

# **USERS' GUIDE and LESSON PLANS**



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

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

## **Phonics 1a Vowel Sounds**

Short & Long Vowel Sounds  
Beginning Level Reading

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# **Phonics 1a - Overview/Helpful Tips**

(Appropriate for Grades K – 2, target grades K - 1)

Dear Teachers:

Learning about vowels and the vowel sounds is such an important foundation of learning to read. 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.

By playing Phonics 1a, your class will learn all about:

- Beginning Reading
- Short & Long Vowel Sounds
- Helper Vowels
- Vowel Rules
- Vowel Differentiation
- Short & Long Vowel Words
- And 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.

Phonics 1a includes all the components necessary for effective learning:

1. Instruction - in the form of animated songs and animated presentations
2. “Learn the Words” and Speed Round – to build the vocabulary and reading skills 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** – Phonics 1a gives features 10 instructional and wonderful songs from Twin Sisters. Each song covers one of the vowel sounds. Music can be a powerful tool to help students learn. In Phonics 1a students our Super Star Kids also give animated presentations explain a phonics concept. There is no tracking of right or wrong responses in the presentations or songs. Once a student completes listening to a song or presentations, they will earn a gold star. This makes it very easy to earn some gold stars.

**“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.

**Engaging Activity or Game –** Each animated song 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 our 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 also 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** – Phonics 1a 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 8 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 20 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 Phonics 1a or if the student has already mastered the lessons of Phonics 1a. If they are unable to complete the Pre-Test or complete it below a random guessing level, you should consider starting them in a lower level 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 Phonics 1a.

**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 Phonics 1a – Vowel Sounds!

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**

### **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 Phonics 1a. 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 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 eight 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.

## **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.

**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 Phonics 1a. 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.

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

Beginning Reading with Phonics

Silly Pictures

Silly Sentences

Phonics 1 b – 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>

## **WORD LISTS**

Students can play, sing, and learn while using the Phonics 1a. They will also learn over 600 words!

Included in each lesson is a word list for each of the "Learn the Words" that you can use away-from-the-computer.

One recommendation would be to make a copy of each word list for your students. You can use these word lists at the end of each day to help build your students' vocabulary.

At the end of the year, you can help your class build their very own vocabulary book to take home with them over the summer. They can compile these lists in a folder and bind them together. The students can decorate their book with crayons and color pencils. If you plan this activity to time out with the end of the year, a nice suggestion would be to present this to their parents at Open House or your year-end party.

Not only is it a nice gift, it's something your students will remember for a long time to come. Pat yourself on the back! You helped your class learn phonics, and turned your pre-readers into readers by teaching them to read special vocabulary words.

# Lesson Plans for Phonics 1a

## Lesson 1: Short Vowels

- Talking Letter Sounds
- What Are Short Vowels

### **OBJECTIVE**

The students will be able to identify and learn the sounds of short vowels found in words.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

Click on the contents page and go to the Short “a”. Click on “What are Short Vowels” and then “start”. Lily is quite a cheerleader as she teaches the class the Vowel Cheer! Like Buddy, she reminds kids that there are vowels in every word and that there are two kinds of vowels: short vowels and long vowels.

Prepare word cards with each of your students’ names. Play the vowel introduction for your students. Have your class gather in a big circle and tell them you are placing cards with their names in the middle. Then have students take turns finding their names. Once all students have found their names have them say their name and tell the group which vowels are in their names. This will show them that their name is a word and that each word has a vowel.

## **OTHER RELATED ACTIVITIES**

It's time for short vowel practice. Have the vowels written on a big piece of tagboard or construction paper. Hold up the vowels one at a time and say the sound. Have the students repeat the sound. Then show some picture cards with the short vowel sounds, such as cat, hen, pig, dog, and bug. This will introduce them to the short vowels and help your English language learners by using visuals.

## **WORD LISTS**

Kids can play, sing, and learn while using the Phonics 1a software. They will also learn over 600 words!

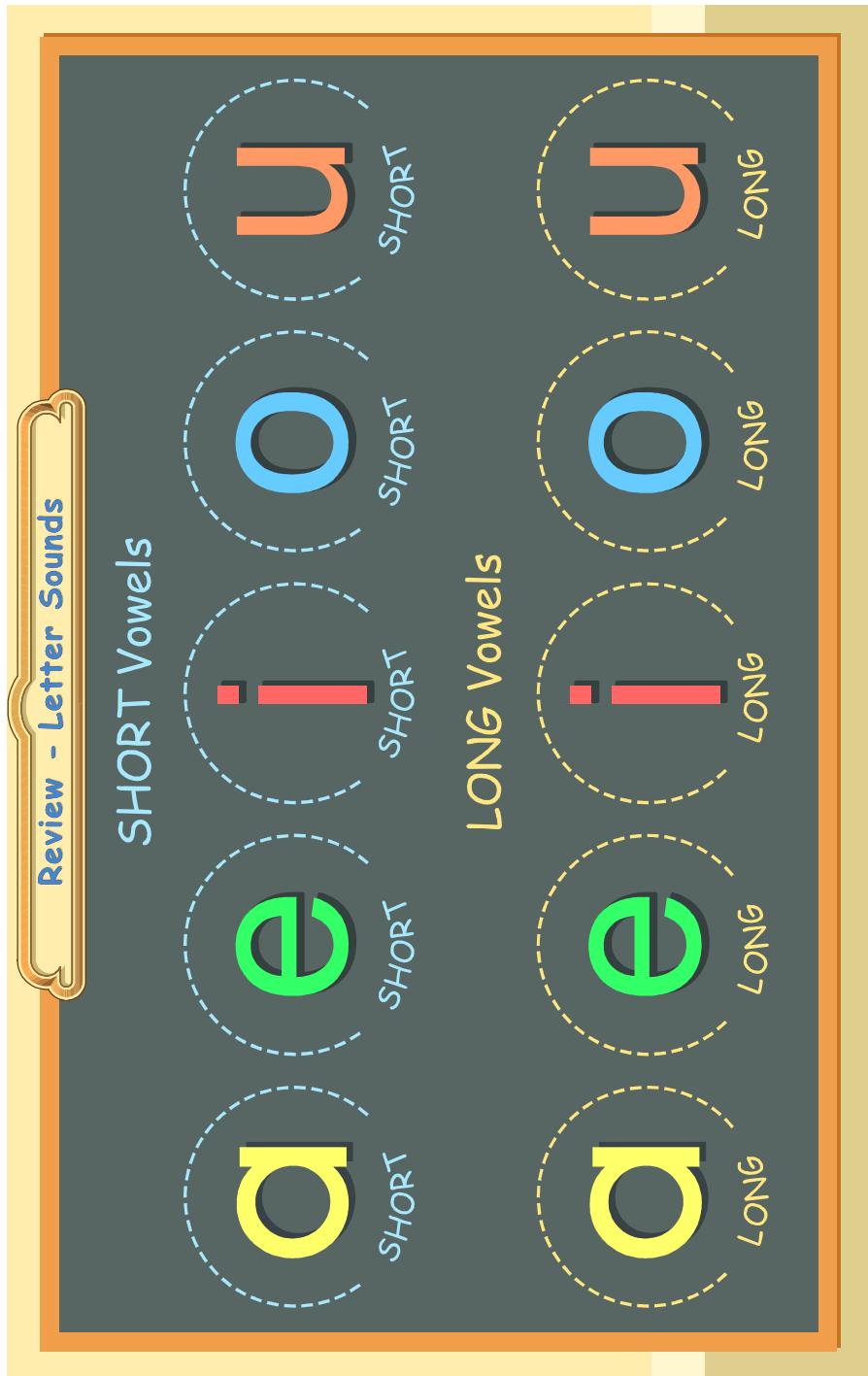
On the last page of each lesson, there is a word list for each of the Vowel Sounds that you can use away-from-the-computer.

One recommendation would be to make a copy of each word list for your students. You can use these word lists at the end of each day to help build your students' vocabulary!

At the end of the year, you can help your class build their very own vocabulary book to take home with them over the summer! They can compile these lists in a folder and bind them together. The students can decorate their book with crayons and color pencils. If you plan this activity to time out with the end of the year, a nice suggestion would be to present this to their parents at Open House or your year-end party.

Not only is it a nice gift, it's something your students will remember for a long time to come! Pat yourself on the back! You helped your class learn phonics, and turned your pre-readers into readers by teaching them to read special vocabulary words.

**Point to each vowel and say the sound it makes.**



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## **Lesson 2: Short "a"**

- Short "a" song
- Learn the Words
- Cat on the Mat game

### **OBJECTIVE**

The students will be able to identify and learn the sound of the short "a" vowel and the sounds of other vowels found in words.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the Short "a", then on the Talking Vowels. Mouse over the short "a" and have your students say the sound, then click on it. Click on next until you get to the "Short "a" Song" and encourage your students to sing-along. Click "Next" to go to the "Learn the Words" section.

Click on the "Go" 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 have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Be sure to point out to your students that all of the words have the short "a" sound and have them practice the short "a" sound with you. Then practice the "wrong answer" words that do not have the short "a" sound. Compare the wrong answer sound to the short "a" sound. Click on the "Next Word" button and go through all of the words in this section. There are many other short "a" words, come back to these words a later time or let the students practice these words during lab time.

When you see the "Speed Round" button click on it and then on "Start". Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Click on a cat, from the "Cat on a Mat" game, and ask a student to come up and click on a cat. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the cats have been chosen.

Pass out the "Cat on a Mat" short "a" worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them. OR...

### **OTHER RELATED ACTIVITIES**

Variation: Divide your class into groups and have them complete these activities, rotating every 15-20 minutes.

Provide printed copies of the "Cat on a Mat" Game and have your students work on the game as a group. Once they are done they can draw or write other words that have the short "a" sound on the back of the worksheet.

Copy the word list on index cards or print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short vowel 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.

Have a group of students work with the teacher by practicing what they have learned about the short "a". Create a sentence frame where a short "a" word is missing and have the students complete the sentences using short "a" words. You can use word cards that have a picture of the word on one side and the word written on the back to use as they become more proficient at reading the words.

Example:

I see a \_\_\_\_\_. The \_\_\_\_\_ is on the mat.  
I like the \_\_\_\_\_. The \_\_\_\_\_ is in the pen.

Did you see the \_\_\_ ?      The \_\_\_ has a wig.  
Where is the \_\_\_ ?      The \_\_\_ is on a log.  
The \_\_\_ is on a rug.

Students need relevant practice as they learn to read. Find books that contain short vowel words to read with and to your students. Create a library in your classroom of books that will provide practice in reading short vowel words.

**Tip:** teachers have the option of setting the difficulty level for the games/activities to allow students one, two or three mistakes to earn a gold star. To read more about this feature go to the "Game Locks & Difficulty" description in this manual.

## **Short “a” Song**

Vowels are letters with different sounds  
Depending on what consonant’s hangin’ around  
We have long vowels and short ones too  
We’ll learn their sounds and when we’re through  
You’ll read and write new words and more  
So now it’s time to explore

Listen to the sounds that the short vowels make

a      e      I      o      u

short a sounds like aa cat on the mat  
short e sounds like ee hen in the pen  
short I sounds like ii pig with a wig  
short o sounds like oo fox in the box  
short u sounds like uu bug on a rug

Let’s learn our vowels startin’ with A  
Listen to the story- we’re learnin’ today  
Say 1, 2, 1, 2, 3...

Once upon a time a cat on a mat  
grabbed a rat with a big black hat.  
The rat said, “Hey, you big fat cat,  
What are you doing grabbin’ my hat?”

Cat and mat, rat and hat  
have the short a sound.  
What about that?  
Let’s repeat all the words startin’ with a  
The short sound you will hear. Hooray!

Say: man                  bat                  hand                  bag  
          nap                  dad                  can                  ham

Listen to the sounds that short vowels make

a      e      I      o      u

## Learn the Words with the SHORT “a” SOUND used in Phonics 1a

### **Words used in the game:**

bat	sad
hand	am
flag	ham
hat	jam
can	ram
ant	yam

### **Wrong answer words:**

snake	ban
cake	fan
mail	pan

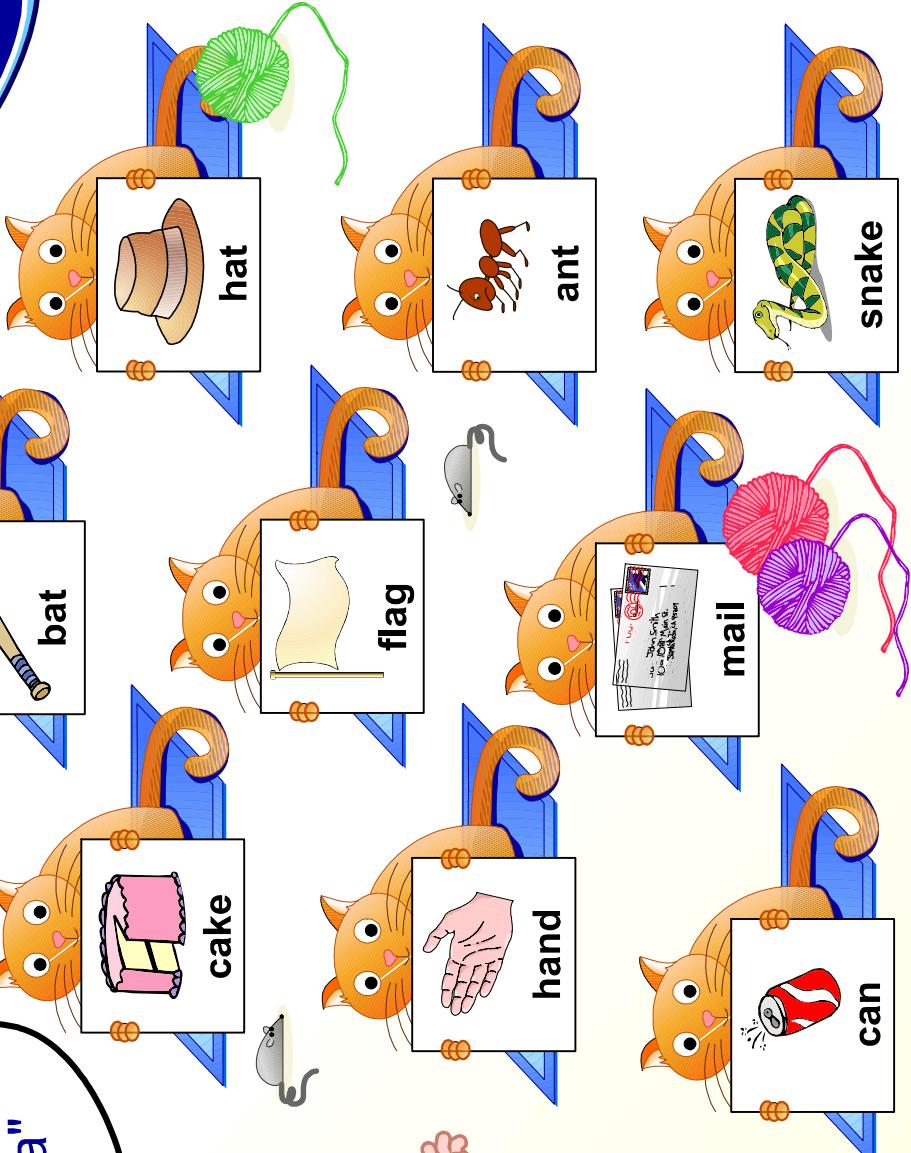
### **More short “a” words:**

at	tan
cat	van
fat	bag
mat	rag
pat	sag
rat	
sat	
vat	
bad	
dad	
had	
mad	

# Cat on a Mat

short a game

Circle all the words that have the short "a" sound.



