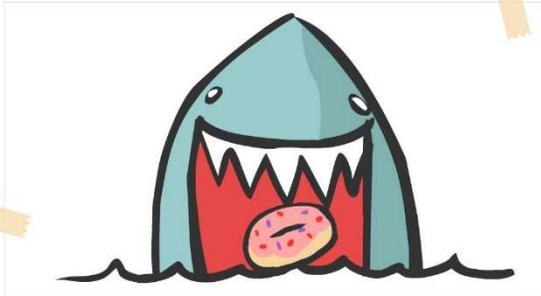
Now you know the tools you need. a e i o u  
Just use your eyes and ears to read. a e i o u  
Pictures, sounds and letters.  
Use these tools, you'll read much better!  
Now you have tools to read. a e i o u

**Learn the Words used in Lesson 2 of Beginning Reading with Phonics**

<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>	
<b>Word</b>	<b>Letter Sounds</b>	<b>Word</b>	<b>Letter Sounds</b>	<b>Word</b>	<b>Letter Sounds</b>
big	b-i-g	had	h-a-d	hay	h-ay
dig	d-i-g	mad	m-a-d	play	p-l-ay
pig	p-i-g	sad	s-a-d	clay	c-l-ay
run	r-u-n	at	a-t	saw	s-aw
fun	f-u-n	cat	c-a-t	claw	c-l-aw
sun	s-u-n	sat	s-a-t	draw	d-r-aw
can	c-a-n	red	r-e-d	book	b-oo-k
ran	r-a-n	bed	b-e-d	look	l-oo-k
van	v-a-n	fed	f-e-d	hook	h-oo-k
get	g-e-t	in	i-n	moon	m-oo-n
net	n-e-t	win	w-i-n	soon	s-oo-n
wet	w-e-t	pin	p-i-n	spoon	s-p-oo-n
log	l-o-g	it	i-t	all	Sight Word
bog	b-o-g	sit	s-i-t	ball	b-all
frog	f-r-o-g	pit	p-i-t	small	s-m-all
		kid	k-i-d	well	w-e-ll
		did	d-i-d	shell	sh-e-ll
		slid	s-l-i-d	yell	y-e-ll
		cop	c-o-p	bike	b-i-ke
		stop	s-t-o-p	like	l-i-ke
		shop	sh-o-p	hike	h-i-ke
				ride	r-i-de
				hide	h-i-de
				slide	s-l-i-de
				cake	c-a-ke
				make	m-a-ke
				lake	l-a-ke

# Pick the Sentence

Circle the sentence that matches the picture.



The shark ate a salad.  
The shark ate a donut.  
The shark ate a fish.



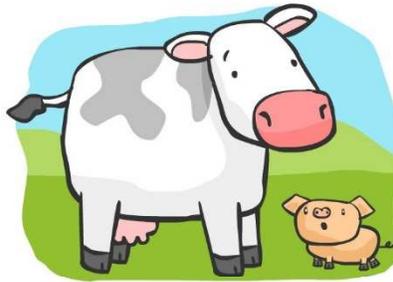
The bird sat on the pirate hat.  
The bird ate the pirate hat.  
The bird sat on the shell.



The queen had a soda.  
The worm had a potato.  
The worm had a soda.

# Match the Sentence

Read each sentence and draw a line from the sentence to the picture that matches it.



The pig was sad.

The cake was wet.

The boy was mad.

The kid sat in the water.

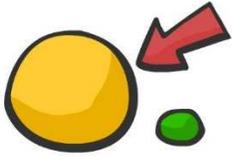
The pig was small.

The frog was at the lake.



# Find the Rhyme

Circle the word in each row that rhymes with the first word.



big



dig



fed



hay



run



well



kid



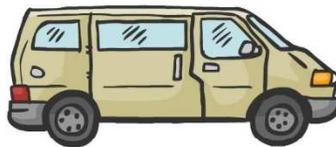
fun



can



bed



van



hook



net



wet



saw



cat

# Rhyme Time

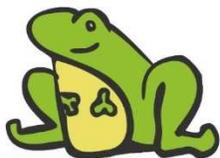
Write two new words that rhyme with each word.



pig

ig

ig



frog

og

og



get

et

et



sun

un

un

# Rhyming Words

Look at the first word in each row. Cross out the word in that row that DOES NOT rhyme with the first word.

had

sad

sat

mad

at

log

cat

sat

it

sit

pit

big

did

sad

kid

slid

soon

book

spoon

moon

all

ball

bed

small

# Missing Letter Rhymes

Write the missing letter for each rhyming word.

