

USERS' GUIDE and LESSON PLANS



Super Star Online by Help Me 2 Learn

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Phonics 2b

Intermediate Level II

Syllables, R-Controlled Vowels, Vowel Spellings, Three Letter Blends, Ending Blends, Regular and Irregular Plurals, Complete and Incomplete Sentences, Story Building and Reading, Comprehension, Writing a Friendly Letter, Spelling, and More!

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Phonics 2b: Overview/Helpful Tips

(Appropriate for Grades 2 – 5, target grades 2 - 3)

Dear Teachers:

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

By playing Phonics 2b, your class will learn all about:

- Syllables – Open and Closed Syllables
- R-controlled Vowels
- Vowel Spellings
- Three Letter Blends
- Ending Blends
- Regular and Irregular Plurals
- Complete and Incomplete Sentences
- Story Building and Reading Comprehension
- Writing a Friendly Letter
- Spelling
- 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 2b includes all the components necessary for effective learning:

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

Instruction – In Phonics 2b does not contain any instructional songs, as are included in our lower level courses. Our instruction comes in the form of interactive animated stories presented by our Super Star Kids. The objective of the lesson is presented in the story and the student is asked to participate in the stories by clicking on a response during the story. There is no tracking of right or wrong responses in the stories, if a student clicks on the wrong response, they are given a response from the characters and they must click on another response to go on.

Our instructional stories feature graphics, pictures, animation, and sounds which are much like Saturday morning cartoons, except that the student must be active in the story. Our stories also make an excellent whole-class activity.

“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 bronze, 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 story and “Learn the Words” with a Speed Round is followed by an activity and a game. We hear it all the time how much the kids love Super Star and our activities and games are the reason why.

First comes an activity that is usually a little easier than the game that follows. Both activities and games are designed to engage student in learning and in using the words and concepts they have learned in the lesson. 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 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 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 2b 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 2b or if the student has already mastered the lessons of Phonics 2b. Phonics 2b does require that students have some reading skills. If they are unable to complete the Pre-Test or complete it below a random guessing level, you should consider starting them in 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 2b.

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 Bronze Star. If the activity is completed to a higher level, they earn a Silver Star. If the activity is completed to a very high level, they earn a Gold Star.

The Bronze, 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 2b - Intermediate Level II!

If a student wants to earn a Gold Star on an activity where a Bronze Star or 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 Bronze Star, Silver Star, or Gold Star Certificate, depending on their accomplishments.

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

Teacher Features

Navigation:

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

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

Class Management System:

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

Student Management System: The Student Management features can be accessed from the Teachers & Admins button found on the main contents screen of Phonics 2b. 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.

- A whopping 12 hours of playing time and over 300 vocabulary words are included in Phonics 2b. Be sure to break up the content into small, bite-sized pieces as your students learn phonics in each lesson every day.

Print Pages: Our courses feature many print pages which are designed to be a way for students to do the activities in our lessons on paper. You will find the print pages in each lesson of this guide or you can find them in our Student Management section of Phonics 2b. 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 a – Vowel Sounds

Phonics 1 b – Consonant Sounds

Phonics 2a – Intermediate Level

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

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Lesson Plans for Phonics 2b

Lesson 1: Syllables

- Scooter's Lab
- Learn the Words/Speed Round
- Micro World
- Mad Lab

OBJECTIVE

The students will be able to apply knowledge of basic syllabication rules when reading and to be able to identify open and closed syllables.

STANDARDS

- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Know and apply grade-level phonics and word analysis skills in decoding words.

SYLLABLES LESSON STORY/PRESENTATION

Go to Scooter's Lab and click on "Start." Listen to the story and have your students answer the questions and decide which formula to use.

The following are the key points of the lesson:

What is a Syllable?

A syllable is a word or part of a word that has only one vowel sound. The word "candle" can be broken into 2 parts, or syllables: "can" and "dle". And each part only has one vowel sound. The word "paper" can be broken into 2 parts, or syllables: "pa" and "per". You can hear the long "a" sound and the short "e" sound. You can hear two vowel sounds so you know it has two syllables.

Why use Syllables?

We can break long words up into syllables to make them easier to read and pronounce. If you are trying to read a big word that you don't know, it's easier to sound out one small piece at a time than to try to read the whole word at once. Sounding out letters is great, but as you start to read bigger words, it's good to learn the word pieces or syllables. Take the word candle. Instead of sounding it out: c - a - n - d - le, you just say can - dle. It's faster and easier.

Open and Closed Syllables:

After you divide a word into syllables, if there is a vowel alone or at the end of the first syllable, then it is OPEN. If the first syllable ends in a consonant then it is CLOSED. Open and closed Syllables help us know if the vowel sound in a syllable will be long or short. In OPEN syllable words, the first syllable usually makes the long vowel sound. "pa-per" is an open syllable word. The first syllable makes the long "a" sound. In CLOSED syllable words, the first syllable usually makes the short vowel sound. "can-dle" is a closed syllable word. The first syllable makes the short "a" sound.

SYLLABLES LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 38 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the curser over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible. We recommend that the students be able to get at least 15 words in the minute given.

ACTIVITY

Click on "NEXT" and "START" to begin MICRO WORLD. Have your students drag and drop the correct letters to complete the words. Click on the red arrow to go to the next page of the story.

GAME

Click on "NEXT" and "START" to begin MAD LAB. Follow Sissy's directions to complete the game.

OTHER RELATED ACTIVITIES

Have your students make syllable puzzles. First, have your students write their spelling words on a piece of white construction paper and draw a box around each word. Then, have them draw a line between the syllables of each spelling word. Now, have your students color the closed syllables one color and the open syllables another color. Finally, have them cut out the syllables and then piece them together like a puzzle.

Divide the words given in this program, or your students' spelling words, into syllables and write each syllable on an index card. Give each student a syllable and have them find the child with the matching syllable to make up a certain word. To

make it easier, you can write the words they are finding on the board. To make it harder, find words with three or more syllables.

WORD LISTS

Kids can play and learn while using the Phonics 2b. They will also learn over 200 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 beginning readers into readers by teaching them to read special vocabulary words.