## **Lesson 3: Short "e"**

- Short "e" song
- Learn the Words
- Hen in a Pen game

### **OBJECTIVE**

The students will be able to identify and learn the sound of the short "e" vowel and the sounds of other vowels found in words.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the Short "a", then on the Talking Vowels. Mouse over the short "e" and have your students say the sound, then click on it. Go back to the contents page and click on the Short "e". Play the "Short "e" Song" and encourage your students to sing-along. Click "Next" to go to the "Learn the Words" section.

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound.

Be sure to point out to your students that all of the words have the short “e” sound and have them practice the short “e” sound with you. Then practice the “wrong answer” words that do not have the short “e” sound. Compare the wrong answer sound to the short “e” sound. There are many other short “e” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Click on a hen, from the “Hen in a Pen” game, and ask a student to come up and click on a hen. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the hens have been chosen.

Pass out the “Hen in a Pen” short “e” worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Have the students work on this for about 5-10 minutes. Go over the correct answers with them. OR...

### **OTHER RELATED ACTIVITIES**

Variation: You can use the following group activities with your class. Divide your class into groups and have them complete these activities, rotating every 15-20 minutes.

Provide printed copies of the “Hen in a Pen” Game and have your students work on the game as a group. Once they are done they can draw or write other words that have the short “e” sound on the back of the worksheet.

Copy the word list on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short “e” 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.

Have a group of students work with the teacher by practicing what they have learned about the short “e”. Create a sentence frame where the short “e” word is missing and have the students complete the sentences using short “e” words. You can use word cards that have a picture of the word on one side for beginning students and the word written on the back for more proficient students.

Examples:

I am on the _____ .	The _____ is on the van.
I like the _____ .	The _____ is in the net.
Did you see the _____ ?	The _____ has a stick.
Where is the _____ ?	The _____ is on a dog.
	The _____ is on a bug.

**Tip:** teachers have the option of the program to be progressive; meanings students must complete the activity, song or game to the gold star level before they can go to the next activity, song or game. To read more about this feature go to the “Game Locks & Difficulty – Progress Tree” description in this manual.

## **Short "e" Song**

Let's learn our vowels - E's the next one  
Listen to the story and we'll have some fun!

Say 1, 2, 1, 2, 3...

Once upon a time a hen in a pen  
decided to send a letter to Ben  
Ben said, "Thanks, for the letter my friend.  
You sure are swell for a hen in a pen."

Hen and pen, Ben and friend  
Have the short e sound like red and bed

Let's repeat all the words, e is the sound  
Listen to the short e words I've found

Say: pet ten web met  
bellmen jet yes

Listen to the sounds that the short vowels make  
a e i o u

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## Learn the Words with the SHORT "e" SOUND used in Phonics 1a

### **Words used in the game**

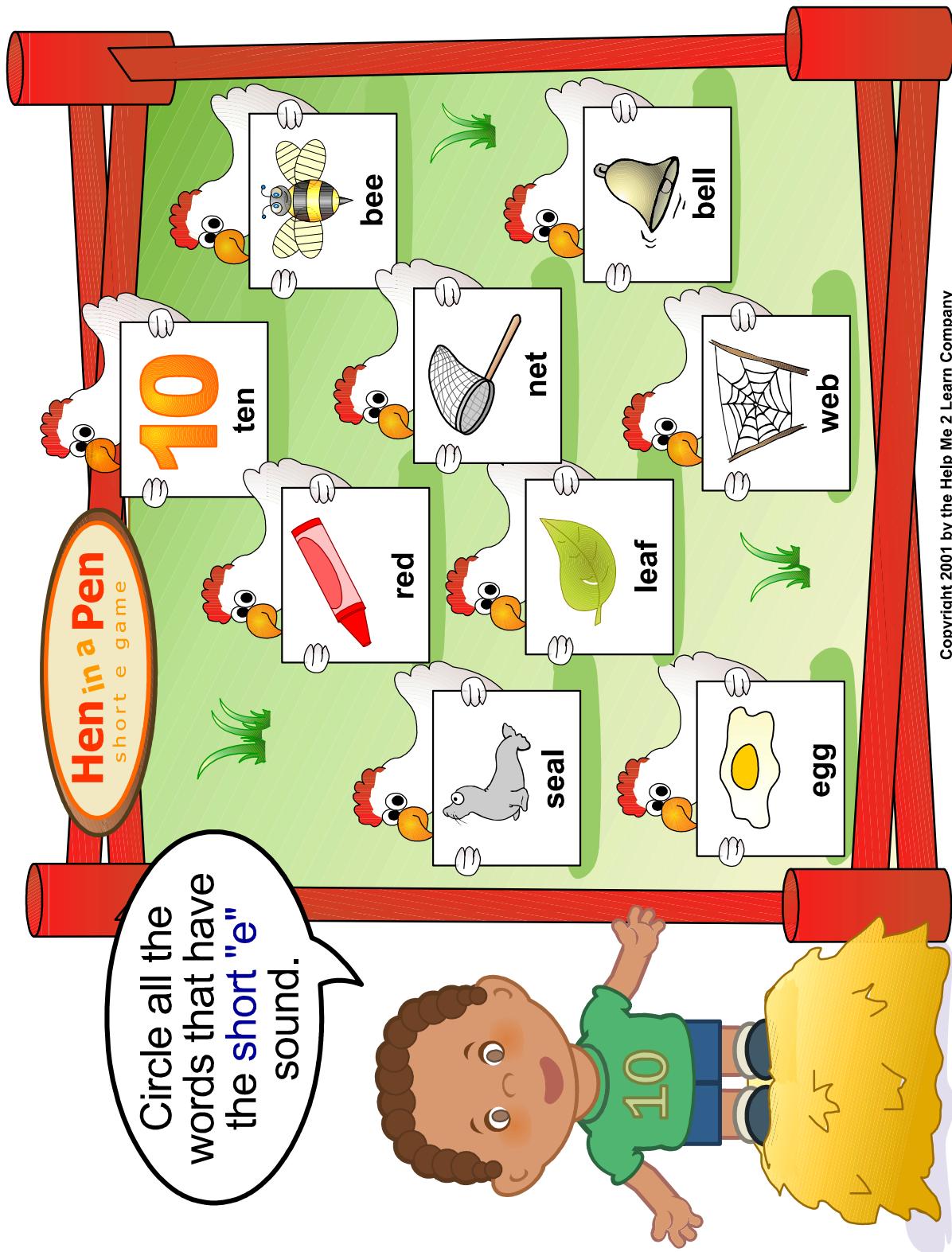
bell	den
red	hen
ten	pen
web	beg
net	leg
egg	peg

### **Wrong answer words:**

bee	fell
seal	sell
leaf	tell

### **More short "e" words**

pet	get
met	jet
men	let
jet	met
yes	pet
bed	set
fed	vet
led	wet
wed	yet



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## **Lesson 4: Short “i”**

- Short “i” song
- Learn the Words
- Pig with a Wig game

### **OBJECTIVE**

Tell your students that they will be learning about the short “i” and have them say the short “i” sound with you.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the Short “a”, then on the Talking Vowels. Mouse over the short “i” and have your students say the sound, then click on it. Go back to the contents page and click on the Short “i”. Play the “Short “i” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for

each sound. Be sure to point out to your students that all of the words have the short "i" sound and have them practice the short "i" sound with you. Then practice the "wrong answer" words that do not have the short "i" sound. Compare the wrong answer sound to the short "i" sound. There are many other short "i" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Click on a pig, from the "Pig with a Wig" game, and ask a student to come up and click on a pig. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue until all of the pigs have been chosen.

Pass out the "Pig with a Wig" short "i" worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them. OR...

### **OTHER RELATED ACTIVITIES**

Variation: You can use the following group activities with your class. Divide your class into groups and have them complete these activities, rotating every 15-20 minutes.

Provide printed copies of the "Pig with a Wig" Game and have your students work on the game as a group. Once they are done they can draw or write other words that have the short "i" sound on the back of the worksheet.

Copy the word list from on index cards or print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will also introduce word families and rhyming skills.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short "i" 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.

Have a group of students work with the teacher by practicing what they have learned about the short "i". Create a sentence frame where the short "i" word is missing and have the students complete the sentences using short "i" words. You can use word cards that have a picture of the word on one side for beginning students and the word written on the back for more proficient students.

Examples:

I saw a \_\_\_\_\_. The \_\_\_ is on the sand.

Did you see the \_\_\_? The \_\_\_ did a trick.

Where is the \_\_\_\_? The \_\_\_ is in the pond.  
The \_\_\_ is in the truck.

Students need relevant practice as they learn to read. Find books that contain short vowel words to read with and to your students. Create a library in your classroom of books that will provide practice in reading short vowel words.

## **Short "i" Song**

Let's learn our vowels, i's really neat  
Listen to the music - stay with the beat.

Say      1,      2,      1, 2, 3...

Once upon a time a pig with a wig  
Went to a dance and did a little jig  
He grinned when he saw that silly pink pig  
and said "I dig that pig with a wig".

Pig and wig, jig and big  
have the short i sound - Can you dig?

Let's repeat all the words, i is the sound  
Shout out loud - We're learnin' bound

Say: kiss sit hill mitt  
pin lid six him

Listen to the sounds that the short vowels make

a      e      i      o      u

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## Learn the Words with the SHORT "i" SOUND used in Phonics 1a

## **Words used in the game:**

six	him
mitt	is
kiss	miss
pin	bib
dish	rib
fish	it

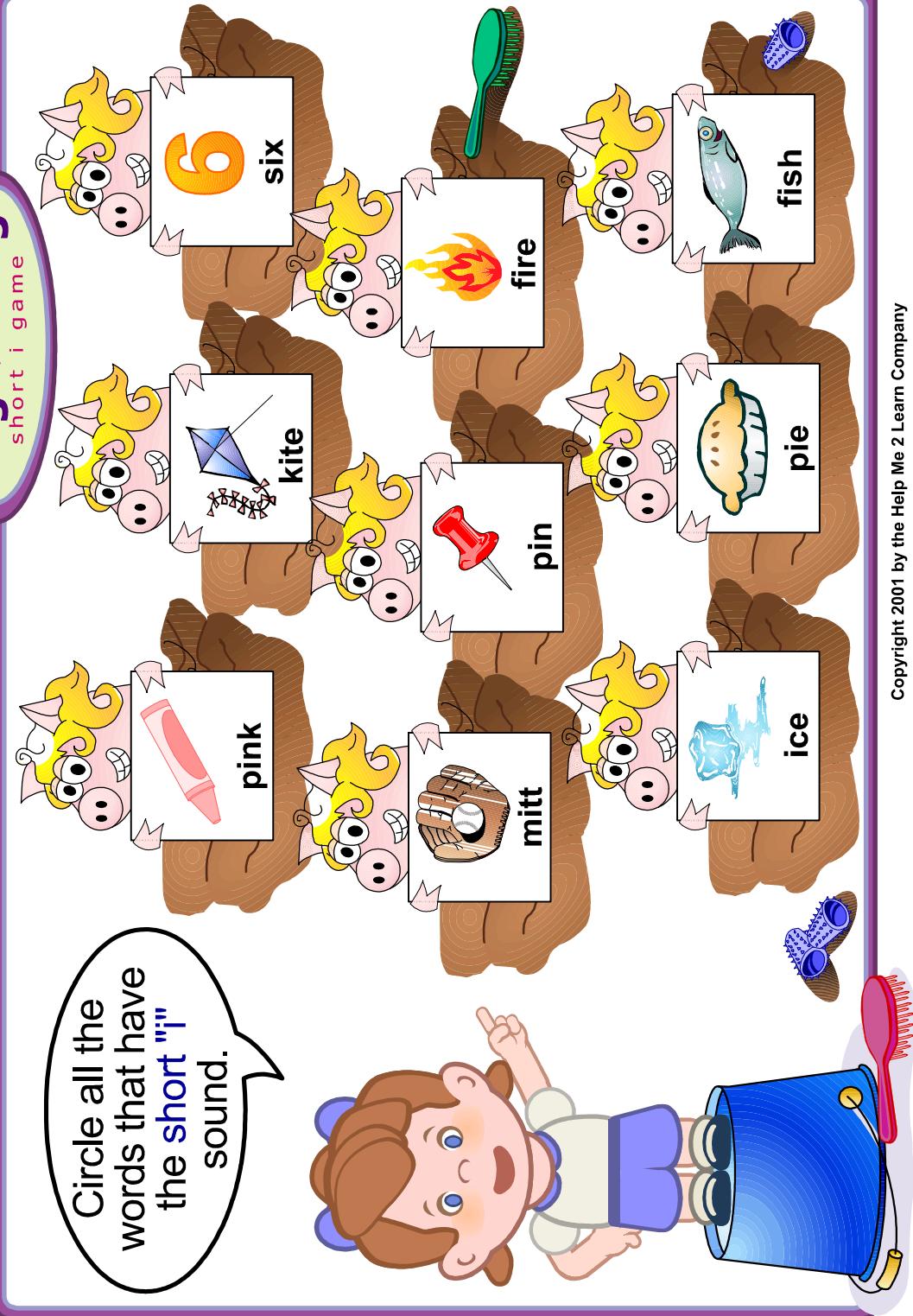
## **Wrong answer words:**

fire	fit
kite	hit
ice	kit
pie	lit

## **More short “i” words:**

sit	wit
hill	fill
lid	fix
him	mix
pink	bid
big	did
dig	hid
fig	kid
jig	rid
pig	dip
wig	hip
in	lip
bin	rip
fin	sip
tin	tip
win	

## Pig in a Wig short i game



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## **Lesson 5: Short “o”**

- Short “o” song
- Learn the Words
- Fox in a Box game

### **OBJECTIVE**

The students will be able to read CVC words with the short “o” sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the Short “a”, then on the Talking Vowels. Mouse over the short “o” and have your students say the sound, then click on it. Go back to the contents page and click on the Short “o”. Play the “Short “o” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure to point out to your students that all of the words

have the short “o” sound and have them practice the short “o” sound with you. Then practice the “wrong answer” words that do not have the short “o” sound. Compare the wrong answer sound to the short “e” sound. There are many other short “o” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Click on a fox, from the “Fox in a Box” game, and ask a student to come up and click on a box. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the foxes have been chosen.