   **f** ed



   ed



   ed



   **c** law



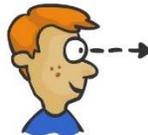
   aw



   raw



   **l** ook



   ook



   ook



   **m** ake



   ake

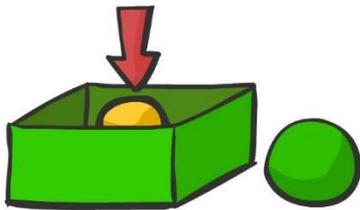


   ake



# Which Word?

Circle the word that is spelled correctly.



in ine



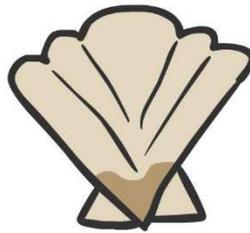
win winn



pine pin



weel well



shell sheel



yell yel



bike bik



lick like



hike hik

# Rhyme Families

Write each word in the correct box that has the same ending sound.

frog cop ride clay shop log  
bog play stop hay hide slide



op

---

---

---

og

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---

---



ay

---

---

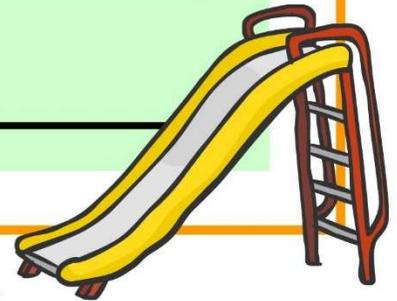
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ide

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## Lesson 3: Reading Sentences

- Kiss Your Brain! - Song
- Frog and Fly Story Game
- Little Turtles Story Game
- Reading Sentences - Story
- Learn the Words
- It's Bed Time!
- Coloring Sentences

### Kiss Your Brain! – Song (featuring Dr. Jean Feldman)

#### **What is it?**

A fun, upbeat song with animations of the Super Star Kids showing how they used their brains to do lots of different things.

#### **Objective**

This song builds self-esteem in kids and lets them know that they can do great things if they put their mind to it.

### Frog and Fly Story Game

#### **What is it**

Students fill in the missing word in each sentence of their short story about a frog and fly. It is multiple choice and students must read each of the 4 words to figure out which one is correct. The illustrations help the students see which word they need to complete the sentence. After finishing the activity, students can click on the book to have it read out loud to them.

#### **Objective**

To practice comprehension skills and understanding context to figure out what word should be used in each sentence. It also allows students to see the relationship between text and illustrations as they use the pictures to help them know what word is missing.

#### **Standards**

- *A series of sentences are given to form a complete story. Each sentence has a missing word and students must figure out which is the correct word to go in each spot.*

- Read emergent-reader texts with purpose and understanding.
- *The illustrations help show what word goes in the sentence.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## Little Turtles Story Game

### **What is it**

Students fill in the missing word in each sentence of their short story about a family of little turtles. It is multiple choice and students must read each of the 4 words to figure out which one is correct. The illustrations help the students see which word they need to complete the sentence. After finishing the activity, students can click on the book to have it read out loud to them.

### **Objective**

To practice comprehension skills and understanding context to figure out what word should be used in each sentence. It also allows students to see the relationship between text and illustrations as they use the pictures to help them know what word is missing.

### **Standards**

- *A series of sentences are given to form a complete story. Each sentence has a missing word and students must figure out which is the correct word to go in each spot.*
- Read emergent-reader texts with purpose and understanding.
- *The illustrations help show what word goes in the sentence.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## Reading Sentences Presentation - Story

### **What is it**

This is an interactive presentation explaining how you can put words together to make a sentence. Sissy helps Buddy take the words he already knows and put them together to form sentences. She also teaches him sentence rules such as capitalizing the first letter and putting a period at the end of a sentence.

## **Objective**

To demonstrate how to use words to form sentences and teach the correct way to start and end a sentence.

## **Standards**

- *The student is shown that you put words together to make sentences and that sentences are complete ideas.*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *Students are asked to copy a sentence.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *Students are asked to look at a sample sentence and point out that the first letter of the sentence should be capitalized.*
- Capitalize the first word in a sentence and the pronoun I
- *Periods, exclamation marks and question marks are explained. They are asked to look at a sample sentence and point out that it is missing the period at the end.*
- Recognize and name end punctuation.
- *Students are shown a sentence and asked to match it with the correct picture.*
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## **Learn the Words**

### **What is it?**

Learn the Words is a feature in all of the Help Me 2 Learn phonics programs that allows students to become familiar with the words used in this program.

### **Objective**

Students can learn to read and sound out new words they may not be familiar with and review words they already know. It also includes a Speed Round to help students test their skills to see how many words they've learned. For the Speed Round in this lesson, students fill in the missing word for each sentence.

### **Standards**

- *Words are read out loud when you mouse over each word in the sentence. The whole sentence is read out loud when you click on the speaker icon.*

- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Know and apply grade-level phonics and word analysis skills in decoding words.
- *During the Speed Round, students are given an illustration and a sentence with a missing word. They must pick what word completes the sentence and matches the illustration.*
- Read emergent-reader texts with purpose and understanding.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## **It's Bed Time! - Game**

### **What is it?**

In this game, Sissy needs help putting her puppies to bed. Students click on the sentence that goes with the picture shown. Students also help find the puppies' favorite toys by reading what their favorite toy is and dragging that item to Sissy. After all the sentences have been read, the puppies are ready to go to sleep.

### **Objective**

To help students practice reading sentences and understand their meanings as well as demonstrate the relationship between the text and illustration. Students are also asked to read a word with a descriptive adjective and pick the correct object.