Syllables – Learn the Words

Word	Sounds	Syllables	Sentences
<i>Open first syllables</i>			
table	t-a-b-le	ta-ble	A table has four legs.
cable	c-a-b-le	ca-ble	This cable connects the keyboard to the computer.
staple	s-t-a-p-le	sta-ple	Staple these two papers together.
title	t-i-t-le	ti-tle	What is the title of that book?
April	A-p-r-i-l	A-pril	I love to see the flowers bloom in April.
able	a-b-le	a-ble	Birds are able to fly long distances.
motor	m-o-t-or	mo-tor	The motor made the speedboat go fast!
open	o-p-e-n	o-pen	The store will open in five minutes.
bonus	b-o-n-u-s	bo-nus	I got two bonus points on my math test!
over	o-v-er	o-ver	When will the movie be over?
paper	p-a-p-er	pa-per	Fran likes to write on blue paper.
even	e-v-e-n	e-ven	The teams were even with ten people each.
student	s-t-u-d-e-n-t	stu-dent	Every good student studies hard.
pupil	p-u-p-i-l	pu-pil	Pupil is another way of saying student.
spider	s-p-i-d-er	spi-der	The spider spun a huge web!
cider	c-i-d-er	ci-der	Apple cider tastes delicious.
depend	d-e-p-e-n-d	de-pend	The plans for our picnic will depend on the weather.
wiper	w-i-p-er	wi-per	The wiper swept rain off the windshield.
steeple	s-t-ee-p-le	stee-ple	The church has a tall steeple.
<i>Closed first syllables</i>			
candle	c-a-n-d-le	can-dle	It was dark until Phil lit a candle.

middle	m-i-dd-le	mid-dle	Paula put turkey in the middle of her sandwich.
ladder	l-a-dd-er	lad-der	The painters used a ladder to paint the house.
sister	s-i-s-t-er	sis-ter	My big sister taught me how to ride a bike.
handle	h-a-n-d-le	han-dle	You open a car door with the handle.
center	c-e-n-t-er	cen-ter	Draw a circle in the center of the paper.
monster	m-o-n-s-t-er	mon-ster	I drew a picture of a scary monster!
bundle	b-u-n-d-le	bun-dle	We put the logs in a bundle by tying them with a rope.
camper	c-a-m-p-er	cam-per	My parents bought a camper because they do not like tents.
button	b-u-tt-o-n	but-ton	John pushed the button in the elevator.
gentle	g-e-n-t-le	gen-tle	Her friend gave her a gentle hug.
simple	s-i-m-p-le	sim-ple	Basketball is simple to learn.
bubble	b-u-bb-le	bub-ble	The big bubble burst!
hammer	h-a-mm-er	ham-mer	A hammer is a very important tool for building houses.
member	m-e-m-b-er	mem-ber	The coach gave every member of the team a hat.
thunder	th-u-n-d-er	thun-der	The thunder boomed before we saw the lightning!
lobster	l-o-b-s-t-er	lob-ster	Do you prefer to eat shrimp or lobster?
dentist	d-e-n-t-i-s-t	den-tist	Going to the dentist will keep your teeth healthy.
window	w-i-n-d-ow	win-dow	I like to stare out the window at the trees.

Syllables: How Many Syllables

Draw a circle around all of the two syllable words into Sissy's jar.



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Syllables: How Many Syllables

How many syllables does each word have. Put an "X" in the correct column for each word.

	ONE	TWO	THREE
champ	X		
bonus			
shrink			
paint			
cereal			
button			
member			
different			
thank			
champ			
bubble			
yesterday			
thunder			
paint			
window			
burnt			



Syllables: Open and Closed

Look at all those syllables! Draw an ameba monster around all of the open syllables.



cen

sta

ti

sis

sim

thun

stee

stu

bun

bo

mon

spi

cam

ham

but

pa

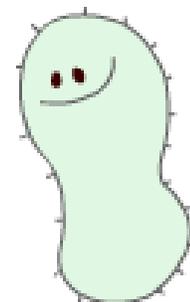
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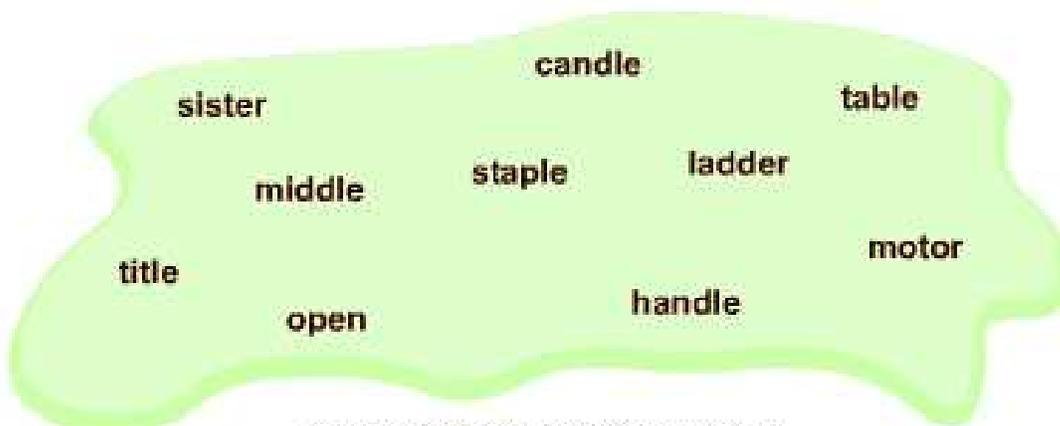


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Syllables: Open and Closed

If a word's first syllable is open write that word under the open formula. If the first syllable is closed, put it under the closed formula.





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Lesson 2: R Controlled Vowels

- There's a Bully on the Bus
- Learn the Words/Speed Round
- The Bully and the Rascal
- Rascal's Challenge

OBJECTIVE

The students will read and spell r-controlled vowels correctly.

STANDARDS

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Decode regularly spelled two-syllable words with long vowels.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

R CONTROLLED VOWELS LESSON STORY/PRESENTATION

Go to "There's a Bully on the Bus" and click on "Start." Listen to the story and have your student click on the correct buttons when prompted.

The following are the key points of the lesson:

The letter "r" can make the vowels in a word sound different whenever it's around. Let me show you some examples. Say "F, U, N" and listen to the sound of the short U. Let's change the letter N to the letter R. Now we have the word "F, U, R". Notice that as we try to sound out this word that the sound of the U has changed. It is no longer the short U sound, but rather the U and R make the sound "er" F - ER. The short vowel U is changed, or bullied, by the letter R. The R only bullies the vowel if it comes after the vowel or vowels, not if it is at the beginning of the word.

The bully "r" can make two different sounds. The "ar" sound and the "er" sound.

"AR" as in: dark, shark, bark, guitar

"Er" as in: after, her, turn, word, shirt

R CONTROLLED VOWELS LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 43 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the

screen to go through the words in order. Once you have a word, place the curser over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "The Bully and the Rascal." Have the students click on the words as directed.

GAME

Click on "NEXT" and "START" to begin "Rascal's Challenge." Have your students click on the R controlled sounds as prompted.

OTHER RELATED ACTIVITIES

Make an R controlled diagram. Draw a line down the middle of a large sheet of paper. On one side of the paper write AR at the top and on the other side of the paper write ER at the top. Have your students write words with the R controlled sounds under the corresponding letters. Display the diagram in your classroom.