Pass out the “Fox in a Box” short “o” worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them. OR....

### **OTHER RELATED ACTIVITIES**

Variation: You can use the following group activities with your class. Divide your class into groups and have them complete these activities, rotating every 15-20 minutes.

Provide printed copies of the “Fox in a Box” Game and have your student’s work on the game as a group. Once they are done they can draw or write other words that have the short “o” sound on the back of the worksheet.

Copy the word list on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills. They can also use cards as flash cards to practice.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short "o" 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. You can add short "a", "e" and "i" words also.

Have a group of students work with the teacher by practicing what they have learned about the short "o". Create a sentence frame where the short "o" word is missing and have the students complete the sentences using short "o" words. You can use word cards that have a picture of the word on one side for beginning students and the word written on the back for more proficient students.

Examples:

I saw a	.	The ____ is in back.
I got a	.	The ____ took a rest.
Where is the _____?		The ___ is on the cot. The ___ is in the mud.

Students need relevant practice as they learn to read. Find books that contain short vowel words to read with and to your students. Create a library in your classroom of books that will provide practice in reading short vowel words.

## **Short "o" Song**

Let's learn our vowels the next one's o  
Listen to the music and off we go

Say 1, 2, 1, 2, 3...

Once upon a time a fox in a box  
Had a friend Ox with dirty socks  
The Ox said, "Hey, Mr. Fox in the box.  
Please come out and wash my socks."

Fox and box, ox and socks  
have the short o sound.  
This song really rocks!

Let's repeat all the words with the short sound of o  
And soon the vowels in the words you'll know.

Say: hot                      mop                      rock                      pot  
          top                      mom                      fox                      hop

Listen to the sounds that short vowels make

a        e        i        o        u

Learn the Words with the SHORT "o" SOUND used in Phonics 1a:

**Words used in the game:**

sock	sob
top	ox
pot	box
doll	got
dog	lot
knot	not
frog	rot
	tot

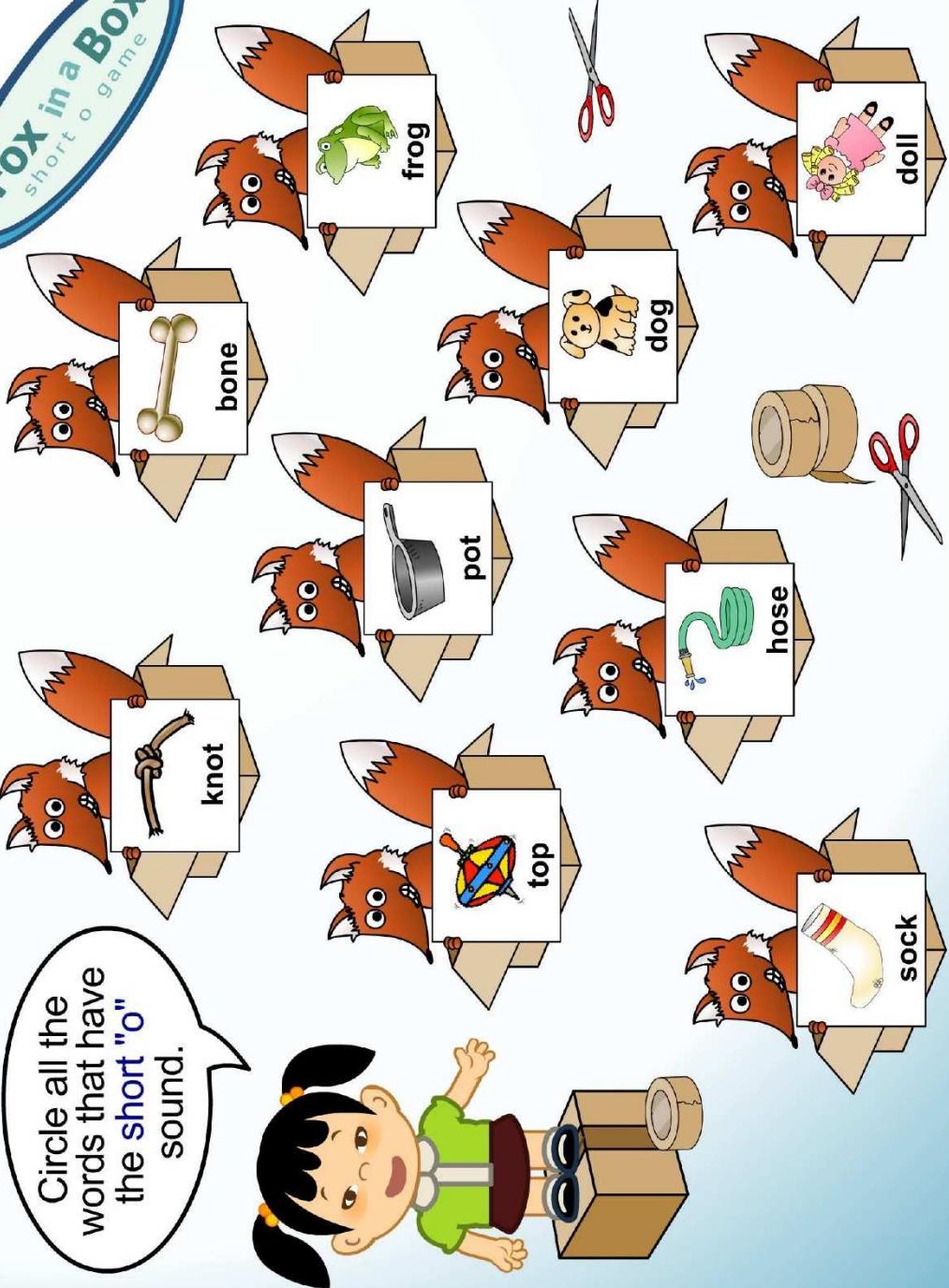
**Wrong answer words:**

Bone	nod
Hose	pod

**More short "o" words:**

hot	on
mop	bog
rock	fog
mom	hog
fox	jog
hop	log
cob	hop
job	pop
mob	

**Fox in a Box**  
short o game



Circle all the words that have the short "o" sound.

## **Lesson 6: Short "u"**

- Short "u" song
- Learn the Words
- Bug on a Rug game

### **OBJECTIVE**

The students will be able to read CVC words with the short "u" sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the Short "a", then on the Talking Vowels. Mouse over the short "u" and have your students say the sound, then click on it. Go back to the contents page and click on the Short "u". Play the "Short "u" Song" and encourage your students to sing-along. Click "Next" to go to the "Learn the Words" section.

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure to point out to your students that all of the words

have the short “u” sound and have them practice the short “u” sound with you. Then practice the “wrong answer” words that do not have the short “u” sound. Compare the wrong answer sound to the short “u” sound. There are many other short “u” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Click on a bug, from the “Bug on a Rug” game, and ask the students for the correct answer. Continue until all of the bugs have been chosen.

Pass out the “Bug on a Rug” short “u” worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this work on this for about 5-10 minutes. Go over the correct answers with them. OR...

### **OTHER RELATED ACTIVITIES**

Variation: You can use the following group activities with your class. Divide your class into groups and have them complete these activities, rotating every 15-20 minutes.

Provide printed copies of the “Bug on a Rug” Game and have your students work on the game as a group. Once they are done they can draw or write other words that have the short au” sound on the back of the worksheet.

Copy the word list on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families in a pocket chart or on a table or floor. Then say the words. This will provide practice with word families and rhyming skills. They can also use cards as flash cards to practice.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short “u” 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. You can add short "a", "e", "i", and "o" words also.

Have a group of students work with the teacher by practicing what they have learned about the short "u". Create a story frame where the short "u" words are missing and have the students complete the sentences using short "u" words from a list of words. You can also have your students dictate the story or write a short "u" story.

Students need relevant practice as they learn to read. Find books that contain short vowel words to read with and to your students. Create a library in your classroom of books that will provide practice in reading short vowel words.

## Short "u" Song

Let's learn our vowels the last one's  
u  
Listen to the story, 'cause we're  
almost through  
Say 1, 2, 1, 2, 3...

Once upon a time a bug on a rug  
scared all the animals while acting  
quite smug  
His friends said "That's not funny Mr.  
Bug"  
and gave that rug a great big tug.

Bug and rug, smug and tug  
Have the short u sound,  
now give me a hug!

Let's repeat all the words with the  
short sound of u  
You've learned a lot and your teacher  
too.

Say: rug bus nut run  
mud cup fun tub

Listen to the sounds that short  
vowels make

a e i o u

Now for a story with our short  
vowel friends  
Listen for the short vowel sounds  
again

The cat on mat said, "Hi Mr. Hen!  
Do you like your home in a red  
little pen?"  
"I do, I do, and so does Mrs. Pig.  
Have you ever met my friend with  
the wig?"  
"No, I haven't but how do you  
do?  
Pleased to meet a new friend or  
two."

The fox in the box said, "What  
about me?  
I'd love a friend - two or three."  
"Not I, not I", said the bug on  
the rug.  
And that's when they all gave the  
bug a big hug!

Listen to the sounds that short  
vowels make

a e i o u

Learn the Words with the SHORT "u" SOUND used in Phonics 1a:

**Words used in the game:**

sun	nut
cup	bun
rug	up
tub	hug
drum	sum
duck	buzz
	fuzz

**Wrong answer words:**

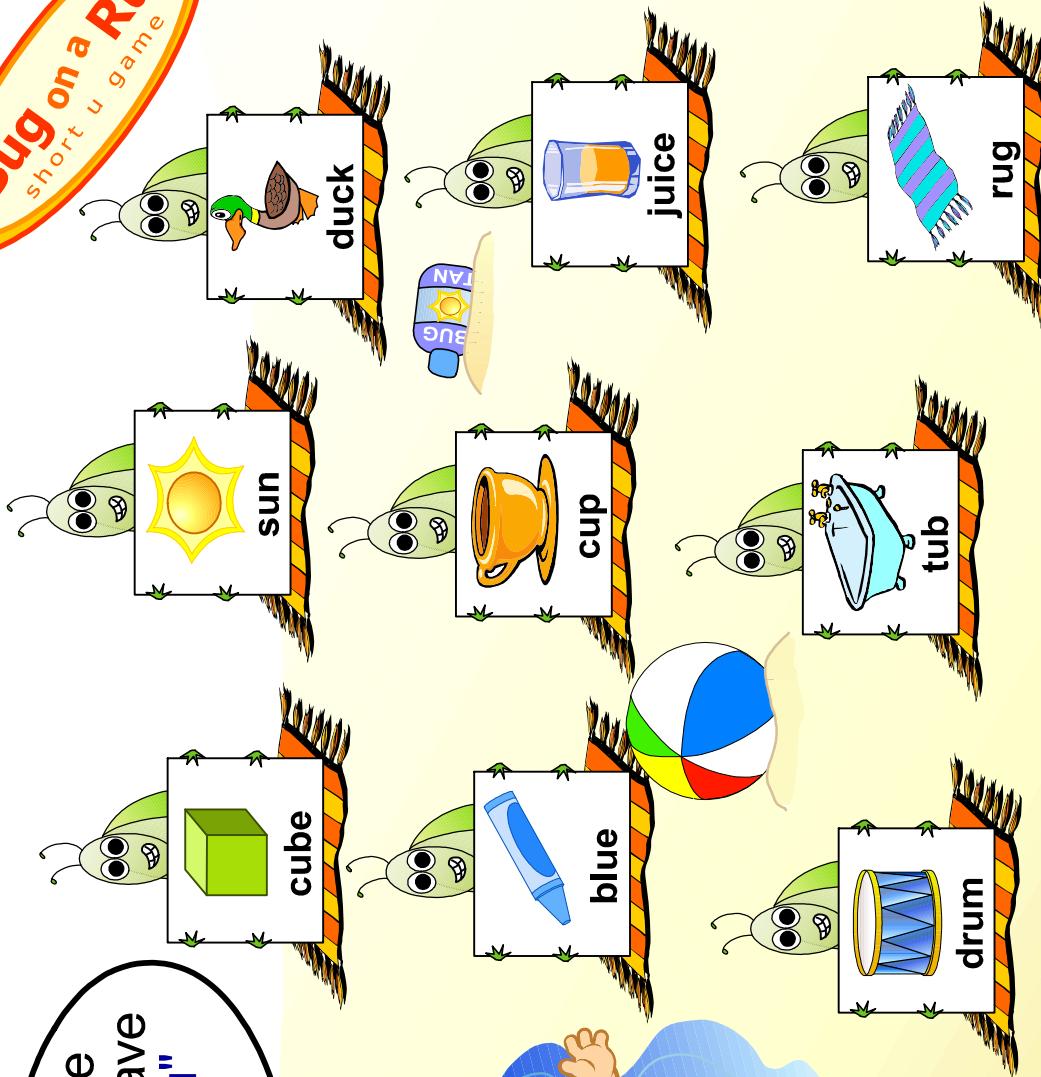
Cube	cub
Blue	hub
Juice	rub
	sub

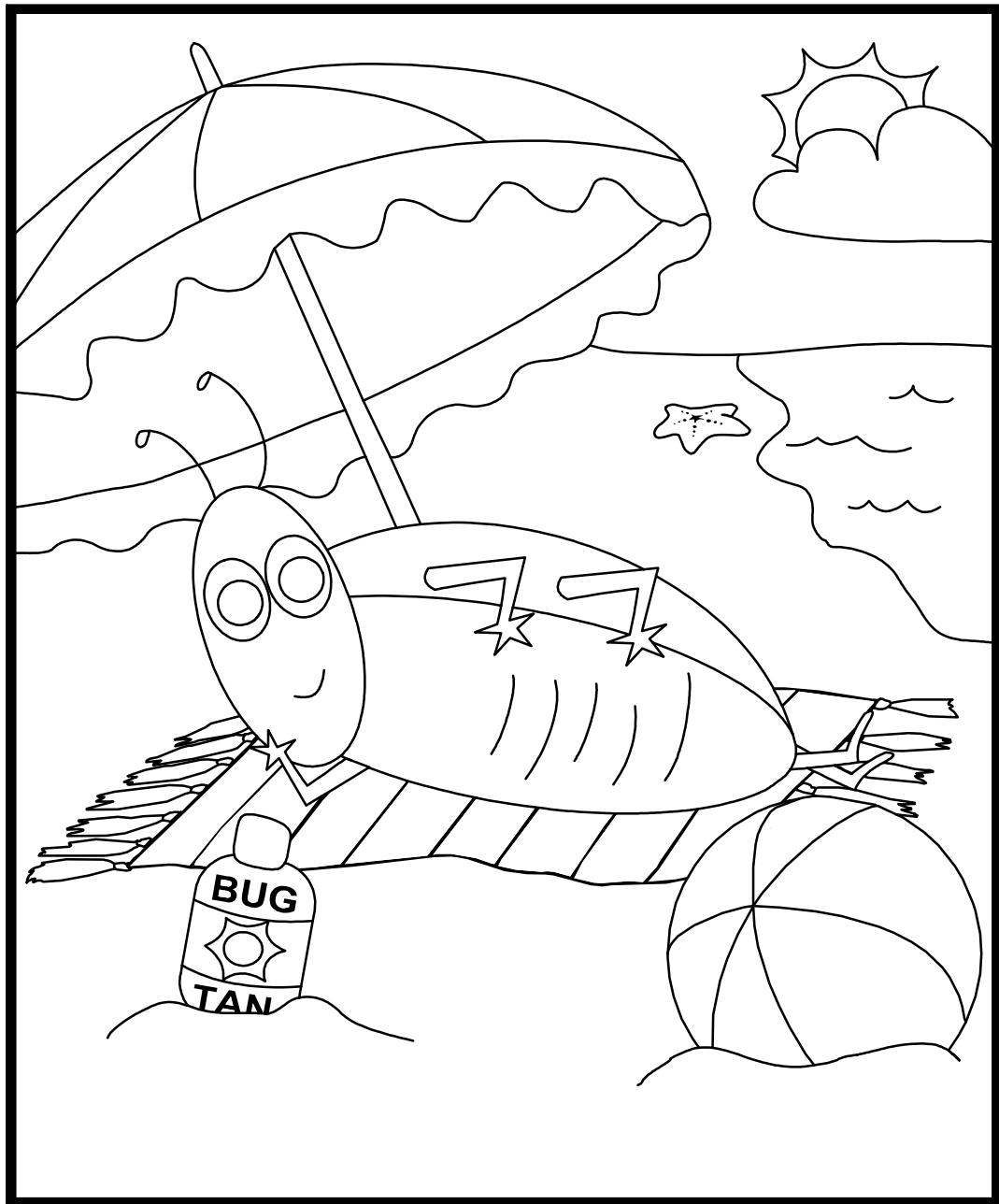
**More short "u" words:**

bus	us
nut	bud
run	cut
mud	rut
fun	pup
bull	bug
dull	dug
gull	jug
gum	hut

## Bug on a Rug short u game

Circle all the words that have the short "U" sound.





## Bug on a Rug

# **Lesson Plans for Phonics 1a - Long Vowels**

## **Lesson 7: Long Vowels**

- What Are Long Vowels?

### **OBJECTIVE**

The students will be able to identify and know the sounds of long vowels found in words.

### **STANDARDS**

- Recognize that spoken words are represented in written language by specific sequence of letters.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on Long "a". Click on "What are Long Vowels?" Buzz, Sissy, and Scooter help explain Long Vowels to your class. According to wise Buzz, Long Vowels always say their letter names! Remind your class that Buzz is correct and if they remember that long vowels always say their letter names, they will have no problems identifying words with Long Vowels.

Here are some of the words with Long Vowels that Buzz introduces:

cake	flute	bike
rake	see	hike
bake	bee	boat
mute	me	coat
cute	like	goat

Have your class gather in a circle and ask them to repeat after you, Buzz's favorite Long Vowel words. Then, have your class think of their own long vowel words and write down the words they come up with. Use Buzz's words in your next word phonics/spelling word list!

## **OTHER RELATED ACTIVITIES**

### **LET THOSE VOWELS GO WALKING!**

Sissy explains Silent “e” and Helper Vowels. Her favorite saying is, “When 2 vowels go walking, the 1st one does the talking”. Write this sentence on your blackboard and overhead and have the class say this important sentence. Before long, they’ll be reading and these wise words of wisdom will make sense!

Sissy introduces the following words:

cube	rode
here	cake
kite	

While, friendly Scooter helps kids learn these words:

cry	blow
fry	crow
spy	blew
fly	crew

## **Lesson 8: Long “a”**

- Long “a” song
- Learn the Words
- Ape with a Cape game

### **OBJECTIVE**

The students will be able to read CVCE words with the long “a” sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the long “a” and have your students say the sound and then click on it. Click on next until you get to the “Long “a” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long “a”

sound and have them practice the long “a” sound with you. Then practice the “wrong answer” words that do not have the long “a” sound. Compare the wrong answer sound to the long “a” sound. There are many other long “a” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Go to the “Ape with a Cape” game. From here, have a student point to the different words in the game and ask your students to find the words with the long “a” sound in them. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue until all of the long “a” words have been chosen.

Pass out copies of the long “a” worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with your students.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning students to groups and having each group work on the worksheets. You can also follow the group activity suggestions from the short vowel lessons. Other activities could include: sorting long and short vowel words, using words lists as flash cards for practice, finding long vowels words in stories, creating long vowel stories or reading books that contain long and short vowels to practice and reinforce learning.

## Long "a" Song

So vowels are letters with  
different sounds  
Depending on what consonant's  
hangin' around.

We have long vowels and short  
ones too!  
But now it's time for the long  
vowel zoo!

Listen to the sounds that long  
vowels make

a      e      i      o      u

Long a sounds like aa  
Ape with a cape  
Long e sounds like ee  
Seal made a deal  
Long i sounds like ii  
Mice with advice  
Long o sounds like oo  
Toad on a road  
Long u sounds like uu  
Mule with a rule

Let's learn our vowels startin'  
with a

Listen to the story -  
We're learnin' today

Say 1, 2, 1, 2, 3

Once upon a time an ape with  
a cape  
Ran around the block but was  
out of shape  
He decided to eat some  
chocolate cake  
But later said "Oh, What a  
mistake!"  
Ape and cape, shape and cake  
Have the long a sound like take  
and make.

Let's repeat all the words - Let's  
start with a  
The long sound you will hear  
Hooray!  
Say: gate      lake  
         cane      date  
         cage      name  
         page      game

Listen to the sounds that the  
long vowels make

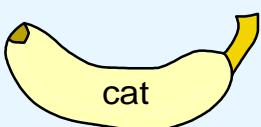
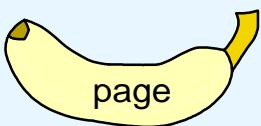
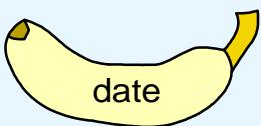
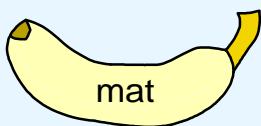
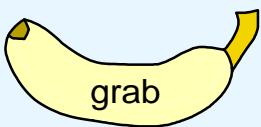
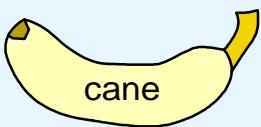
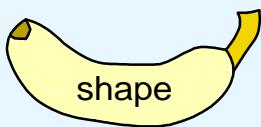
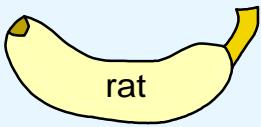
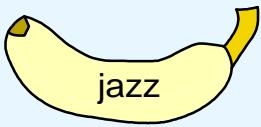
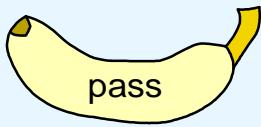
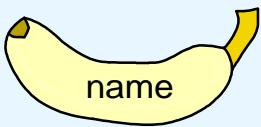
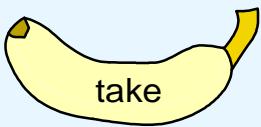
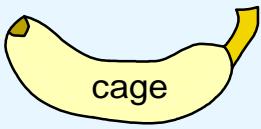
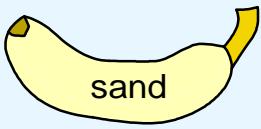
a      e      i      o      u

## Learn the Words with the LONG "a" SOUNDS used in Phonics 1a:

<b>Words used in game:</b>	mat	wave
ape	sand	came
cape	mad	fame
shape	rack	tame
cake	black	fade
take	sack	made
make	gap	fate
mistake	rat	hate
gate	path	mate
lake	jazz	rate
cane	chat	mane
date	dad	pane
cage	that	gain
name	sad	main
page	man	rain
game	grab	train
pale	cat	aid
clay	bag	laid
sail	nap	raid
baby	fat	gain
tray	sat	aim
tape	<b>More long "a" words:</b>	bail
bake	jail	
maid	fake	mail
rake	quake	nail
<b>Wrong answer words:</b>	shake	bay
bat	snake	day
hand	wake	hay
flag	face	lay
hat	race	ray
can	safe	say
ant	age	way
pass	cave	
	save	

# APE WITH A CAPE

Help the ape decide which bananas to eat. Cross out the bananas with the short "a" sound so only the long "a" words are left.



## **Lesson 9: Long “e”**

- Long “e” song
- Learn the Words
- Seal Made a Deal game

### **OBJECTIVE**

The students will be able to read CVCE words with the long “e” sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the long “e” and have your students say the sound, then click on it. Go back to the contents page and click on the long “e”. Play the “Long “e” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long “e” sound and have them practice the long “e” sound with you. Then practice the “wrong answer” words that do not have the long “e” sound. Compare the wrong answer sound to the long “e” sound. There are many other long “e” words, come back to

these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Go to the "Seal Made a Deal" game. From here, have a student point to the different words in the game. and ask your students to find the words with the long "e" sound in them. Have the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the long "e" words have been chosen.

Pass out the long "e" worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning students to groups and having each group work on the worksheets. You can also follow the group activity suggestions from the short vowel lessons. Other activities could include: sorting long and short vowel words, using words lists as flash cards for practice, finding long vowels words in stories, creating long vowel stories or reading books that contain long and short vowels to practice and reinforce learning.

## **Long “e” Song**

Let's learn our vowels,  
e's the next one  
Listen to the story and we'll have some fun!  
Say    1,    2,    1, 2, 3

Once upon a time a seal made a deal  
For he was hungry for a tasty meal  
He said, I'll seek a place on the beach  
Unless my meal is out of reach!

Seal and deal, beach and reach  
Have the long e sound - What a relief!

Let's repeat all the words - e is the sound  
Listen to the long e words I've found

Say:        jeep feet leaf bee  
              meat read week tea

Listen to the sounds that the long vowels make  
a    e    i    o    u

Learn the Words with the LONG "e" SOUND used in Phonics 1a:

<b>Words used in</b>	ten	be
<b>game:</b>	web	me
seal	net	fee
deal	egg	team
jeep	yell	bean
feet	send	free
beach	nest	lean
relief	tent	see
meat	mess	tee
read	wet	three
leaf	pet	meet
bee	fed	sheet
tea	vet	beep
week	neck	sleep
meal	men	need
reach	hen	seed
feed	swell	weed
tree	leg	queen
knee	rest	seen
she	pen	wheel
bead	bed	each
heat	jet	peach
beet	met	teach
eat	letter	flea
feel	<b>More long "e" words:</b>	
he	seat	pea
<b>Wrong answer words:</b>	lead	sea
bell	beam	beat
red	dream	mean
		heap
		leap

## **Lesson 10: Long “i”**

- Long “i” song
- Learn the Words
- Mice with Advice game

### **OBJECTIVE**

The students will be able to read CVCE words with the long “I” sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the long “i” and have your students say the sound, then click on it. Go back to the contents page and click on the long “i”. Play the “Long “i” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long “i” sound and have them practice the long “i” sound with you. Then practice the “wrong answer” words that do not have the long “i” sound. Compare the wrong answer sound to the long “i” sound. There are many other long “i” words, come back to these words a later

time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Go to the "Mice with Advice" game. You will be given a word and the mice will give you advice on what kind of word it is. Ask your students if they agree or disagree with the advice of the mice. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until the speed round. You can pick on different children to find a long "i" word until there are no longer any long "i" words left. (The number of long "i" words in the speed round varies.)

Pass out the long "i" worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning students to groups and having them work on the worksheets. You can follow the group activity suggestions from the short vowel lessons. Other activities include: sorting long and short vowel words, using words lists as flash cards for practice, finding long vowel words in stories, creating long vowel stories or reading books that contain long and short vowels to practice and reinforce learning.