### **Standards**

- *Students read three sentences and choose the one that matches the picture.*
- Read emergent-reader texts with purpose and understanding.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- *Sentences are made from DOLCH WORDS list of high-frequency sight words.*
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- *The three sentences are very similar. They must identify what makes them different to*

*determine which sentence matches the picture.*

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Coloring Sentences - Game**

### **What is it?**

Students help Buddy form sentences using the words given. Some of them give students a choice of what they want the sentence to say. After the sentence is made, Lily holds up a drawing of what the sentence says. At the end of the activity, students get to pick one of the drawings to color any way they want.

### **Objective**

To learn how to form short sentences using simple words and to see the relationship between the text and illustration.

### **Standards**

- *Students rearrange a group of words to make a 3 or 4 word sentence. There are extra words that are not needed and are often several different sentences that can be made from the group of words.*
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- *After students make a sentence, they see an illustration that matches their sentence.*
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **ACTIVITY**

Use the following print pages to make games. Cut out the words and the pictures. Place the pictures face down. Place the words face up. Have the students take turns turning over a picture. The students will have 2 minutes to find the words that go with the picture.

1. Play the "Kiss Your Brain" song two or three times and tell your students that they will be writing the words to the chorus of the song. Variation: let them write all the words to the song from memory.

# Kiss Your Brain!

Chorus

Kiss your brain! Kiss your brain!  
It's something you can do.  
Kiss your brain! Kiss your brain!  
When you feel proud of you!

Your've done something you've never done before.  
You're feeling good about it.  
You are thinking, "Good job, me!"  
And you want to shout it. So...

Chorus

You wrote a book all by yourself.  
You learned on the computer.  
You played checkers with your mom.  
And you beat her! So...

Chorus

You can kiss your brain 'cause you feel good.  
You can kiss your brain 'cause your're smart.  
You can kiss your brain 'cause learning.  
You can kiss your brain with a happy heart! So...

Chorus

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**Learn the Words used in Lesson 3 of Beginning Reading with Phonics**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
The cow was big.	I went to my new home.	The boy hid his toy in the room.
He had a red ball.	A boy was in the cold water.	Dad is under the yellow house.
Mom got a book.	She has a pretty blue mask.	I have three eggs and two fish.
The baby saw a bug.	Her duck sat on the grass.	The bell made the dog mad.
The girl ate a little cake.	The sad man was on the bus.	One lion was in the cage at the zoo.
The boat was in the lake.	The happy woman found candy.	I like corn but they like ham.
His dog is black and white.	She put a brown hat on the fox.	You are out of purple jam.

# Match the Sentence

Draw a line from each sentence to the picture that matches it.

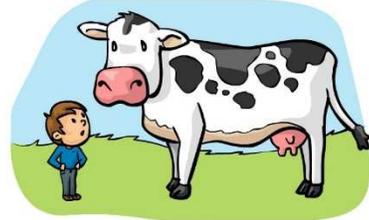
The boat was in the lake.



The cow was big.



Her duck sat on the grass.



The bell made the dog mad.



Dad is under the yellow house.



# Reading Sentences

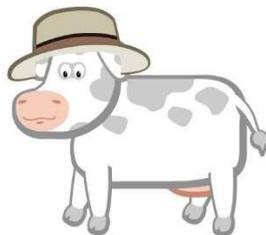
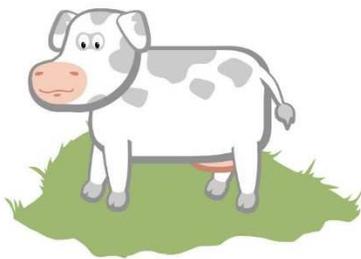
Circle the correct picture that goes with each sentence.



The fox has one fish.



The bug is on the baby.



The cow is in the water.

# Sentence Mix-Up

Put the words in order to form a complete sentence and write the sentence on the line.



red had  
a he ball

---



saw a baby  
the bug

---



a girl cake  
the little ate

---

# Pick the Sentence

Circle the sentence that matches the picture.



The girl wore a pretty mask.  
The cow wore a pretty mask.  
The girl wore a pretty hat.

---



The water in the lake is mad.  
The duck in the lake is cold.  
The water in the lake is cold.

---



The fox sat on the corn.  
The fox ate yellow corn.  
The woman ate corn.

# Missing Word

Circle the correct word that completes each sentence.

The lion \_\_\_\_\_ on the grass. (then, sat, sit)

She ate candy and \_\_\_\_\_. (happy, bus, cake)

A boy \_\_\_\_\_ a sad dog. (found, sat, brown)

I wanted to \_\_\_\_\_ to the zoo. (was, go, hide)

The girl hid a purple \_\_\_\_\_. (like, and, book)

The mad fox was \_\_\_\_\_ the cage. (has, in, bus)