R Controlled Vowels – Learn the Words

Word	Sounds	Syllables	Sentences
<i>-ar words:</i>			
bar	b-ar	bar	That restaurant has a good salad bar.
card	c-ar-d	card	I made a birthday card for my friend.
far	f-ar	far	The store is not very far away.
dark	d-ar-k	dark	It was dark in the theater.
shark	sh-ar-k	shark	Tim saw a shark in the ocean.
guitar	g –ui-t-ar	gui-tar	He is learning how to play the guitar.
bark	b-ar-k	bark	I heard a dog bark.
park	p-ar-k	park	I like to play at the park.
star	s-t ar	star	That star is really bright.
hard	h-ar-d	hard	That was a hard spelling test.
arm	ar-m	arm	Last summer I had a broken arm.
barn	b-ar-n	barn	There are two horses in the barn.
carpet	c-ar-p-e-t	car-pet	We got new carpet in our house.
<i>-er words:</i>			
her	h-er	her	Her dad is a dentist.
after	a-f-t-er	af-ter	I will see you after lunch.
person	p-er-s-o-n	per-son	He is a really nice person.
camper	c-a-m-p-er	camp-er	She is an expert camper.
number	n-u-m-b-er	num-ber	What is your favorite number?
lottery	l-o-tt-er-y	lot-ter-y	Not many people win the lottery.
<i>-ir words:</i>			
sir	s-ir	sir	Sir Lancelot was a knight of the Round Table.
shirt	sh-ir-t	shirt	I bought a new shirt.
bird	b-ir-d	bird	She has a pet bird named Frank.
firm	f-ir-m	firm	Keep a firm grip on that rope.
<i>-or words:</i>			
word	w-or-d	word	We learned a new word in school.
worm	w-or-m	worm	That worm is really long.
work	w-or-k	work	He always does his work on time.
<i>-ur words:</i>			
fur	f-ur	fur	Rabbits have soft fur.
urban	ur-b-a-n	ur-ban	Big cities are urban.
church	ch-ur-ch	church	That church is a hundred years old.
turn	t-ur-n	turn	Turn left at the corner.

WRONG ANSWERS FROM GAME:

fun	f-u-n	fun	We had fun at the park.
bad	b-a-d	bad	I had a bad day.
base	b-a-se	base	Jack is on third base.
cat	c-a-t	cat	She has an orange cat.
fat	f-a-t	fat	My dog is fat.
hen	h-e-n	hen	The hen laid four eggs.
sit	s-i-t	sit	Can I sit down now?
ship	sh-i-p	ship	The ship will sail in one hour.
tube	t-u-be	tube	Toothpaste comes in a tube.
wood	w-oo-d	wood	That table is made out of wood.
fabric	f-a-b-r-i-c	fab-ric	Ann bought fabric to make a shirt.
damp	d-a-m-p	damp	It was damp in the cave.
shape	sh-a-pe	shape	What shape is this?

R Controlled Vowels: The "ER" Sound

Help the Rascal R capture all the r controlled words that make the "er" sound as in "her". Draw a line from the "er" r controlled words to the Rascal R.

turn church work
urban park lottery carpet
bird wood guitar hard
bark shark camper worm
shape number
star firm
base barn word
arm



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R Controlled Vowels: The "ER" and "AR" Sound

Use the r controlled letters to fill in the blanks in each sentence. Write the letters in the blanks to complete the words.

1) I made a birthday c__d for Lilly.

ar er ir

2) Curly is good at adding numb__s

ir or er ar ur

3) Jo plays the guit__ in our band.

or er ar ir ur

4) It is Scooter's t__n to kick the ball.

or ir ur

5) There is a w__m in my apple!

ir ar ur or er

6) Sissy found an old lott__y ticket on the ground.

or ur ar er

7) The mouse was cold because it had no f__.

ar er or ur

8) Buzz dropped his cake on the new c__pet.

ar ur or er



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Lesson 3: Vowel Spellings

- The Case of the Disappearing Car
- Learn the Words/Speed Round
- Sissy's Cart Creator
- Soap Box Derby

OBJECTIVE

The students will recognize and use knowledge of vowel spelling patterns.

STANDARDS

- Know spelling-sound correspondences for additional common vowel teams.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode regularly spelled two-syllable words with long vowels.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

VOWEL SPELLINGS LESSON STORY/PRESENTATION

Go to "The Case of the Disappearing Car" and click on "Start." Listen to the story and have your student click on the correct buttons when prompted.

The following are the key points of the lesson:

Long vowel sounds can be spelled in several different ways.

The Long "A" Sound:

"A-I" can make the long "A" sound as in train.

"A-Y" can make the long "A" sound as in play.

"A"-consonant-"E" can make the long "A" sound as in cake.

The Long "E" Sound:

"EE" can make the long "E" sound as in feet.

"EA" can make the long "E" sound as in clean.

"IE" can make the long "E" sound as in chief.

"Y" can make the long "E" sound as in party.

"E" can make the long "E" sound as in be.

"E"-consonant-"E" can make the long "E" sound as in here.

The Long "I" Sound:

"IGH" can make the long "I" sound as in night.

"IE" can make the long "I" sound as in pie.

"Y" can make the long "I" sound as in sky.

"I"-consonant-"E" can make the long "I" sound as in bike or silent.

The Long "O" Sound:

"OA" can make the long "O" sound as in boat.

"OE" can make the long "O" sound as in toe.

"OW" can make the long "O" sound as in slow.

"O"-consonant-"E" can make the long "O" sound as in joke.

The Long "U" Sound:

"U" can make the long "U" sound as in music.

"UE" can make the long "U" sound as in glue.

"OO" can make the long "U" sound as in tool.

"EW" can make the long "U" sound as in drew.

"U"-consonant-"E" can make the long "U" sound as in cute.

VOWEL SPELLINGS LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 39 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the curser over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "Sissy's Cart Creator." Your students will click on the yellow speaker to hear the words and then drag the pink boxes up or down to correctly spell the words.

GAME

Click on "NEXT" and "START" to begin "Soap Box Derby." Next, have your students select a car. They will move the cart around using the arrow keys. Have your students try to hit the letter boxes that will fill in the missing letters to correctly spell the words. They will also need to try to hit as many red balls along the way to earn extra points.

OTHER RELATED ACTIVITIES

Play Hangman with the words provided in the program, or your students' spelling words. Pick a word to use and draw a horizontal line for each letter in the word. Your students will guess letters, one at a time. If a student guesses a letter in the word you write that letter in over the line in the place it belongs. If a student guesses a letter that is not in the word, you write the letter they guess on the side and draw one body part. Your students take turn guessing letters and if they figure out the word, before a whole body is drawn, they win. You can do this as a whole class, or have your students play it in groups.

Pair your students up. Have one student of each pair use a finger to spell a word from the list on the back of the other student. The student then must guess what the word is and spell it out loud. Have the student drawing and the student guessing switch until all of the words have been spelled.

Give each student a page from a newspaper or magazine. Have them cut out letters from headlines, advertisements, and text, and glue those letters to a sheet of paper to spell each of the spelling words.