## **Long "i" Song**

Let's learn our vowels - i's really neat  
Listen to the music - and stay with the beat

Say      1,      2,      1 , 2 , 3

Once upon a time I slipped on the ice  
But met some mice with good advice  
They said, "The snow will melt and the sun will shine:  
So get on your feet and don't you whine!"  
Shine and whine, ice and mice  
Have the long i sound - isn't that nice?

Let's repeat all the words, i is the sound  
Shout out loud - We're learnin' bound

Say:      kite      hide      five  
             pipe      bite      ride  
             pine      size

Listen to the sounds that the long vowels make

a      e      i      o      u

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Learn the Words with the LONG "i" SOUND used in Phonics 1a:

**Long "i" Words used in the game:**

ice  
advice  
shine  
hide  
mice  
nice  
kite  
ride  
five  
pipe  
bite  
fine  
size  
whine  
pie

**Short "i" Words used in the game:**

mitt  
pin  
fish  
hip  
lid  
wish  
six  
chin  
pill  
dig  
hill  
kiss  
knit  
dish

**More long "I" words:**

quite  
site  
white  
side  
slide  
wide  
wife  
bike  
hike  
like  
file  
mile  
smile  
while  
dime  
lime  
line  
hire  
wire  
dive  
hive  
prize  
by  
fry  
my  
try  
why  
fight  
light  
might  
night  
right  
sight  
tight

# MICE with ADVICE

Draw a line from each word to the correct mouse.

## Long i



rice

fish

five

six

size

dig

ice

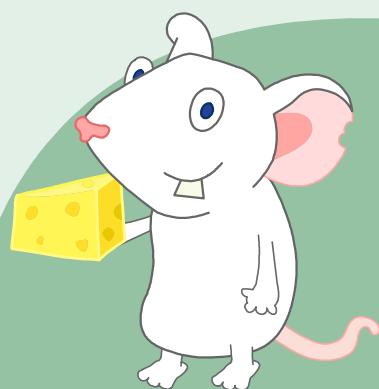
pipe

wish

wife

pill

mitt



## Short i

## **Lesson 11: Long “o”**

- Long “o” song
- Learn the Words
- Toad on a Road game

### **OBJECTIVE**

The students will be able to read CVCE words with the long “o” sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the long “o” and have your students say the sound, then click on it. Go back to the contents page and click on the long “o”. Play the “Long “o” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long “o”

sound and have them practice the long “o” sound with you. Then practice the “wrong answer” words that do not have the long “o” sound. Compare the wrong answer sound to the long “o” sound. There are many other long “o” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Go to the “Toad on a Road” game. From here, point to the different words in the game and ask your students to find the words with the long “o” sound in them. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the long “o” words have been chosen.

Pass out the long “o” worksheet. (You can make copies of the worksheet provided, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning students to groups and having them work on the worksheets. You can follow the group activity suggestions from the short vowel lessons. Other activities include: sorting long and short vowel words, using words lists as flash cards for practice, finding long vowels words in stories, creating long vowel stories or reading books that contain long and short vowels to practice and reinforce learning.

## **Long "o" Song**

Let's learn our vowels the next one is o  
Listen to the music and off we go

Say 1, 2, 1, 2, 3

Once upon a time a toad on the road  
Was very impressed when he met Miss Toad  
He said, "Be my wife and you'll sit on a throne  
And then you'll never have to be alone."  
Toad and road, throne and alone  
Have the long o sound like bone and cone

Let's repeat all the words with the long sound of o  
And soon the vowels in the words you'll know.

Say: robe                      nose              bone  
          note                  home              rose  
          pole                  rope

Listen to the sounds that the long vowels make

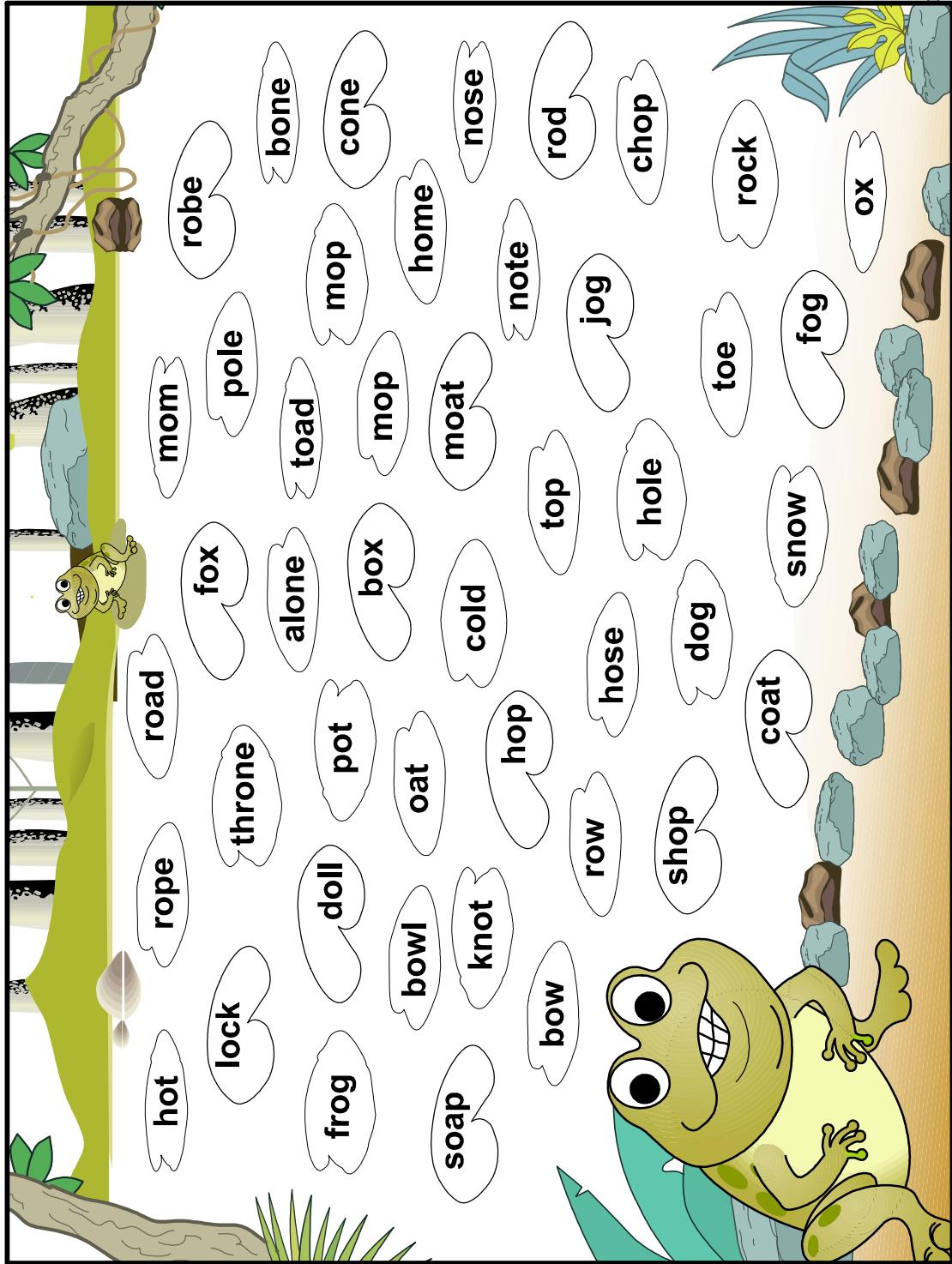
a            e            i            o            u

Learn the Words with the LONG "o" SOUND used in Phonics 1a:

**Words used in  
the game:**

road	doll	blow
rope	duck	flow
rose	fox	owe
pole	frog	own
toad	hog	know
throne	hop	low
robe	hot	mow
bone	jeep	show
cone	jog	slow
home	kite	snow
nose	knot	tow
note	lock	coach
moat	rain	load
cold	mule	coal
oat	ox	goal
bowl	pie	foam
soap	pipe	roam
bow	pot	loan
row	rocks	moan
hose	nut	boat
hole	school	coat
toe	seal	float
	shop	goat
	sun	oak
	tie	doe
<b>Wrong answer words:</b>	top	foe
bee	tree	hoe
mop	tube	mole
box	<b>More long "o" words</b>	
bug	go	role
candy	no	joke
cup	so	code
daisy	both	rode
dog		hope

Help the toad on the road get across the pond to his friend on the other side. Make a path for Mr. Toad to hop on by coloring the lily pads that have the long "o" words.



## **Lesson 12: Long “u”**

- Long “u” song
- Learn the Words
- Mule with a Rule game

### **OBJECTIVE**

The students will be able to read CVCE words with the long u sound.

### **STANDARDS**

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the long “u” and have your students say the sound, then click on it. Go back to the contents page and click on the long “u”. Play the “Long “u” Song” and encourage your students to sing-along. Click “Next” to go to the “Learn the Words” section.

Go over each word, in the “Learn the Words” section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long “u” sound and have them practice the long “u” sound with you.

Then practice the “wrong answer” words that do not have the long “u” sound. Compare the wrong answer sound to the long “u” sound. There are many other long “u” words, come back to these words a later time or let the students practice these words during lab time. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Go to the “Mule with a Rule” game. From here, point to the different words in the game and ask a student to find the word(s) with the long “u” sound in them. If the child answers the question correctly, then allow that child to pick a body part from the choices to make up an animal. Have the rest of the class say the vowel sound they hear and signal which way they think the student should answer the question. They can give thumbs up for yes or thumbs in for no. Continue this until all of the long “u” words have been chosen.

Pass out the long “u” worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with them.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning student groups and having them work on the worksheets. You can follow the group activity suggestions from the short vowel lessons. Other activities include: sorting long and short vowel words, using words lists as flash cards for practice, finding long vowels words in stories, creating long vowel stories or reading books that contain long and short vowels to practice and reinforce learning.

## Long "u" Song

Let's learn our vowels the last one's u  
Listen to the story 'cause we're almost  
through

Say 1, 2, 1, 2, 3

Once upon a time a mule with a rule  
Said, "I study hard while I'm in school.  
My teacher thinks I'm really cute  
Especially when I wear my new blue suit."

Mule and rule, cute and suit  
Have the long u sound like tune and flute.

Let's repeat all the words with the long  
sound of u  
You've learned a lot and your teacher too

Say: mule tune huge cute  
tube rule juice suit

Listen to the sounds that the long vowels  
make

a e i o u

Now for a story with our long vowel friends  
Listen for the long vowel sounds again!

The ape with a cape said, "Hi Mr. Seal.  
I hear you made yourself quite a deal."  
"I did, I did with the help of some mice.  
You know they really gave me good advice!"  
"Is that so?" said the handsome toad  
Who happened to hop on down the road.

"Did you hear the wonderful news Mr.  
Mule?"  
"Rhythm, Rhyme and Read is the teaching  
tool."

Listen to the sounds that the long vowels  
make

a e i o u

Before this song is done my friend there's  
one more vowel when it's at the end -  
Of a word when you see the letter y  
It'll sound like the vowels e or i  
In one syllable word like buy and cry  
the letter y sounds like the long i

Say: my why try fly  
sky dry cry spy

In two syllable words like 'happy' you'll see  
The sound of y is like long e

Say: bunny city penny lady  
baby candy funny puppy

Listen to the sounds that the short vowels  
make

a e i o u

Listen to the sounds that the long vowels  
make

a e i o u

Learn the Words with the LONG "u" SOUND used in Phonics 1a:

**Words used in the long "u"**

**game**

tune  
rule  
juice  
tube  
blue  
suit  
mule  
huge  
cute  
cube  
clue  
fuel  
glue  
fuse  
mute  
true  
rude  
cue  
due  
use  
duke

**Wrong answer words:**

bus  
rug  
sun

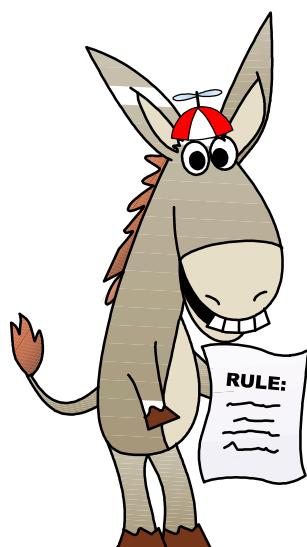
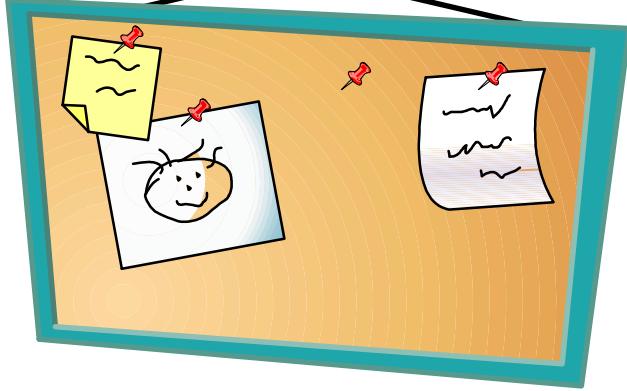
cup

gum  
tub  
bug  
mud  
bun  
nut  
hut  
duck  
up  
drum  
jug  
cut

**More long "u" words**

dune  
June  
flute  
sue  
blew  
dew  
few  
flew  
grew  
knew  
new  
stew

Can you help this mule reach the bulletin board to pin up his rule? Circle all the words in the list that have the long "u" sound. Then write each of these words on the lines.



## Mule with a Rule

suit    glue    mute    rude    jug    cute  
nut    hut    duck    up    cut    due  
fuel    fuse    true    drum    cue    use

## **Lesson 13: "y" as a vowel**

- Long "u" song (has "y" in it also)
- Learn the Words
- Y Puzzle game

### **OBJECTIVE**

Explain to your students that the letter y can have either the long "e" sound, or the long "i" sound when it is at the end of a word. Show examples for each sound and have them say the sounds with you.

### **STANDARDS**

- Recognize that spoken words are represented in written language by specific sequence of letters.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Count, pronounce, blend and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

Play the "Long "u" Song"; this song has y as a vowel in it. Encourage your students to sing-along. Click "Next" to go to the Learn the Words section.