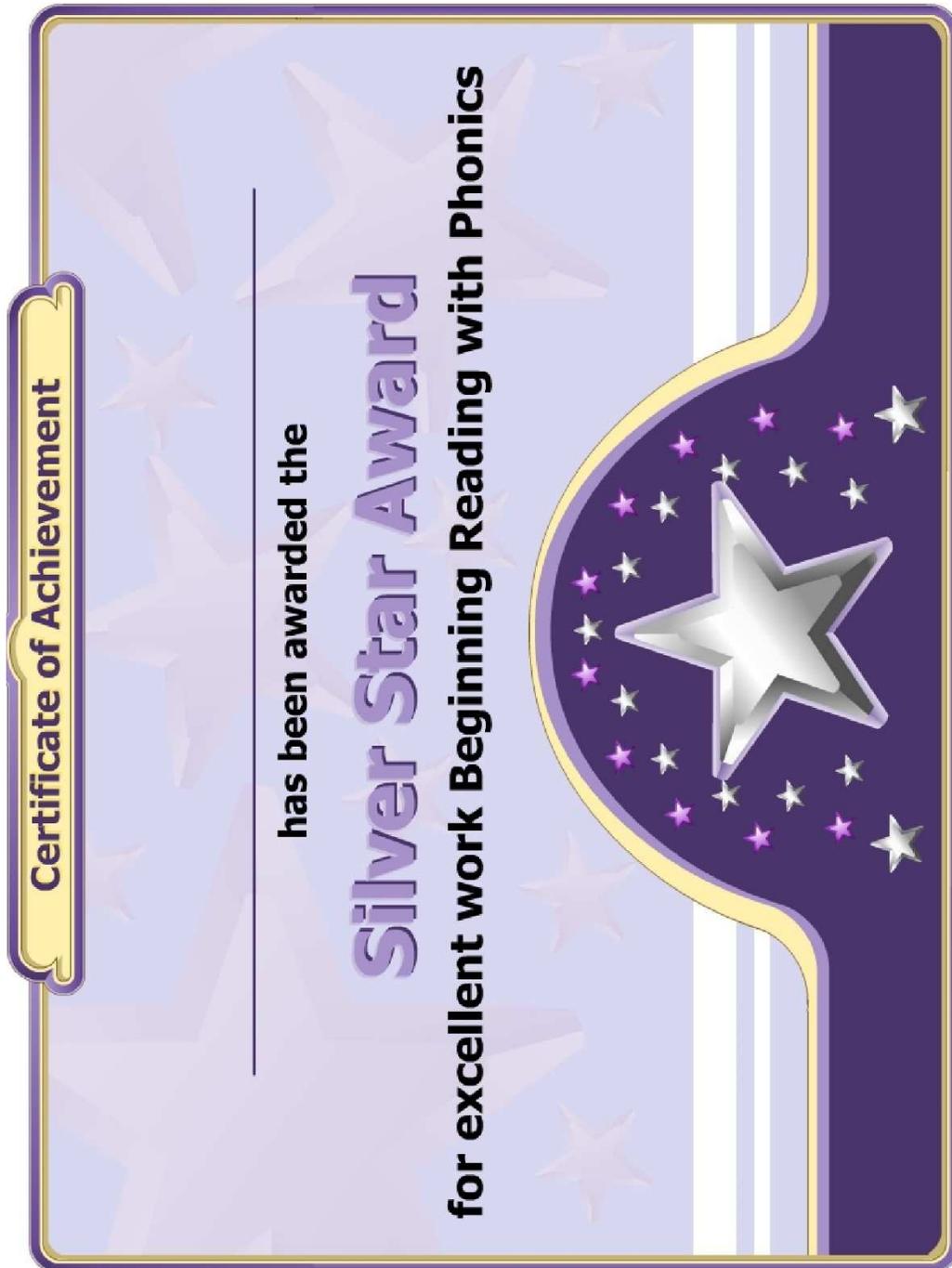
I have two blue and yellow \_\_\_\_\_. (toys, hat, home)

Dad \_\_\_\_\_ in the cold water. (lake, made, went)

\_\_\_\_\_ has a bell. (she, out, three)



# Blank Certificates of Achievement



**Certificate of Achievement**

\_\_\_\_\_ has been awarded the  
**Gold Star Award**  
for excellent work Beginning Reading with Phonics



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# Super Star Motivational and Data Tracking System

- The Super Star Page
- Speed Rounds

## The Super Star Page



Students (or teachers) can keep track of their Super Star status, by clicking on the Super Star button from any page or screen. The Super Star page displays the student's name and all of the Silver and Gold Stars they have earned. Our Super Star Motivational and Data Tracking System serves as a way to reward students and motivate them to complete all of the games and activities.



Most students love earning Silver and Gold Stars. Once they have earned a few stars, they want to keep earning stars until they have a Silver or Gold Star on every activity or game.

The Super Star page also serves as a guide to the teacher to all of the activities or games in the program.

Students earn a Silver Star if they complete an activity to a higher level. Students earn a Gold Star if they complete the activity without any mistakes or listen to an interactive story (tutorial) all the way through. Some Gold Stars are much easier to earn than others. The activities at the beginning of the program tend to be easier than the activities at the end of the program. Note: our online version does allow the teacher to change the difficulty level so that students can make some mistakes and still earn a Gold Star.

Most students will use the Super Star page to navigate to the games and activities that they have not completed to the Gold Star level. From the Super Star page, just click on a star to go to that game or activity. When students use the Super Star page as a navigational system, they do tend to overlook the "Learn the Words" sections and Speed Rounds. We encourage you to remind them to spend time in these activities before going on. The "Learn the Words" sections and Speed Rounds will help prepare the student for the games. The "Learn the Words" sections and Speed Rounds make excellent whole class activities.

Many teachers require the students to complete the stars in order before going on to the next star. Teachers can use our student management settings to make the course progressive.