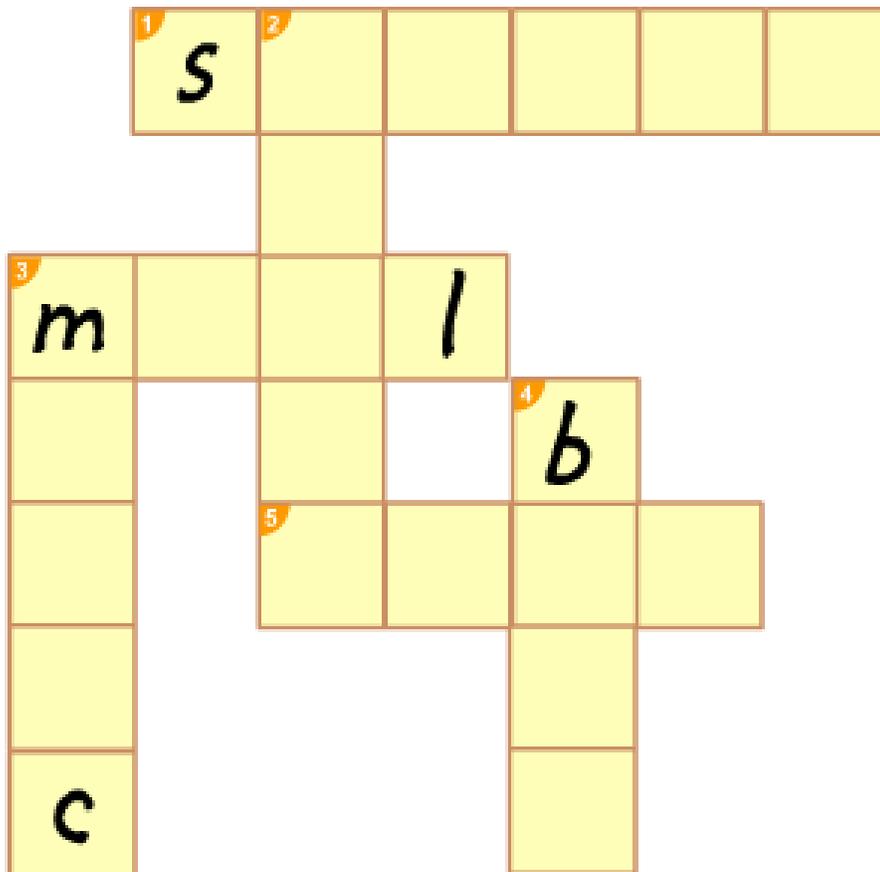
Long Vowel Spellings – Learn the Words

Word	Sounds	Syllables	Sentences
<i>Long A Sound</i>			
train	t-r-ai-n	train	The train sped through the forest.
play	p-l-ay	play	Sue likes to play at the beach.
cake	c-a-ke	cake	I love chocolate cake.
whale	wh-a-le	whale	The whale swam in the ocean.
mail	m-ai-l	mail	Bob likes to get mail from his friend.
Friday	F-r-i-d-ay	Fri-day	Friday is my favorite day of the week.
table	t-a-b-le	ta-ble	The knights sat at a round table.
<i>Long E Sound</i>			
thief	th-ie-f	thief	The police caught the jewelry thief.
feet	f-ee-t	feet	He is seven feet tall!
clean	c-l-ea-n	clean	We had to clean the yard.
chief	ch-ie-f	chief	The chief is a wise leader.
party	p-ar-t-y	par-ty	Tina threw me a surprise party!
here	h-e-re	here	Everyone arrived here yesterday.
be	b-e	be	She will be a great scientist someday.
street	s-t-r-ee-t	street	They drove down a narrow street.
<i>Long I Sound</i>			
high	h-igh	high	The raven flew high in the sky.
night	n-igh-t	night	We went to a movie last night.
pie	p-ie	pie	Melinda ate a piece of cherry pie.
bike	b-i-ke	bike	Tom rode his bike to the store.
sky	s-k-y	sky	The purple sky was beautiful.
silent	s-i-l-e-n-t	si-lent	We were silent during the speech.
pine	p-i-ne	pine	Pine cones smell wonderful.
pipe	p-i-pe	pipe	She put a pipe on the snowman.
<i>Long O Sound</i>			
yellow	y-e-ll-ow	yel-low)	They traveled in a yellow yacht.
boat	b-oa-t	boat	The boat floated in the water.
toe	t-oe	toe	I stubbed my little toe!
joke	j-o-ke	joke	The comedian told a funny joke.
open	o-p-e-n	o-pen	Rachel ran in the open field.
slow	s-l-ow	slow	Traffic made the car slow down.
cove	c-o-ve	cove	Laurie paddled her kayak into the cove.
store	s-t-o-re	store	We bought groceries at the store.
<i>Long U Sound</i>			
statue	s-t-a-t-ue	stat-ue	We saw a statue in the park.
cute	c-u-te	cute	Koalas have cute faces.
glue	g-l-ue	glue	Chuck used glue to fix the broken cup.
drew	d-r-ew	drew	Danny drew an orange horse.

tool	t-oo-l	tool	A screwdriver is a good tool for building shelves.
music	m-u-s-i-c	mu-sic	I love music by Mozart.
blue	b-l-ue	blue	The sky and the ocean are both blue.
food	f-oo-d	food	Do you like Indian food?

Vowel Spellings: Crossword Puzzle

Complete the crossword puzzle.



Across:

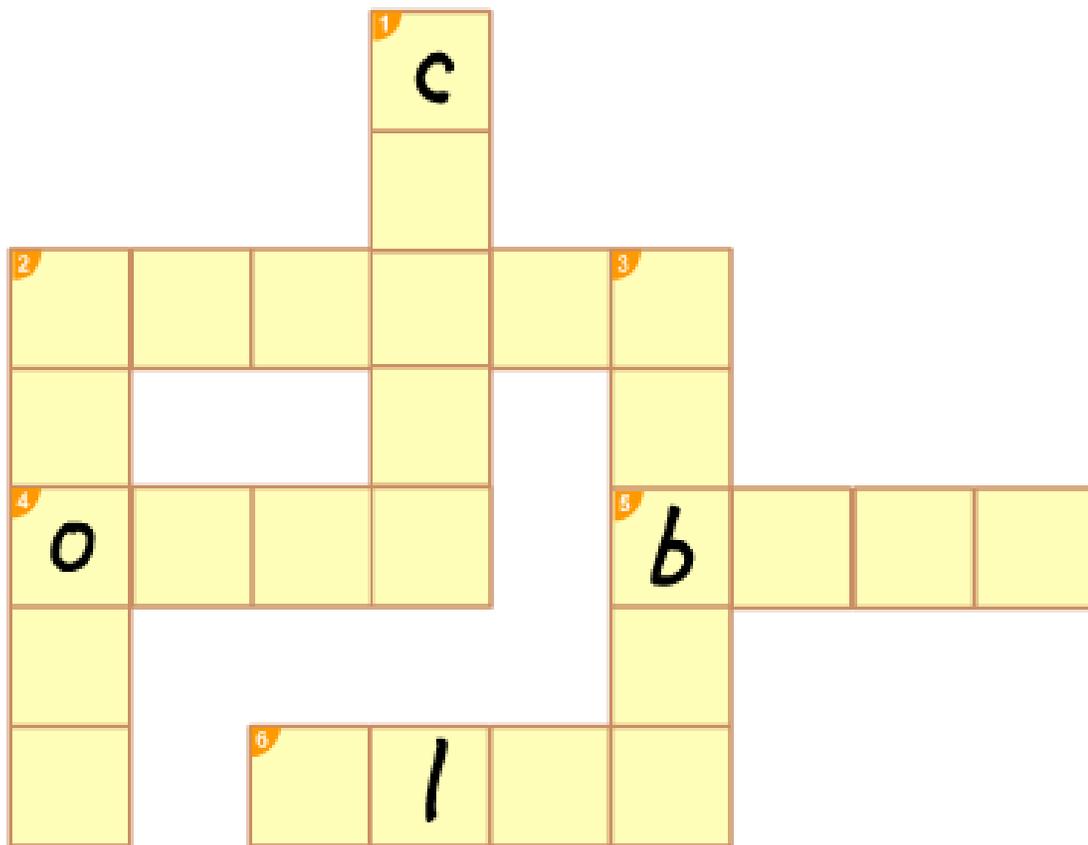
- 1) An image carved out of stone. It has the long "u" sound.
- 3) It has a stamp on it. It has the long "a" sound.
- 5) You put this in your mouth. It has the long "u" sound.