Go over each word, in the Learn the Words section. First point to the picture, then to the whole word, and then put the cursor over each sound in the word. Have your students sound out the words along with the program. Point out to the children that all of the words have y as a long e or i. Click on "Next Word" and repeat instructions. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call

on individual students, the whole class, or split them into teams and make it a fun game.

Go to the "Y Puzzle" game. Point to the different words in the game and ask your students if the word has the long "i" sound or the long "e" sound. Put the puzzle pieces into the correct puzzle. Continue this until both of the puzzles have been put together and then listen to the stories that are presented.

Pass out the y as vowels worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Have your students work on this for about 5-10 minutes. Go over the correct answers with the children.

### **OTHER RELATED ACTIVITIES**

Variation: You can make this a group activity by assigning student groups and having them work on the worksheets. You can follow the group activity suggestions from the short vowel lessons. Other activities include: sorting long e and i words spelled with y, using words lists as flash cards, or reading books that contain long and short vowels to practice and reinforce learning.

## Long “u” Song

Let's learn our vowels the last one's u  
Listen to the story cause we're almost  
through

Say      1,      2,      1, 2, 3

Once upon a time a mule with a rule  
Said, "I study hard while I'm in school.  
My teacher thinks I'm really cute  
Especially when I wear my new blue suit."

Mule and rule, cute and suit  
Have the long u sound like tune and flute.

Let's repeat all the words with the long sound of u  
You've learned a lot and your teacher too!  
Say: mule tune huge cute  
tube rule juice suit

Listen to the sounds that the long vowels make

a e i o u

Now for a story with our long vowel friends  
Listen for the long vowel sounds again!

The ape with a cape said, "Hi Mr. Seal.  
I hear you made yourself quite a deal."  
"I did, I did with the help of some mice.  
You know they really gave me good advice!"  
"Is that so?" said the handsome toad  
Who happened to hop on down the road.

"Did you hear the wonderful news, Mr. Mule?"  
"Rhythm, Rhyme and Read is the teaching tool."

Listen to the sounds that the long vowels make

a e i o u

Before this song is done my friend there's  
one more vowel when it's at the end -  
Of a word when you see the letter y  
It'll sound like the vowels e or i  
In one syllable word like buy and cry  
the letter y sounds like the long i

dry, cry, spy  
In two syllable words like 'happy' you'll see  
The sound of y is like long e

Say:    bunny    city    penny    lady  
          baby    candy    funny    puppy

Listen to the sounds that the short vowels make

a e i o u

Listen to the sounds that the long vowels make.

a e i o u

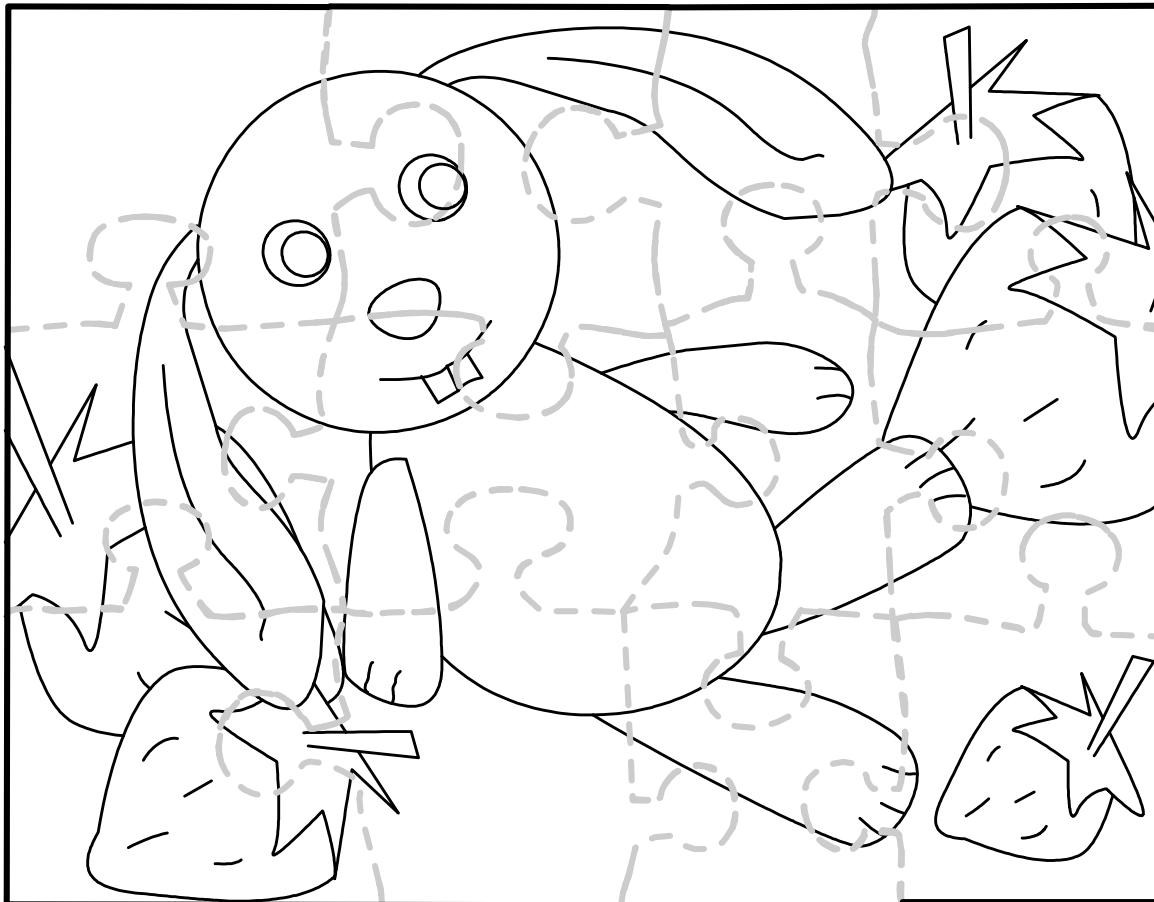
## Learn the Words with "y" as a vowel used in Phonics 1a

### **Words used in the game:**

my  
sky  
buy  
why  
dry  
fry  
try  
cry  
guy  
fly  
spy  
shy  
bunny  
baby  
daisy  
city  
candy  
happy  
penny  
berry  
lady  
funny  
lazy

Find each word with the "y as long e" sound. Write one of these words on each puzzle piece. When you are done, you can color the picture and have an adult help you cut out the pieces.

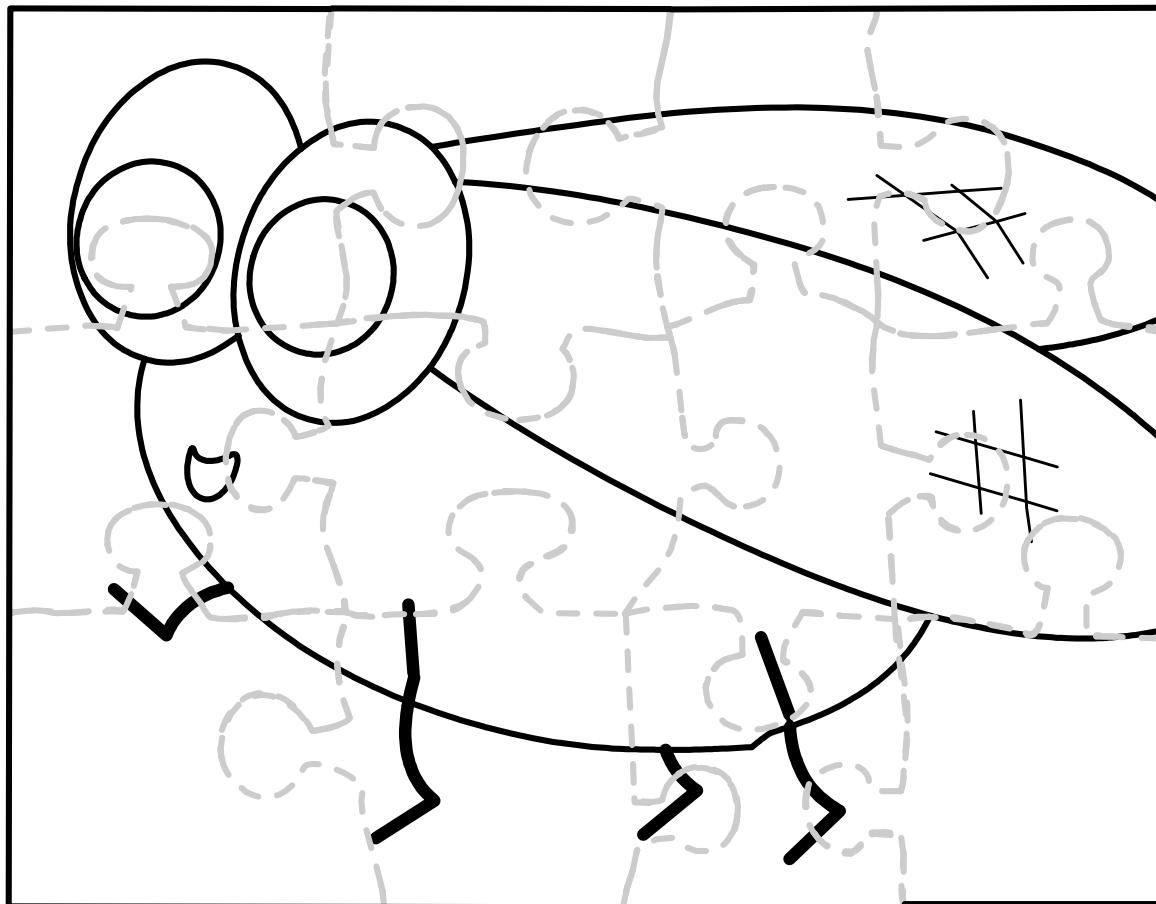
## Y as long e



cry	penny	spy	buy	daisy	happy
berry	try	fry	lazy	sky	fly
shy	guy	candy	my	baby	lady
dry	city	puppy	funny	why	bunny

Find each word with the "y as long i" sound. Write one of these words on each puzzle piece. When you are done, you can color the picture and have an adult help you cut out the pieces.

## Y as long i



daisy	my	dry	try	funny	lazy
sky	buy	puppy	fly	berry	happy
baby	bunny	fry	cry	shy	spy
city	why	candy	penny	lady	guy

## **Lesson 14: Vowel Review**

- Review of vowels
- Vowel review game – Mail Grab

### **OBJECTIVE**

The students will distinguish long from short vowels.

### **STANDARDS**

- Recognize that spoken words are represented in written language by specific sequence of letters.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Decode regularly spelled one-syllable words.
- Distinguish long from short vowel sounds in spoken single-syllable words.

### **ACTIVITY**

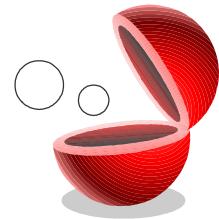
From the contents page click on the short “a”, then on the Talking Vowels. Mouse over the short “a” and then the long “a” and have your students say the sounds. Continue this for the other vowels. Go back to the contents page and click on the Letter “y” and review.

Go to the Vowel Review Game. You can treat your students to the cartoons between each word given, or if you prefer press the skip button to skip the cartoons. Once here, ask your students which vowel is used in the word given. Have the class say the vowel sound they hear and signal which way they think the student should answer the question. Have them say if it is a long vowel or a short vowel. Continue to do this until a star is earned.

Once you have finished the Vowel Review game, pass out the vowel review worksheets. (You can make copies from the worksheet provided, or print them out from your computer.) Have your students work on these worksheets for about 10-20 minutes. Go over the correct answers with them.

## Vowel Review

For each row of balls color in the pair of balls that have the same vowel sounds.



1. bell

pin

net

2. six

note

mitt

mice

3. tea

can

blue

ant

bite

4. mute

road

kite

beach

mule

5. ape

ant

cage

hide

dog

6. frog

bone

bus

bell

fun

7. dig

wish

hog

bike

eat

## Vowel Review

Follow the color code below and color the balls for what vowel sounds they have.



long a = █ green      long o = █ orange  
long e = █ red      long u = █ blue  
long i = █ yellow

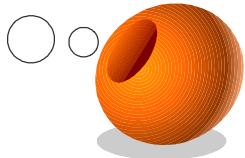
The words are arranged in a cluster:

- ape
- ice
- pipe
- bee
- clue
- cute
- pie
- game
- bone
- cone
- moat
- feet
- tune
- ride
- mule
- sail
- bike
- soap
- meal
- jeep

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## Vowel Review

Write the short vowel words below in their correct column.



short  
a

short  
e

short  
i

short  
o

short  
u

---

---

---

yell	nest	hand
rat	sock	pet
rip	grab	chop
hot	run	dip
pill	cup	bus

## **ADDITIONAL CLASSROOM ACTIVITIES**

### **LET'S HAVE A VOWELS PICNIC!**

Here are the rules: Children and parents can bring items for a picnic, which contain vowel sounds!

Examples you can use on a handout to send home to parents:

Dear Parents,

Our class is doing great learning phonics through exploring short and long vowels.

We are planning a Vowels Picnic (insert time, date, and place here). Please plan to attend!

Children are to bring one picnic item, which has vowel sounds. Have your child write the name of the item on an Index Card, which we will tape next to the item so that your child can share their special item/vowels with the class.

Here are some examples. Be creative!

A E I O U

A is for apples, ham, jam, grapes, flags, mats

E is for eggs (deviled!), green beans (yum!)

I is for ice cream, fig newtons

O is for oranges

U is for umbrellas, utensils

So, dear class,

Please don't bring ants, pets, or pigs!

Wear a wig or a bib,

Bring a mop, hop on a frog,

Stay out of the mud!

Watch out for those ducks,

They love to cluck!  
For a vowel picnic will be fun in the sun!  
You never know who you'll meet,  
It could be a bug on a rug,  
Or an ape in a cape,  
You might make a deal with a seal,  
Or meet some mice with advice!

It will be fun,  
This much I know,  
Please come to our picnic,  
And do the Vowel Cheer  
For all to hear!

Sincerely,  
(Teacher's Name goes here!)

## **HELLO VOWELS! SHARE A NAME GAME**

In this fun-filled classroom activity, gather your class into a learning circle.