Once a student completes enough Silver Stars, the star at the bottom of the screen will turn bronze or silver. Once a student has completed all of the stars to the gold level, the star at the bottom of the page will turn gold. With your permission, they can print out the Silver Star

or Gold Star Certificate of Achievement, depending on their accomplishments by clicking on the Silver or Gold Star at the bottom of the page (note – you can lock the printing, if you wish).

The objective of the program is to have the students complete all of the games and activities and to earn a Gold Star Certificate of Achievement. If a student has a Silver Star, they can repeat that activity as many times as they need until they earn a Gold Star.

Some teachers print the certificates and post them in the classroom. Other teachers create a Super Star necklace or badge as an additional reward for students who have achieved a Gold Star Certificate.



### Speed Rounds

Another feature in this program is our “Speed Rounds”, which can be found at the end of our “Learn the Words” activities. Students are encouraged to score 15 points or higher before going on to the game. Our “Speed Rounds” are basically timed flash cards that allow the student to build immediate recognition (fluency) of the words and sounds. A cumulative point total of the

“Speed Rounds” can be found by clicking on the “Speed Round” button from the “Super Star” page. Students can also click on the buttons for each speed round to go to the “Learn the Words” page for that speed round.

The Speed Rounds are independent and optional to the Super Star System. We encourage you to require a score of 15 (note: the red label turns green) on each Speed Round. While the Super Star System is a fixed system with a set goal, the Speed Rounds are an open-ended system. While a score of 15 is encouraged, there is no limit to the speed round scores. Students can compete with the class to see who can achieve the highest Speed Round score for an activity or for the overall score.

# The Class and Student Management

- Class Level Management
- Sign in – Managing Student Names
- PreTest and PostTest
- Course Level Student Management System

## Class Level Management

There are two levels of management available to the teachers: Class Level and Course Level.

At the Class Level, teachers can:

- Add or remove courses to their class
- Add or remove students to their class
- Create sub-classes and assign courses and classes to students for differentiated instruction
- Add new students to their class
- Edit students: change names, change the user name, change the password, and make the student inactive

## Sign in – Managing Student Names

When you log-in to Super Star Online using your teacher account, you will see a brown button bar near the top of the screen.



**Classes** – The default view is Classes. From this screen you can view the class or classes that you are assigned to, the courses that are assigned to your class, and the students assigned to your class. To the right of each class name there is are   buttons. Note: the site administrator creates classes. Teachers cannot create classes.

Edit Class allows you to see a list of the courses that are assigned to the class and the students that are assigned to the class. You can add students or courses by checking the course or student and then click on Update at the bottom of the screen. Note: under the courses there is a "Sub Class students see only Sub Class courses?" with a check box next to it. This should be checked by default, but if you are using sub-classes, you will probably want to make sure that it is checked so that the sub-class students only see the courses that are assigned to the sub-class.

Add Sub Class allow you to create sub-classes for differentiated instruction. Click on the Add Sub Class button, name the sub-class, check the courses that you want the sub-class to have access to and check the names of the students to add to the sub-class.

Please note that our Teacher and Admins course contains a video tutorial covering this topic.

**Students** – The Students button allows you to add new students, change the user name and/or password for students, to add or remove student from your class and to make a student inactive.

We suggest that you click on the down arrow next to “Arrange by” and click on Class to see a list of the students that are in your class. You can then click on Edit to the right of their name to change the information in any of the fields including their user name and password. Note that we do not show passwords, so if a student can’t remember their password, you cannot retrieve it, you can only change it. Teachers cannot delete students, but you can uncheck the Active? Check box for students who are no longer attending your school so that their seat will not be counted against the seats available to your school.

Click on the Add Student button to add a new student. Fill out the fields (some fields are optional, only the fields with the red star are required) and check access to your class to assign them to your class.

**Reports** – the Reports button allows you to see our Course Usage Report and the Class Progress Reports.

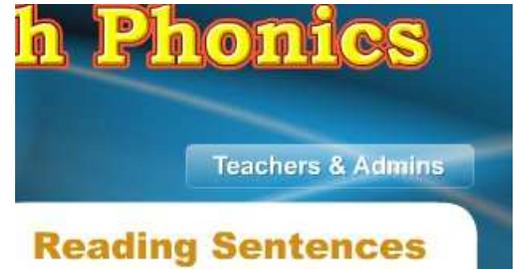
The Course Usage Report shows each class at the school and the total time that the courses are used and the time each course is used. This information is also available to your site administrator and can be copied and pasted into a file that you can present to your administration to show that this asset is being used.

The Class Progress Reports allows you to see the class summary report for each of the courses. This report and a detailed report is available from within the course on the contents page by clicking on the Teacher and Admin button.

## Course Level Student Management Features

The following (optional) features are available to the teacher for each course (there are some differences in the way these features are displayed in each course). Start the course to see these features.

The Teachers & Admins button is found on the contents screen of the course. Click on the Teachers and Admins



button to view the Teachers & Admins menu page.