Down:

- 2) He goes to jail. It has the long "e" sound.
- 3) This comes out of a radio. It has the long "u" sound.
- 4) It travels over water. It has the long "o" sound.

Vowel Spellings: Crossword Puzzle

Complete the crossword puzzle.



Down:

- 1) Your mom wants you to do this to your bedroom. It has the long "e" sound.
- 2) A place where you buy things. It has the long "o" sound.
- 3) It has four legs and a flat top. It has the long "a" sound.

Across:

- 2) Opposite of loud. It has the long "i" sound.
- 4) What you do with a present. It has the long "o" sound.
- 5) The color of the sky. It has the long "u" sound.
- 6) It sticks things together. It has the long "u" sound.

Vowel Spellings: Race

Help Buddy get to the finish line. Draw a line from row to row connecting the correctly spelled words until you reach the finish line.



1)

statue

theaf

mayl

2)

whall

cheef

pie

3)

streat

hiegh

pine

4)

boat

yelloaw

tou

5)

muesic

tool

gluwe

Finish

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Vowel Spellings: Race

Help Buddy get to the finish line. Draw a line from row to row connecting the correctly spelled words until you reach the finish line.



1) train taibl heer

2) cleen partie blue

3) statu tool nite

4) cove Fridai caik

5) pigh sky sielint

Finish

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Vowel Spellings

Fill in the blanks using verbs in the letters below.

Each letter set can only be used once.

On Frida_ Buddy went to the st_ _ _ and bought some
yell_w paint. At n_ght, he painted his cat while he
listened to m_sic. He made a bl_ _ wh_ _ _ sta_ _ _
and gl_ _ _ it on the hood. The next day he took his
c_ _ _ cat out on the str_ _ t for a test dr_ _ _.

i	o
u	y
ee	ue
ive	ale
ote	ute
tue	ued

Lesson 4: 3 Letter Blends

- A Boatload of Blends
- Learn the Words/Speed Round
- Mega Match
- Reel It In!

OBJECTIVE

The students will be able to read and spell consonant blend patterns correctly.

STANDARDS

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

3 LETTER BLENDS LESSON STORY/PRESENTATION

Go to "A Boatload of Blends" and click on "Start." Listen to the story and have your student click on the correct words or letters when prompted.

The following are the key points of the lesson:

A three letter blend means there are three consonants next to each other and you hear the sound of each letter. The three letter blends that we cover here are str, spl, spr, scr, squ, shr, thr.

STR

street, straight, strain, strand, strange, stranger, strap. straw, strawberry, stream, streak, strength, stretch, strict, striped, strong, strum, string

SPL

splinter, splash, splat, splendid, splint, splinter, split

SPR

sprain, spray, spread, spring, sprinkle, sprint, sprout

SCR

scramble, scrap, scrape, scratch, scream, screen, screw, scribble, script, scroll, scrub

SQU

squad, square, squash, squat, squawk, squeak, squid, squirt, squirrel, squish

SHR

shred, shrink, shrug, shrunk

THR

thread, three, thrill, thrifty, throb, thrive, throne, throw, through

3 LETTER BLENDS LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 41 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the curser over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "Mega Match." Have the students click on the cards to make up words.

GAME

Click on "NEXT" and "START" to begin "Reel It In." Have your students click and drag the correct lures to complete the words. After each word, your students will push the arrow keys on the keyboard to try to catch a fish.

OTHER RELATED ACTIVITIES

Give your students a list of consonant blends. Have your students write down the consonant blends learned, leaving space between each blend. Now have them look for other words in the dictionary that start with the same blend. Have your students write the words under the blend.

Have your students write a story using as many blends and digraphs they can. Tell them to write the blends and digraphs in crayon or marker. This should motivate them to write more blends and digraphs.

Three Letter Blends – Learn the Words

Word	Sounds	Syllables	Sentences
<i>str</i>			
street	s-t-r-ee-t	street	Emma lives on Maple Street.
string	s-t-r-i-ng	string	My cat is playing with a string.
straw	s-t-r-aw	straw	I like to drink milk with a straw.
strap	s-t-r-a-p	strap	The strap on my shoe broke.
<i>spr</i>			
spring	s-p-r-i-ng	spring	Spring is my favorite season.
spray	s-p-r-ay	spray	We used spray paint for our project.
sprint	s-p-r-i-n-t	sprint	We can sprint to the park.
sprout	s-p-r-ou-t	sprout	We saw the plant sprout out of the ground.
<i>spl</i>			
splash	s-p-l-a-sh	splash	It's fun to splash in the pool.
splat	s-p-l-a-t	splat	The peach made a big splat when it fell.
split	s-p-l-i-t	split	Let's split this cookie in half.
splinter	s-p-l-i-n-t-er	splin-ter	It hurts to get a splinter in your finger.
<i>scr</i>			
scream	s-c-r-ea-m	scream	I heard someone scream.
screw	s-c-r-ew	screw	I drilled a screw into the wood.
scrap	s-c-r-a-p	scrap	You can draw on this scrap paper.
scrape	s-c-r-a-pe	scrape	Did you scrape your knee?
scroll	s-c-r-o-ll	scroll	A scroll is a rolled up piece of paper.
<i>squ</i>			
squish	s-qu-i-sh	squish	I never squish bugs.
squid	s-qu-i-d	squid	I saw a squid at the ocean.
square	s-qu-a-re	square	A square has four sides.
squirt	s-qu-ir-t	squirt	Don't squirt me with the hose!
<i>shr</i>			
shred	sh-r-e-d	shred	I shred the paper into many pieces.
shrimp	sh-r-i-m-p	shrimp	We had shrimp for dinner.
shrink	sh-r-i-n-k	shrink	That shirt will shrink in hot water.
shrug	sh-r-u-g	shrug	I shrug when I don't know what to do.
<i>thr</i>			
thread	th-r-ea-d	thread	Sara bought blue thread.
three	th-r-ee	three	Sam has three pets.
thrill	th-r-i-ll	thrill	Roller coasters give you a thrill.
throne	th-r-o-ne	throne	The king sat on his throne.

3 Letter Blends

Fill in the blanks using the 3 letter blends below.

Each letter set can only be used once.

One day ___ee ___imp were ___ashing
around in the water. They got a big ___ill when
they saw a giant ___id. It ___irted ink into the
shrimps' eyes. The shrimp ___eamed. They took
off before the squid could ___ish them.

squ *scr*

thr *thr*

squ *spl*

shr *squ*

3 Letter Blends

Use the ending blend to fill in the blanks in each sentence. Write the letters in the blanks to complete the words.