Each child says his or her name, one at a time. Then, you repeat the child's name, sounding out the name phonetically. The class repeats the child's name and the child is asked to identify the long and/or short vowel sounds in his/her name.

A little positive reinforcement goes a long way. Feel free to use the blackboard or the overhead projector and write the child's name so that the class is familiar with the way the name is spelled AND the way the name is pronounced.

What a great way to learn phonics! Be sure to start the game off with your name! You can also include the names of your parent helpers or aides for a special treat!

## **SILLY VOWELS SENTENCES ACTIVITY**

Looking for a creative homework assignment for your class? Assign 12 words from the Vowels Lists (start with the short vowels and as your class makes progress on Phonics 1a, include long vowels, as well).

The assignment involves creating SILLY VOWELS sentences. Have your students write three or four sentences which include all of the assigned vowel words. Then, read the sentences aloud to your class.

Expect some giggles because silly sentences are fun! Best of all, students are learning how to use vowels in sentences. Rhyming is allowed!

## **SOUNDS AROUND THE CIRCLE**

Have students stand in a circle. Pass along a stuffed animal or small item. Name a short vowel and going around the circle have each student think of a word that contains that vowel. You can change the vowel at any time. Variation: Have students say words that start or end with various consonants or contain long vowels.

## **CLASS BOOKS**

Create class books with illustrated sentences or stories containing long or short vowels. These stories can be silly stories. Bind these books and display in the library for students to read.

# **Answer Key**

## **Answer Key -- Short Vowels**

---

### **Cat on a Mat -- Short "a"**

bat  
hat  
flag  
hand  
ant  
can

---

### **Fox in a Box -- Short "o"**

knot  
top  
pot  
frog  
dog  
sock  
doll

---

### **Hen in a Pen -- Short "e"**

ten  
red  
net  
egg  
web  
bell

---

### **Bug on a Rug -- Short "u"**

sun  
duck  
cup  
drum  
tub  
rug

---

### **Pig in a Wig -- Short "i"**

pink  
six  
mitt  
pin  
fish

## Answer Key -- Long Vowels

### Ape with a Cape -- Long "a"

cage  
take  
name  
shape  
cane  
date  
page  
cake

### Seal made a Deal -- Long "e"

beach  
leaf  
meal  
reach  
heat  
read  
she

### Mice with Advice -- Long "i"

long i  
ice  
pipe  
wife  
rice  
five  
size

short i  
dig  
wish  
pill  
mitt  
fish  
six

### Toad on a Road -- Long "o"

road  
rope  
throne  
alone  
pole  
robe

bone  
cone  
home  
nose  
note  
moat

cold  
oat  
bowl  
soap  
bow  
row

hose  
hole  
toe  
snow  
coat  
row

### Mule with a Rule -- Long "u"

rule  
tune  
juice  
blue  
duke

cube  
huge  
tube  
mule  
clue

suit  
fuel  
glue  
fuse  
mute

rude  
cue  
cute  
due  
use  
true

### Y as Long "i"

sky  
my  
buy

why  
dry  
fry

try  
fly  
cry

shy  
spy  
guy

### Y as Long "e"

berry  
penny  
city

candy  
puppy  
lazy

funny  
daisy  
baby

happy  
lady  
bunny

## Answer Key -- Vowel Review

### Review Sheet 1

---

1. bell, net
2. six, mitt
3. can, ant
4. mute, mule
5. ape, cage
6. bus, fun
7. dig, wish

### Review Sheet 2

---

long a -- ape, sail, game  
long e -- feet, bee, meal, jeep  
long i -- ice, pie, bike, pipe, ride  
long o -- moat, soap, bone, cone  
long u -- cute, tune, clue, mule

### Review Sheet 3

---

short a -- rat, grab, hand  
short e -- yell, nest, pet  
short i -- rip, pill, dip  
short o -- hot, sock, chop  
short u -- run, cup, bus

**Certificate of Achievement**

\_\_\_\_\_ has been awarded the

**Silver Star Award**

**for excellent work in Phonics 1a Vowel Sounds**



**Certificate of Achievement**

has been awarded the

**Gold Star Award**

for excellent work in Phonics 1a Vowel Sounds



## The 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 songs, 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, game or song.

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

Students earn a Silver Star if they complete an activity with some mistakes. Students earn a Gold Star if they complete the activity without any mistakes or listen to a song or presentation all the way through. So 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 songs, 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 song, 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.

Once a student completes enough Silver or Gold Stars, the star at the bottom of the screen will turn 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, 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, songs 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.

# **Educational Application**

- Uses
- Research and State Standards
- Instructional Design

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

There are numerous ways to use Phonics 1a - Vowel Sounds. 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.

## **Research and State Standards Correlations:**

Phonics 1a - Vowel Sounds is research based. You can review our research and effectiveness studies at: <http://helpme2learn.com/school/research> .

State Standards Correlations – Phonics 1a – Vowel Sounds is correlated to the state standards of all 50 states. Each User's Guide and Lesson Plans contains the standards for that course. You can request standards for a specific state.

## **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 songs, 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 state 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, if you want to.
- 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.



### “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.

## **Super Star Online**

- Overview
- Class Management System
- Student Management System
- Parent Button
- At-home Use

### **Overview**

Super Star Online is a web delivered subscription service to one or all of our Super Star titles.

Some of the other advantages of Super Star Online are:

1. Home use – There is probably no greater advantage than home use. Students will have access to the subscription anywhere they have access to the Internet. Many schools have days that are very full and they just don't have time to let students access the software as much as they would like. With our online version, students with a broadband connection can work in our courses at home and take as much time as they need to complete the lessons. Our online version even records how much time the students are in each lesson.
2. Parental Involvement – The next step with at-home use is to involve parents (or family members) in helping to motivate, track, and work with the child. One of the problems with parental involvement is that some parents don't know how to help their child with homework. **We make it easy for them.** We have added a special "Parent" button to help parents use Super Star Online. The "Parent" button allows parents to view the songs, vocabulary words, activities and games without data tracking, so they do not affect the scores or data tracking of the child. Parents can review the lessons so they know what is required of the child. We offer a wonderful and enjoyable way for parents to work with the school to become involved in the educational success of their child.
3. Family Literacy – Some parents may not have the English language skills needed to help their child. Our "Parent" button gives the parent an opportunity to learn English language skills or math skills along with their child. We believe that a better educated parent will be better prepared to help their child.
4. Easy IT – Our Online version makes it easier for the school's IT department. They don't have to maintain a server, they don't have to worry nearly as much about which operating system the software will run on, and they don't have to worry about security issues with their network. Our online system is supported by most modern operating systems and web browsers.

5. Quick Updates – When we make improvements to our course titles or add course titles, the updates will be available to all students as soon as we make them. You don't have to be concerned with which version you have or if you need to upgrade.
6. Quick Delivery – Once we receive your purchase order, we can get you online in a matter of hours.
7. Remote Administration – For districts or schools that stretch their IT department, our online version allows complete administration of the courses from any location.

### **Class Management System**

Many of the features of Super Star Online are managed by the site administrator. Those features include: importing student names, assigning user names and passwords to the students and teachers, setting up classes and assigning students and teachers to those classes, assigning courses to the classes.

As a teacher, we encourage you to work with the site administrator to organize the system in the most effective way for your classroom. This may mean that you may request sub-classes for students with different program titles available to those in each group. For example, if your last name is Teacher, you might have a class called "Ms. Teacher A" with 14 students and access to Phonics 1a and Phonics 1b. You might also have a class called "Ms. Teacher B" with 8 students and access to Phonics 2a for more advanced students.

It is relatively easy for the site administrator to add or change the names of classes and assign students and programs to classes. But, depending on your school or district, it may not be so easy to get the site administrator to do these tasks for you.

We now offer teachers a way to do most of the class management tasks. The teacher will login to Super Star Online using their teacher account and:

1. Click on "Classes", to see the courses that are assigned to the class by the site administrator. The teacher can then click on "Edit Class" and add or remove the assigned courses by checking or unchecking the courses. The students will only have access to the courses that are assigned to the class.
2. The teacher can then scroll down to Members and check that all that all of the students have been assigned to the class. If the teacher sees the name of a student who should be included in the class, the teacher can check the name or the teacher can uncheck a name to remove the student from the class. Then click on "Update" to make the changes.
3. **Adding a Student.** If the teacher needs to add students that are not already in the system, the teacher can click on "Students". To add a student, the teacher would click on "Add Student". The teacher would enter the first

- name and last name of the student, would check the class, would enter a login name (note: read the instructions below Login Name – do not use a login name that is already in use and do not use capital letters), would enter a password, confirm, check Active? Click on “Create”. (Note: the school has purchased a number of user seats and teachers cannot enter active students if that number has been exceeded.
4. Teachers can also remove a student from the class. Click on “Students”, then I suggest next to “Arrange by” – click on the down arrow and click on Class to get a class list. Click on “Edit” by the name of a student and uncheck the name of the class and then “Update”.

If a student is no longer at the school, the teacher can make that student inactive (making a student inactive means that the student will no longer take an active seat and will no longer be counted against the number of seats the school has purchased) uncheck “Active?” at the bottom of the screen, then Update.

Note: the user/login name and password was probably determined by the site administrator. If you find user name or password to be too difficult for your students or if a student cannot remember their password, you can change it. For security purposes, our system does not show the password, but you can change it by entering a new password in the box and confirm. Please coordinate any changes with your site administrator. If the courses are also used in a computer lab, please coordinate any changes with the computer lab instructor.

### **Teacher Resources**

Teachers should have access to our Teacher Resources class and our Teacher & Admins Resources course. The teacher will sign in to Super Star Online using their teacher account. Click on Class and locate the Teacher Resources class. Open the class and locate the Teacher & Admins Resources course. Open the course to find video tutorials and printed instructions that will help you use the many teacher features of Super Star Online.

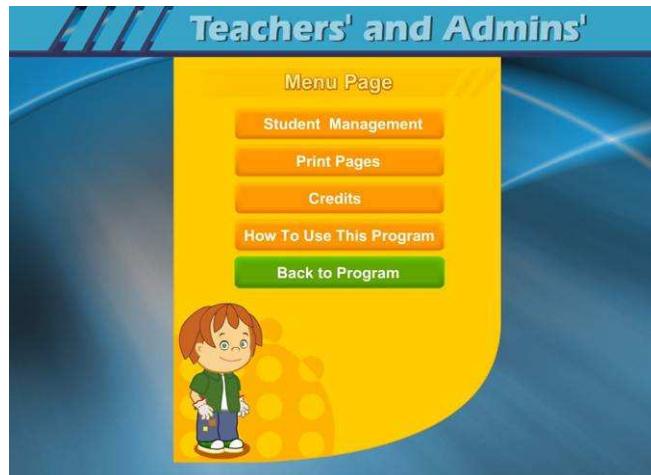
Also in the Teacher Resources class, you should find Super Star Movies which are movies of our songs and presentations. These movies are meant to be projected to the class as you would project any movie. You may want to play the songs without projection.

## **Student Management System – Super Star Online**

To access the Student Management System, click on the Teacher & Admins button found on the contents page.



Teachers & Admin button



The next screen shows the menu for the Teachers and Admin section. The Print Pages, Credits, and How To Use The Program sections are all very similar to the CD-ROM version and will not be covered.

Click on the Student Management button to enter the Student Management System.



The Student Management System is similar to the CD-ROM version except for the Class & Student Settings button. We will only cover the Class & Student Settings.

Click on the Class & Student Settings button to go the Class and Student Setting menu. These settings are all optional settings and it is not necessary that you use any of these settings, however, you may find some of these settings very useful.



The Class & Student Settings menu has four buttons:

1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must earn a Gold Star in the activity they are working on before going on to the next activity), controls for the difficulty level, assignment of stars, and activity locks.

2. Test Locks & Features contains settings to control access to the program and to the pre-test and post-test as well as printing.
3. Parent Mode: contains setting to control the Parent Mode features.
4. Reset Default Class Settings: allows the teachers controls to be reset to the default.



The Game Locks & Difficulty menu allows you to apply the setting to all the students in the class or to an individual student. Our programs are designed to be fun and to make learning fun. Our programs are made so that students can easily navigate through the programs and they can earn Silver and Gold Stars and will be motivated to earn all Gold Stars. We call this an “open system” where all of the songs, games and activities are open to the student to enjoy. Unfortunately, some students need a more structured system. At the request of teachers, we have given you the ability to control access to the songs, games and activities.

We also know of teachers (or lab instructors) who apply verbal structure setting. They instruct the students that they must earn a Gold Star before moving on to the next activity. We believe that this is a much easier and better approach, before applying the progressive game settings to the class. Then when necessary, the individual settings can be applied when a particular student does not comply with the verbal instructions.



Individual Student Game Settings – click on the Individual Student Game Settings button to start. The first screen shows a list of the students in the class, click on the name of the student that you want to apply the individual setting to.

Game Name:	Current Medal:	Difficulty:	Lock:
Master Settings	Not Set	Standard	
Talking Vowels (short 'a')	Gold	Standard	
What Are Short Vowels? (short 'a')	Incomplete	Standard	
Short 'a' Song (short 'a')	Incomplete	Standard	
Learn the Short 'a' Words (short 'a')		Standard	
Cat on a Mat Game (short 'a')	Gold	Standard	

Back

**Game Locks & Difficulty** - The next menu has a list of activities in the Game Name column. Scroll down to the game you want to control. The Current Star column shows the current Star the student has earned. The teacher can click on this button to change the star. Presentations and Songs have a state of complete (Gold Star) or incomplete. Activities or games will be: No Star, Silver or Gold.

Here you can override the current star for a game. Class settings override individual student settings, but if a student already has a higher star, that star will be used.

Cat on a Mat Game (short 'a')

No Star   Silver   Gold

Back

**Set Star** - It is possible that a teacher might want to award a student a Gold Star if they believe the student has earned one.

Here you can override the default difficulty level for a game. Lower or raise the difficulty to change the scores needed to earn a star or pass the game. The educational content does not change.

Class settings will override individual student settings.