**Teachers' & Admins'**

<<< Back Print

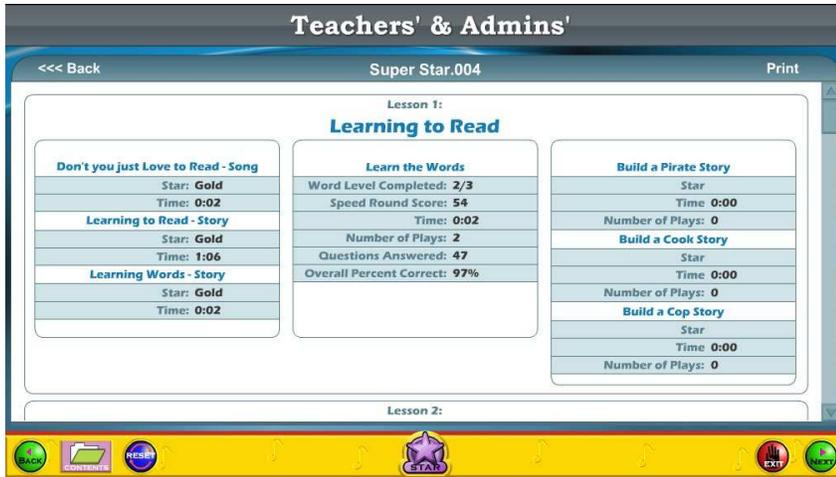
**Class Progress Report**

Student	Progress	Total Time	Silver Stars	Gold Stars	Speed Rounds
The Bates	0%	0:00	0 / 18	0 / 18	0 / 0
Michaela Butters	0%	0:00	0 / 18	0 / 18	0 / 0
Cora Calma	0%	0:00	0 / 18	0 / 18	0 / 0
Rocco Fazio	0%	0:00	0 / 18	0 / 18	0 / 0
DanL Sheff	0%	0:00	0 / 18	0 / 18	0 / 0
Ralph Star	41%	1:04	8 / 18	6 / 18	0 / 0
Super Star.001	0%	0:00	0 / 18	0 / 18	0 / 0
Super Star.002	0%	0:00	0 / 18	0 / 18	0 / 0
Super Star.003	0%	0:00	0 / 18	0 / 18	0 / 0
Super Star.004	61%	2:32	11 / 18	11 / 18	0 / 0
Super Star.005	17%	0:54	3 / 18	3 / 18	0 / 0
Super Star.006	0%	0:00	0 / 18	0 / 18	0 / 0

Navigation icons: BACK, CONTENTS, RESET, STAR, EXIT, HELP

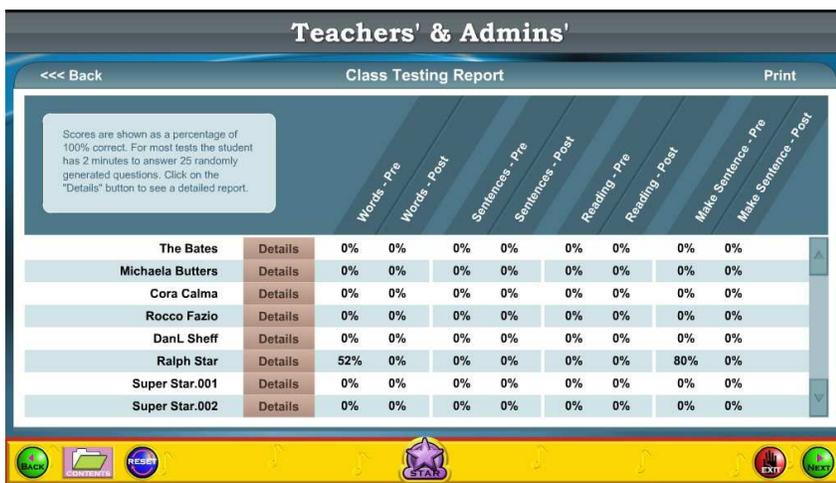
Menu Page/**Class Progress Report** – Click on this button to view a printer-friendly summary report of all the students in the class. This report shows progress as a percentage of course progress. Total time in minutes that the student has accessed the course. The number of silver and gold stars earned (if a student has earned a gold star, it will also show as a silver star as well) and the speed round points earned. Click on the

print button to print this report.



Details - You can click on the Details button beside a student name to see and/or print a detailed report for each student. Details will vary depending on the type of activity.

Click on Back and Back to go back to the Menu Page.



Menu Page/**Class Testing Report** – You will then be able to view a summary report of all the students in the class. You can click on the Details button by the student name to view or print a detailed report for that student.

Click on Back and Back to go back to the Menu Page.



Menu Page/**Program Settings** – Use the feature locks to help manage the program. Here are some notes about the locks:

- Lock Printing: Keeps students from printing. Teachers can still print from their account.

- Lock Touch Mode - Lock the touch mode when the course is used only on classroom computers
- Parent Mode – Is used to enable the Parent Mode settings when the teacher encourages the students to work at home with their parents.
- Class Game Settings – Opens optional settings for the class including setting the difficulty level and locking activities in the course whereby students must complete each activity to the gold star level before going on to the next activity.
- Individual Game Settings – Similar to the Class Game settings, but is for an individual, rather than the whole class.
- Class Progress Tree - Use mode to make the course progressive whereby students must complete each activity to the gold star level before going on to the next activity.
- Restore Default Class Settings - Use this to return all settings back to the default settings.