1) A king sits on a ___one.

shr squ thr scr

2) Curly cut the paper into ___ares.

scr squ thr shr

3) I drank the soda through a ___aw.

scr spl spr str

4) The alien shot me with a ___ink ray.

scr squ thr shr

5) The gopher ate the carrot ___out.

str spr thr scr

6) Buddy got a ___inter in his toe.

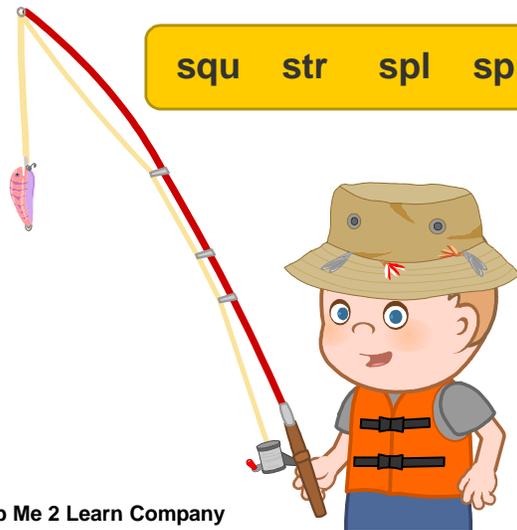
spl squ spr str

7) I ___eamed when I fell off the boat.

shr squ thr scr

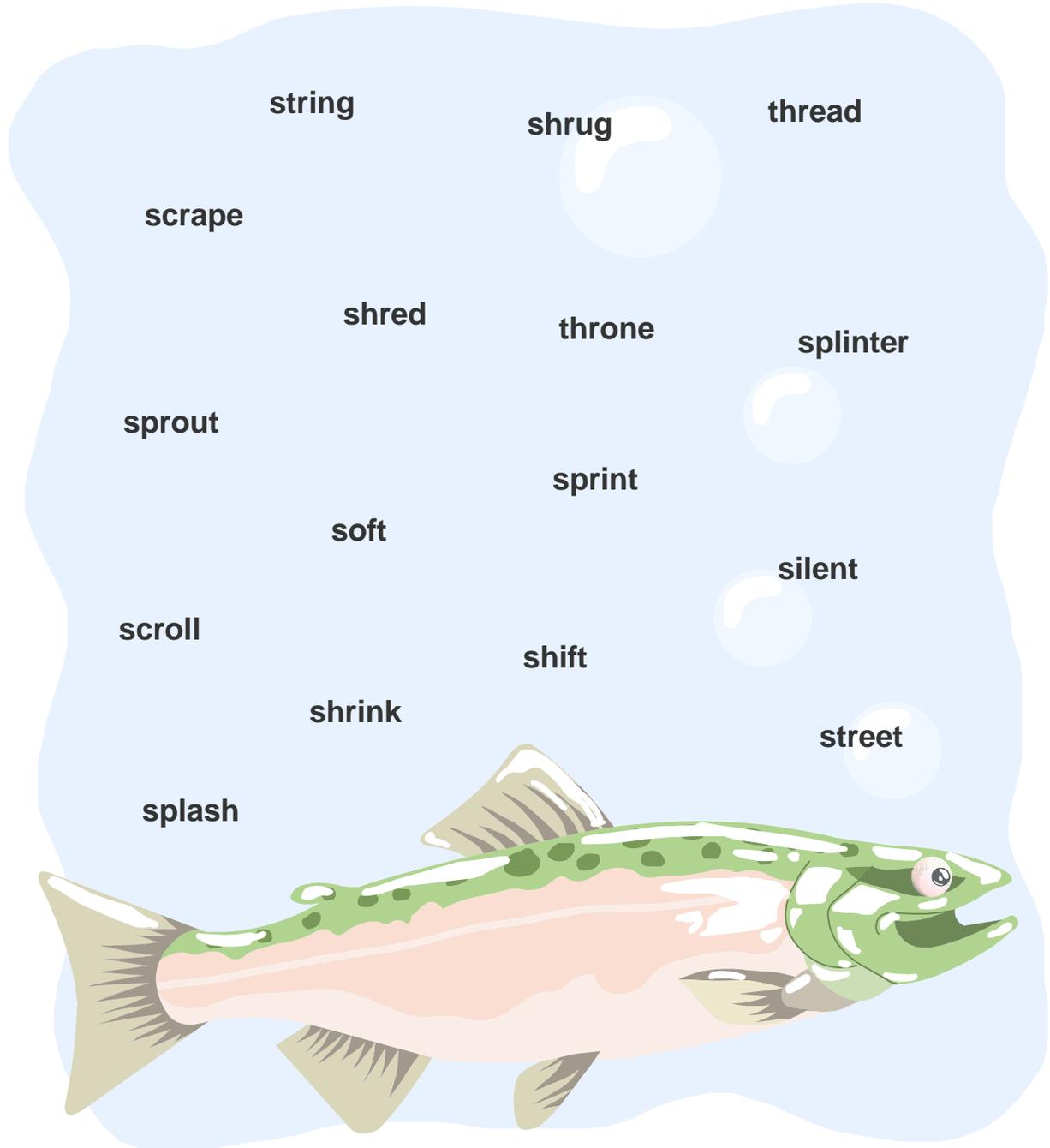
8) You cannot swim on the ___eet.

squ str spl spr



3 Letter Blends

Circle all of the words that begin with the blends str, spr, spl, or scr.



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3 Letter Blends: str, squ, shr, thr, scr, spr, spl

Draw lines connecting the words to the lures with the same 3 letter blend.

spl

scr

scraper

thread

thr

splash

spr

square

shrug

str

straw

sprout

shr

Lesson 5: Ending Blends

- Jo's Garden
- Learn the Words/Speed Round
- Flower Farming
- Gopher Grab

OBJECTIVE

The students will learn the ending blends LD, ND, NT, FT, MP, NK, ST, and SK.

STANDARDS

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

ENDING BLENDS LESSON STORY/PRESENTATION

Go to "Jo's Garden" and click on "Start." Listen to the story and have your student click on the correct letters when prompted.

The following are the key points of the lesson:

It's time to talk about ending letter blends so that we can learn how to read more words! In a consonant blend, you can hear the sound that each letter makes. You've probably seen blends at the beginning of words but blends can also be found at the end of words. Blends are easy to sound out because you just say the sound that each letter makes. For example, the blend "n-d" can be found in the words "land" or "pond".