Cat on a Mat Game (short 'a')

Casual   Relaxed   Beginner   Standard

Back

The Difficulty level setting can be changed to help make the course more appropriate for the student. Our default star system awards a student a Gold Star for listening to a song or presentation all the way through and for completing each activity/game without any mistakes. The Speed Rounds after the "Learn the Words" sections requires students to earn a score of 15 in order for the display to show green (though the Speed Round scores do not affect the stars). If you want to allow students to make some mistakes, click on the button in the difficulty column for each game, you can choose from the most relaxed level of Casual to Standard. Generally, students are allowed one more mistake for each lower level of difficulty.

The final setting is the Lock, here teachers can lock or unlock specific activities. The most common activity to lock would be the Coloring Game which is a “just for fun” activity that does not earn the student a star. Click on an unlocked (open green lock) to lock it (turns red locked). Generally, you might rather use the class settings to set this lock for the entire class.

Click on the Class Game Settings button to apply settings to the entire class. These settings are similar to the individual settings only they will be applied to the entire class. The class settings will override individual settings.

Progress Tree – since the operation of the class settings is very similar to the operation of individual setting, I will only cover the Progress Tree. The Progress Tree can be used to require students to complete each activity to a Gold Star level (or 15 points for a Speed Round) before going on to the next activity. The Progress Tree can be used to keep students from jumping around from one activity to another. To start the Progress Tree, click on the red Progress Tree button.

The Progress Tree startup screen allows you select where you want the progress tree to start from. Normally, the first activity is selected, however you can chose any activity as the starting place. If you chose one of the later activities, then all the previous activities will be open to students. You might want to do this to give them a chance to explore the first few activities.



starting place.

Once you have selected to use the Progress Tree, the Progress Tree button will show on and the starting place will be displayed. You can click on the starting place button to change the starting place.

Test Locks & Features – click on the Test Locks & Features button to see the Test Locks & Features menu.



The Lock Printing button is unlocked by default. This means that anyone can use the print features within the program to print pages such as the Super Star page reports, the Super Star Certificate of Achievement and any other print page. If you lock the printing, teachers will still be able to print the class and detailed reports.

To lock printing, click on the Lock Printing button. The button will turn red, the lock will show locked and the check box will be checked. Locking printing will help prevent students from printing pages that you did not want them to print, but you will need to turn this feature on if you want them to print their certificates of achievement.

To lock the program, click on the Lock Program button. This would prevent students from having access to any of the main program. This would typically be used if you want them to do the pre-test or post-test.

Click on the Lock Post-Test button to lock the post-test portion of the program. This is usually a good idea; however, if a student does do a post-test, it will be replaced the next time they do a post-test, so it generally isn't a problem.



Click on the Lock Pre-Test & Post-Test button to lock the test portion of the program. This will prevent students from taking the tests without your permission. If you click on the Lock Pre-Test & Post-Test the button will appear grayed out on the main contents page and will show locked.



Click on the Lock Individual Tests if you want to lock any of the individual tests.

## Parent Mode



Parent Mode – we believe that our Super Star Online presents a wonderful opportunity for parental involvement. Parents will now have an opportunity to take a more active role in helping their child. Parents can review the lessons, review the progress of their child and print a report as often as they would like.

When parents use the Parent Mode, think of it as a practice mode. Parents can play the songs, games and activities and none of their scores are permanently recorded, their scores do not affect the scores of their child. Parents can become familiar with the lessons their child is working on, so they will be better able to help their child with those lessons. Parents can practice the games and activities with their child, then exit the Parent Mode and let their child do the work. Parents who need help with their literacy and phonics skills can use the Parent Mode to learn along with their child.

We believe that there are many benefits to having the school, the teacher, the student and the parents all working together as a team to insure the success of the student. We believe that Super Star Online can greatly improve the effectiveness of this team. But we recognize that encouraging parental involvement takes a bit of work. Many parents aren't used to being involved. We believe that Super Star Online makes it easy and fun for them to be involved and is a unique way to encourage their involvement. But it takes the school, the teacher, and the student to make sure that they know about Super Star Online and how they can be involved. Please make every effort to let the

parents know about your subscription and encourage your students to involve their parents.

When the Parent Mode is enabled (by default), the student and/or parent will see a Parent button on the main contents screen of the course. Parents can then click on the Parent button to enter the course in the Parent Mode. Should teachers decide that they don't want to use this feature, they can disable it by clicking on the Parent Mode button. The Parent Mode button will then show locked, will turn red and will be checked. The Parent button will not be displayed to the student.



Write a Message to Parent – click on this button to display the write a message screen. This screen allows you to write a message that can be viewed by all the parents who use the Parent Mode. The idea of this screen is to allow you to communicate with parents something about what the students are working on and what is expected of them. You can use it anyway you want. You can type directly into the box or you can paste text into the box (keyboard command: control + V).

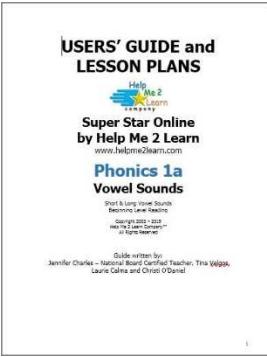
You should remember that all parents will see the same message and that you will need to change the message from time to time. Don't forget to click on Save to save the message.

	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 0 min	0 hr 2 min	7%
Marshall Elfstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	0%
David Peterson	0 hr 0 min	0 hr 27 min	39%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 1 min	1 hr 47 min	100%
John Stipick	0 hr 0 min	0 hr 0 min	0%
Maureen Sheffield	0 hr 0 min	0 hr 0 min	0%
Brea Craig	0 hr 0 min	0 hr 0 min	0%
Collin Craig	9 hr 3 min	0 hr 3 min	5%
Shelia Bradley	0 hr 0 min	0 hr 0 min	0%
Aleric Baldridge	0 hr 0 min	0 hr 0 min	0%
Cory Barnett	0 hr 0 min	0 hr 0 min	0%
Kaitlyn Alvarado	0 hr 0 min	0 hr 0 min	0%
Skyler Bader	0 hr 0 min	0 hr 0 min	0%

View Parent Mode Data – once you have your parents working with their children, you can run a report to see how much time the parents are spending in the Parent Mode. Click on this button to see a report of the total parent time, student time and student program progress.

The final button on this menu resets all of the class settings to the default. Use this button if you have made some settings that are giving you some problems or if you just want a fresh start for your class settings.

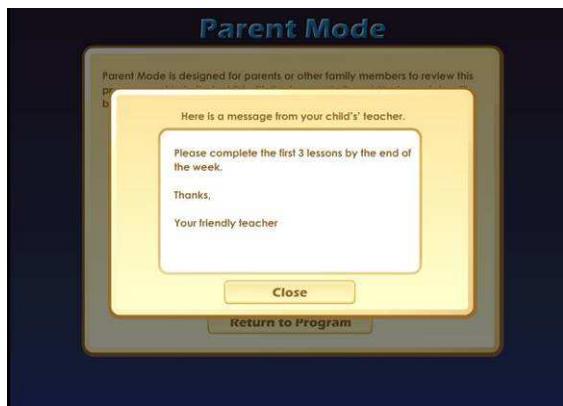
**Users' Guide/Lesson Plans** – click on this button to view our Users' Guide and Lesson Plans. This is an Adobe Acrobat (.pdf) file and you will need to have the free Acrobat reader ([www.adobe.com](http://www.adobe.com)) installed on your computer in order to be able to view this file. Once you can view this file, you can print any of the pages you want. This file contains some helpful tips, a lesson plan for each of the lessons in the course, the words to the songs, the words in the Learn the Words sections, and printable activity pages.



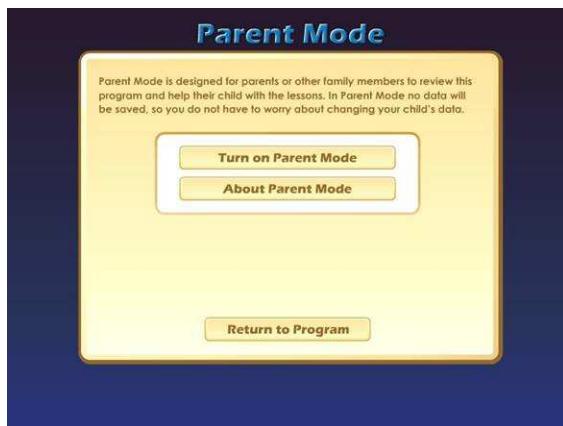
## Understanding the Parent Mode



The Parent Mode – teachers can only see the Parent Mode if they look at it from a student account. Students and Parents will see a “Parent” button on the main menu or contents page (the button is in the same location as the Teachers’ & Admins’ button from a teacher account. Click on the Parent button to enter the Parent Mode menu.



**Message from the Teacher** – if the teacher has written a message, the parents will see the message when they first enter the Parent Mode. If the teacher has not written a message, this screen will not appear. The purpose of this screen is to give parents some guidance as to what lessons the child is working on and what is expected of the child.



**Parent Mode Menu** – the Parent Mode Menu is simple, there is a brief explanation of the Parent Mode, a button to start the Parent Mode and a button to read more about the Parent Mode. Parents can also return to the program without starting the Parent Mode.

Think of the Parent Mode as a practice mode. Parents can play any of the activities, games or songs without affecting the reporting or the progress of the student. The only tracking that occurs is the total amount of time that

the parent spends in the Parent Mode. This data is only available on a report to the teacher.



Parent Mode Menu 2 – when the parent clicks on the Turn on Parent Mode button, they will see the next screen that confirms they are now in the Parent Mode. They should notice the Parent Mode button at the bottom of the screen; this indicates that they are now in the Parent Mode.

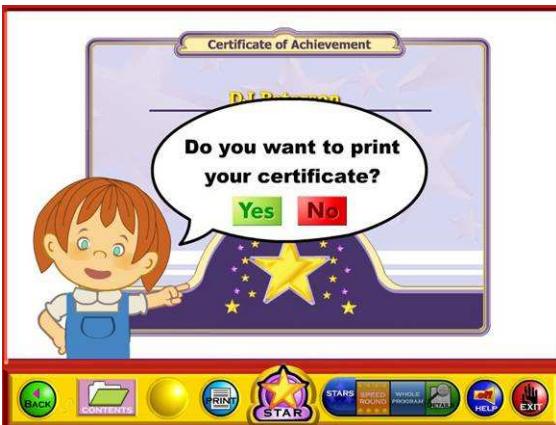
From this screen they can turn off the parent mode, read about the Parent Mode, view a progress report for their child or view the message from the teacher (if there is one).

**View Your Child's Progress** – click on this button to view or print a progress report. The top of the report will show the progress through the course and the bottom of the report will show the progress of the Pre-Test and Post-Test. Click on the Print button next to the Parent Mode button to print this report. Parents can also track the progress of their child from the Super Star page; however they need to turn off the Parent Mode in order to be able to navigate to the Super Star page.

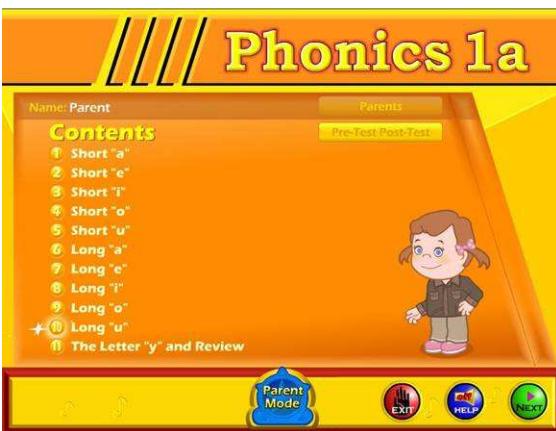
**Super Star Page** – Parents can view and print progress pages for their child from the Super Star page. There are four different views on the Super Star page:

- the Super Star view
- the Speed Round view
- the Whole Program view
- the Details view

Each view presents the progress in a different format and is designed to help track the progress of the student. Once a student has earned enough stars, the star on the Super Star page will turn silver; parents can click on this star and print a Silver Star Certificate of Achievement.



The goal of the program is to earn a Gold Star on every star, then the star at the bottom of the Super Star page will turn gold and the parent can print the a Gold Star Certificate of Achievement. To print a Certificate of Achievement, click on the Silver or Gold Star, then click on Yes (note- the teacher has the option of turning the printing feature off, so if your students' certificates won't print, they must ask you to turn the printing feature on).



**Parent Mode Button** – to begin using the course in the Parent Mode, the parent would click on the Return to Program button. When in the Parent Mode, the Parent Mode button will be displayed at the bottom center of the screen. Parents can click on the Parent Mode button to return to the Parent Mode screen and turn off the Parent Mode.

It is our hope that the Parent Mode will be a valuable asset to the school, the teacher, the student and to the parent. Super Star Online

provides a unique opportunity for the school to provide an easy to use and fun way for parents to work with their child at home. The level of parent involvement will obviously vary greatly. Some parents will only occasionally check the progress of their child, while some parents will be actively involved. We also encourage parents to use Super Star Online to build their skills as they work with their child.

### At-home Use

We have provided the tools to enable your students to use Super Star Online at home, however at-home use will need your support and encouragement to be used. Here are some suggestions for encouraging at-home use.

1. Send a letter home with your students advising the parents that Super Star Online is available and encouraging the parents to work with their child at home. We have a sample parent letter available at [www.helpme2learn.com/support/online](http://www.helpme2learn.com/support/online). Please use this letter as a guide. To complete this letter you will need the user name and password of each student, you should be able to get these from your school's site administrator. You will use the same URL (web address) that you use in your classroom.

2. Remind your students to ask their parents to work with them at home.
3. After a couple of weeks, run a report to see how many parents have logged in and are using the program in the Parent Mode. You may need to send a follow up letter to parents who are not working with their child at home.
4. Whenever you have an open house or meeting with parents, let them know about Super Star Online and how they can use it to work with their child.
5. Suggest to your school administration that they hold a special Super Star Online night where your school explains the use of the program to the parents. You might be able to incorporate this as part of a back to school night or PTA meeting.
6. Use the message center and write a message on a regular basis to your parents. Let them know what lessons you are working on and what to expect from their child.

Some students will not have access at home. Encourage these students to seek out alternative access sites such as the public library, after school programs or relatives who do have Internet access.

The goal of Super Star Online is to build a better bond between the school, the teacher, the student and the parents. This stronger bond will build a better team all working together. We call this the Super Star Strategy for Success.

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