Menu Page/**Class Testing Settings** – Use the feature locks to help manage the Pre-Tests and Post-Tests. Here are some notes about the locks:

- Lock Program: Keeps students using the main course and allows them to access the testing portion only.
- Lock Post-Test – Use this setting (recommended) to lock the post-test portion of the tests so that student only do the post-tests when you are ready for them to do the test.
- Lock All Testing – Use this setting to lock access to the testing portion of the course.
- Lock Individual Test – Use this setting to lock or unlock

About the Pre-Test and Post-Test: Beginning Reading with Phonics is really two programs; the instructional program and a Pre-test and Post-Test program. We highly recommend that you take advantage of our Pre- and Post-Tests. Students would click on the Pre-Test Post-Test button found beneath the Contents page.

We recommend that most students complete all of the Pre-Tests before they begin using the program. If they score high on the Pre-Test, this would be a strong indication that they have already mastered this material and might need one of our other courses. If they score low, this is a good indication that this material will help them.

The first three tests have 25 multiple-choice questions and is timed for a maximum of 2 minutes in each test. The fourth test has five drag and drop questions where students complete a sentence. Since there are five tests, it should take just over 10 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. Using your teacher account, you can see and print the summary report and the detailed report for the tests from the Teacher & Admins section of the program.

If you want the students to complete all of the tests, we recommend that you lock the Post-Tests from the Teacher & Admins section. You can also make sure that the students can access only the tests by locking the students from the program, but this might not be necessary if your students can follow your instructions.

Once the student takes the Pre-Test, that Pre-Test cannot be changed or erased without deleting the student's name. The next test taken for that subject will automatically be the Post-Test. If a student repeats a Post-Test, only the last attempt is recorded in the Post-Test report.

We recommend that a student take the Post-Test once the program has been completed or at the end of the school year. Some teachers prefer to have students take a pre-test before beginning a lesson section and then take the Post-Test upon completing that lesson section. The ultimate goal of the Pre-test and Post-Test is to show progress and mastery of the material covered in the program.

Menu Page/**How To Use This Program** – Use the feature to view information about the Super Star System and the Button Bar.

Menu Page/**Printouts** – Use the feature to and blank certificates of achievement, the Users' Guide and Lesson Plans, and activities from each of the lessons (21 activity print pages).

Menu Page/**Lock Printing** – Keeps students from printing (some of the activities have pictures they can print).

Menu Page/**Credits** – List of people who worked on this course.

# Educational Application

- Uses
- Research and State Standards
- Instructional Design

## **Use of this program and this guide:**

There are numerous ways to use Beginning Reading with Phonics. This guide is primarily intended for the classroom teacher who is doing a whole class presentation. The guide assumes that you have some way of displaying the program to the entire class and that all of the students will be actively engaged in the presentation of the program.

## **Some of the other uses of the program:**

Activity Centers: The program is certainly appropriate for use in activity centers because it is easy to use and students generally require very little assistance. Teachers can then use the progress page and reporting features to track the student's progress.

Some specific activity centers uses are:

1. Differentiated Instruction – working on specific and different skills needed by different students.
2. Remediation – working on specific below-grade-level skills.
3. Above Grade Level – working on skills not covered in class for students who require more challenge.

Besides the classroom, this program is also very appropriate for:

1. Computer Lab – site and network versions of this program are available to allow students to work at their own pace in a computer lab setting to build skills being covered in class or skills already covered above.
2. After-school programs – using after-school time to build and review skills required for advancement.
3. At-home Use – parents can purchase the program for additional reinforcement at home or schools can make the Super Star Online version available (at no additional cost) to students and parents for at-home use. Super Star Online features a special "Parent" button to encourage parents to work with their child at home.