Here are a few blends that can be found at the end of words:

MP:

blimp, bump, camp, champ, chimp, chomp, clamp, damp, dump, jump, lamp, limp, lump, pump, ramp, stump

NK:

bank, blank, blink, bunk, chunk, crank, drank, drink, dunk, honk, ink, junk, link, pink, rink, shrink, sink, tank, thank, think, trunk, wink, skunk

SK:

ask, brisk, desk, disk, dusk, risk, task, tusk

ST:

artist, august, best, burst, cast, chest, coast, cost, east, fast, first, frost, ghost, just, last, list, lost, mist, most, must, nest, past, pest, post, rest, rust, test, thirst, toast, twist, vest, waist, west

ND:

and, band, bend, end, find, friend, hand, land, mind, pond, rewind, send, wind

NT

absent, ant, aunt, burnt, cent, count, dent, front, giant, hint, hunt, lint, mint, paint, parent, plant, point, print, rent, rodent, sent, silent, slant, spent, splint, sprint, tent, vent, want, went

FT:

drift, draft, left, lift, craft, gift, shift, soft, sift

LD:

build, child, cold, field, fold, held, hold, gold, mild, mold, old, sold, told, wild

ENDING BLENDS LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 40 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the cursor over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "Flower Farming." Have the students click on the watering can to compete the words. Move the cursor over the flowers to hear the words.

GAME

Click on "NEXT" and "START" to begin "Gopher Grab." Have your students click on the gophers holding the correct letters to complete the words.

OTHER RELATED ACTIVITIES

Have your students write the ending blends on index cards. Now have your students pick a certain number of words from the "Ending Blends" lesson and have them write the beginnings of the words on other index cards. Have your students see how many words they can make by combining the cards. For motivation, you can award a prize to the student who comes up with the most words.

Ending Blends – Learn the Words

Word	Sounds	Syllables	Sentences
<i>-mp</i>			
lamp	l-a-m-p	lamp	Can you turn on the lamp?
champ	ch-a-m-p	champ	I am the spelling bee champ.
blimp	b-l-i-m-p	blimp	There was a blimp in the sky.
jump	j-u-m-p	jump	Jump over the puddle.
<i>-nk</i>			
shrink	sh-r-i-n-k	shrink	I hope my pants don't shrink.
drink	d-r-i-n-k	drink	I need something to drink.
blink	b-l-i-n-k	blink	Don't blink when I take your picture.
thank	th-a-n-k	thank	Thank you for cleaning the kitchen.
<i>-st</i>			
artist	ar-t-i-s-t	art-ist	Matt is a great artist.
best	b-e-s-t	best	You are my best friend.
first	f-i-r-s-t	first	Jill was the first one in line.
August	Au-g-u-s-t	Au-gust	We are going on vacation in August.
cost	c-o-s-t	cost	How much does that cost?
rest	r-e-s-t	rest	I am tired and need to rest.
<i>-sk</i>			
desk	d-e-s-k	desk	My desk is messy.
ask	a-s-k	ask	I want to ask a question.
risk	r-i-s-k	risk	I will not risk losing all my money.
task	t-a-s-k	task	We worked until we finished the task.
<i>-nd</i>			
band	b-a-n-d	band	My brother plays the drums in a band.
hand	h-a-n-d	hand	Raise your hand if you know the answer.
rewind	r-e-w-i-n-d	re-wind	I need to rewind the video tape.
pond	p-o-n-d	pond	There were a lot of ducks in the pond.
friend	friend	friend	Ethan is my friend.

<i>-nt</i>			
parent	p-a-r-e-n-t	par-ent	Sometimes you need a parent to help you.
hunt	h-u-n-t	hunt	We are on a hunt for buried treasure.
giant	g-i-a-n-t	gi-ant	We saw a giant panda at the zoo.
paint	p-ai-n-t	paint	That paint is still wet.
rent	r-e-n-t	rent	My dad had to rent a car.
absent	a-b-s-e-n-t	ab-sent	Amy was absent yesterday.
burnt	b-u-r-n-t	burnt	My mom burnt the toast.
silent	s-i-l-e-n-t	si-lent	It is very silent in the forest.
<i>-ld</i>			
build	build	build	We should build a fort.
cold	c-o-l-d	cold	It is a very cold day.
told	t-o-l-d	told	She told me to stop yelling.
unfold	u-n-f-o-l-d	un-fold	Unfold that piece of paper.
field	f-ie-l-d	field	Chris went to the baseball field.
<i>-ft</i>			
left	l-e-f-t	left	We left school early today.
soft	s-o-f-t	soft	My cat has soft fur.
shift	sh-i-f-t	shift	Shift the car into third gear.
gift	g-i-f-t	gift	I got a gift on my birthday.

Ending Blends

Fill in the blanks using the ending blends below.

Each letter set can only be used once.

I went to the po__ with my frie__ to catch a gia__ fish. I saw the fish in the water. I was very sile __. I put my ha__ in the water to grab him. The fish ju__ed like a cha__ over my head and swam away. Grabbing a gia__ fish with your ha__ is a hard ta__.

nt nd

nd mp

sk nd

nd nt

nt mp

Ending Blends: mp, nk, st, sk, nd, nt, ld, ft

Use the ending blends to fill in the blank in each sentence. Write the letters in the blanks to complete the words.

1) Scooter is a football cha_____.

ft ld nt nd sk st nk mp

2) Can you rewi_____ the movie?

ft ld nt nd sk st nk mp

3) My birthday is in Augu_____.

ft ld nt nd sk st nk mp

4) This pillow is really so_____.

ft nt nd sk st nk mp

5) I like to dri_____ milk at lunch.

ld nt nd sk st nk mp

6) Lily was abse_____ from school yesterday.

ld nt nd sk nk mp

7) I like to bui_____ model cars.

ft ld nt nd sk st nk mp

8) I have my own de_____ at school.

ft ld nd sk st nk



Ending Blends: mp, nk, st, nd

Circle all of the words that end in the blends mp, nk, st, or nd.

best build

cold left

shrink blimp

soft

hunt hand

band

parent

artist

drink

ask lamp

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Ending Blends: ft, ld, nt, sk

Write the ending blend words under the correct watering can.









risk

unfold

gift

told

silent

paint

desk

burnt

shift

field

task

soft

Ending Blends: mp, nk, st, sk, nd, nt, ld, ft

Draw lines connecting the words to the gopher with the same ending blend.

ld nk

shift

first mp thank

ft friend champ nt

build st risk

sk parent nd

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Lesson 6: Regular and Irregular Plurals

- Queen of the Plurals
- Learn the Words/Speed Round
- Gremlin's Crazy Maze
- Battle for Plural Palace

OBJECTIVE

The students will be able to identify and correctly use regular and irregular plurals.

STANDARDS

- Use singular and plural nouns with matching verbs in basic sentences.
- Form and use frequently occurring irregular plural nouns.
- Form and use regular and irregular plural nouns.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

REGULAR AND IRREGULAR PLURALS LESSON STORY/PRESENTATION

Go to "Queen of the Plurals" and click on "Start." Listen to the story and have your student click on the correct plural words when prompted.

The following are the key points of the lesson:

You use singular words when you are only talking about one thing, like one dog or one book. A plural word is used when you are talking about more than one thing, like two dogs or ten books!

The word "game" is singular. If I wanted to talk about more than one game, I simply add an S and now I have "games".

You can't make the word "peach" plural by just adding an "S" to it but you can make it plural if you add an "E-S". Words that end in "S", "CH", "SH" or "X" need an "E-S" to make them plural. So "bus" becomes "buses", "lunch" becomes "lunches", "bush" becomes "bushes" and "fox" becomes "foxes".