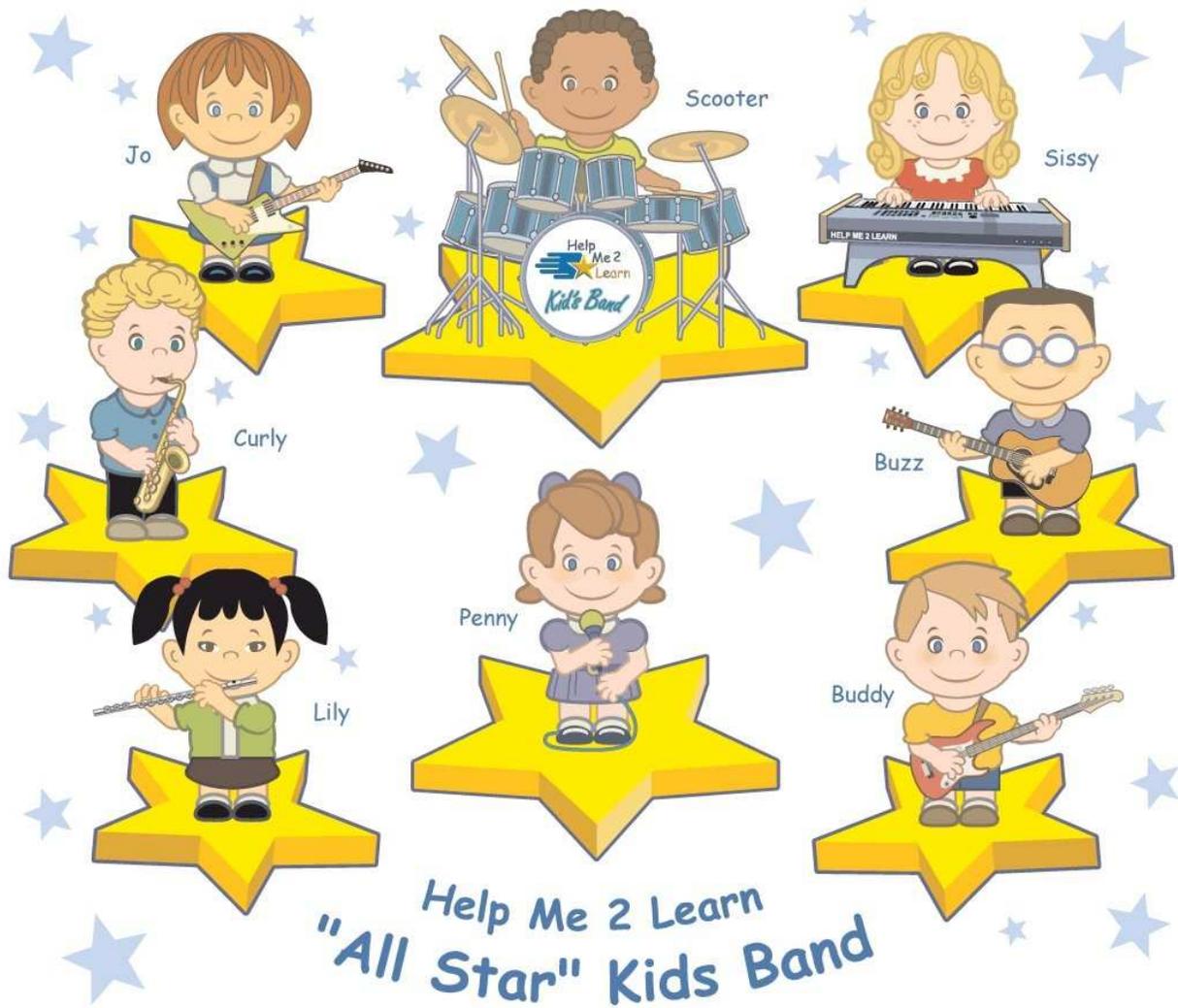
## **Instructional Design:**

Instructional Theory – You expect a lot out of educational software and we try to deliver everything you expect and more. We subscribe to the theory of Multiple Intelligences as developed by Howard Garner. We believe that educational instruction is most effective when it is presented in a way that reaches as many intelligences and as many students as possible. Because we use multi-media, we can be very effective at doing that. This is not just a language arts program that appeals to the logical intelligences; this program appeals to almost every intelligence to develop reading skills and other skills at the same time.

Since you are using our software, it is obvious that you are committed to using all the tools available to you to make your class instruction more interesting and more multi-dimensional. We applaud your taking the extra effort to step away from the traditional lecture-only class instruction.

We also have the following objectives:

- Engaging and Fun - We try to make sure that our program will be engaging and fun. Our objective is to take the work out of learning phonics and make it play. Our objective is to change students' perception about language arts as being difficult and boring; turning it into something they love. We want language arts to become easy and understandable. We want our language arts games to be challenging, yet give a sense of accomplishment as students progress through the activities and games. We believe that using our software can help change students' attitudes about learning and about school. Our programs are often the school activity that they look forward to the most.
- Educationally appropriate – This program was built on the topics as outlined in Common Core standards. Our objective is to give you, the teacher, instructional support for the lessons you commonly teach in your classroom. Our goal is to help give your students a tool to master your lessons more quickly and retain the material longer. Our programs are particularly appropriate when students need a lot of repetitive practice. When students master the material quickly, you have more time to work on other or more advanced lessons.
- User-friendly – this is a buzzword that a lot of companies use. Our customers repeatedly tell us how user-friendly our software is and we are continually looking for ways to improve the user-friendliness of our software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class.
- Reporting – Besides our progress page, we offer printer-friendly reports that can be used to track the progress of the class or student. Our most detailed report is the Pre-Test and Post-Test report.
- Multi-cultural – we are committed to multi-cultural diversity and believe that it is important that kids recognize characters in the programs with similarities to them and other characters that are different. The main characters of this program are our "Super Star" kids which represent different races, skin and hair colors. We also include both male and female characters.
- Teachers can also take advantage of our Super Star Movies course to play the songs and presentations from Beginning Reading with Phonics.



## "Super Star" Kids

Whether your class is using this program in a computer lab with headphones, or you're using an overhead projector to present lessons to the class, you're sure to find the activities and games motivating and rewarding.

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# **Credits Page:**

## **Executive Producer:**

Dan L. Sheffield

## **Graphic Artist and Programmers:**

Danny Glover

## **Educational Consultant:**

Jennifer Charles, National Board Certified Teacher

Laurie Calma

## **Vocal Artists:**

Christi Martin

Danny Glover

Jennifer Charles

Michael Charles

Dan Sheffield

Julie Glover

## **Proofing:**

Maureen Sheffield

## **Backed Programmer:**

Marshall Elfstrand

For tech support-email: [techsupport@helpme2learn.com](mailto:techsupport@helpme2learn.com)  
or 1-800-460-7001