Sometimes to make a word plural, you have to do something different besides just adding an "S" or "E-S". "Berry" has a "Y" at the end so, to make it plural, you have to change the "Y" to an "I" and then add "E-S".

If a word ends in "F", like the word "shelf", you change the "F" to a "V" and then add

"E-S". So "shelf" becomes "shelves". If a word ends in "F-E", like the word "knife", you change the "F" to "V" and add an "S". "Knife" becomes "knives".

The word, "person" is really neat. To make it plural, you completely change it to the word "people". "Foot" becomes "feet" and "tooth" becomes "teeth".

REGULAR AND IRREGULAR PLURALS LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are 27 words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the cursor over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "Gremlin's Crazy Maze." Have the students click on the correct plural forms of the words.

GAME

Click on "NEXT" and "START" to begin "Battle for Plural Palace." Have your students follow the directions given in order to capture as many plural words as possible.

OTHER RELATED ACTIVITIES

Hide plural words all over the classroom. Write some plurals correctly and some incorrectly. Give points for each correct plural found. Tell your students to only collect the plurals written correctly because if they grab any that are not correct, they will lose points. Give a prize to the student or group that earns the most points.

Have your students play a concentration/matching game with regular and irregular plurals. Have your students match the pictures to the words. For example, a card would have a picture of mice on it and your students would find the card with the word mice. You can make these ahead of time, or have your students make the cards themselves.

Regular and Irregular Plurals – Learn the Words

Singular Word	Plural Word	Sounds	Sentences Using Plurals
dog	dogs	d-o-g-s	Bill has four dogs.
book	books	b-oo-k-s	I like science fiction books.
tree	trees	t-r-ee-s	Lisa watched the palm trees sway.
game	games	g-a-me-s	What board games do you like?
queen	queens	qu-ee-n-s	There are four queens in a deck of cards.
tooth	teeth	t-ee-th	Floss your teeth every day!
bush	bushes	b-u-sh-e-s	The raccoon hid in the bushes.
dress	dresses	d-r-e-ss-e-s	Miko loves green dresses.
coach	coaches	c-oo-ch-e-s	The coaches argued about the score.
fox	foxes	f-o-x-e-s	Foxes are clever animals.
berry	berries	b-e-rr-ie-s	We picked berries from the tree.
person	people	sight word	There were a lot of people at the beach.
man	men	m-e-n	Those men can run really fast.
mouse	mice	m-i-ce	Mice like to eat cheese.
party	parties	p-a-r-t-ie-s	Natalie likes costume parties.
knife	knives	kn-i-ve-s	Chefs use knives to prepare steak.
shelf	shelves	sh-e-l-ve-s	Her shelves are filled with comic books.
foot	feet	f-ee-t	My feet are cold.
fish	fish	f-i-sh	Tropical fish can be very colorful.
sheep	sheep	sh-ee-p	The sheep grazed on the mountain.
deer	deer	d-ee-r	We saw five deer yesterday!
goose	geese	g-ee-se	A flock of geese flew in the clouds.
photo	photos	ph-o-t-o-s	Daniel took photos of the turtle.
patch	patches	p-a-tch-e-s	I sewed patches on my old jeans to cover the holes.

penny	pennies	p-e-nn-ie-s	Have you seen my jar of pennies?
elf	elves	e-l-ve-s	Do you believe in elves?
bus	buses	b-u-s-e-s	Two buses pulled up to the curb.
peach	peaches	p-ea-ch-e-s	Peaches are popular in Georgia.

Regular and Irregular Plurals

Circle all of the words that are plural.



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Regular and Irregular Plurals

Circle all of the words that are misspelled in this story.

The Queen's News Report

This morning I had berries and peachs for breakfast. After I ate, I brushed my toothhs. When I was finished, every tooth in my mouth was clean. At noon I gave several speechs. In one speech I told the people of my kingdom about a book I had read. It was about a group of mice that were being chased by two foxs. One fox had two knives. The other fox had a camera and was taking photoes of the scared mouses. The mice got away from the foxes by throwing pennys at the their feet. In another speech I told the mens how to make shelfes out of trees.

Regular and Irregular Plurals

How do you make these words plural? Write the words that can be made plural by adding an "s" under the "Add "s" sign and write the words that need an "es" at the end under the other sign. Not all of the words will be used.

Make sure to rewrite the words in their plural form.



dog	patch	photo	penny	fox
peach	berry	book	bus	coach
tree	game	queen	dress	party

Regular and Irregular Plurals

How do you make these words plural? Write the words that can be made plural by changing "y" to "i" and adding "es" under the first sign and write the words that need to change "f" to "v" and add "es" under the other sign. Make sure to rewrite the words in their plural form.





bakery	elf	party	wolf
berry	ally	thief	baby
shelf	knife	penny	leaf

Regular and Irregular Plurals

Rewrite each word making it plural

- | | |
|---------------|----------------|
| 1) dog _____ | 4) queen _____ |
| 2) book _____ | 5) cat _____ |
| 3) tree _____ | 6) paper _____ |

- | | |
|----------------|-----------------|
| 7) bush _____ | 10) fox _____ |
| 8) dress _____ | 11) berry _____ |
| 9) coach _____ | 12) party _____ |

- | | |
|------------------|-----------------|
| 13) tooth _____ | 16) goose _____ |
| 14) person _____ | 17) elf _____ |
| 15) foot _____ | 18) knife _____ |



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Lesson 7: Complete/Incomplete Sentences

- Invasion of the Candy Snatchers
- Learn the Words/Speed Round
- Revenge of the Broccoli
- The Quarter News

OBJECTIVE

The students will be able to distinguish between complete and incomplete sentences.

STANDARDS

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

COMPLETE/INCOMPLETE SENTENCES LESSON STORY/PRESENTATION

Go to "Invasion of the Candy Snatchers" and click on "Start." Listen to the story and have your student answer the questions when prompted.

The following are the key points of the lesson:

"Turned into broccoli." is an incomplete sentence. Even though it starts with a capital letter and ends with a period, it's not a complete sentence. It is an incomplete sentence because it doesn't have a "naming part". It doesn't say what turned into broccoli.

A complete sentence needs to have three things:

- 1) A naming part (also known as the subject)
- 2) A telling part (also known as the predicate)
- 3) It needs to make a complete thought

The naming part names who or what the sentence is about. The telling part tells what someone or something is or does. To find out what the telling part is, ask yourself what the subject is or does. To make sure you have a complete thought, read the

sentence by itself and see if it makes sense. If the sentence can stand by itself, then it is a complete thought.

COMPLETE/INCOMPLETE SENTENCES LEARN THE WORDS

Click on the "NEXT" button to take you to the "Learn the Words" section and follow the directions given. There are **37** words. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the curser over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the "Speed Round" at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

ACTIVITY

Click on "NEXT" and "START" to begin "Revenge of the Broccoli." Have your students drag and drop the correct words and phrases to make the sentences complete.

GAME

Click on "NEXT" and "START" to begin "The Quarter News." Have your students follow the directions to correct and deliver "The Quarter News" to the customers.

OTHER RELATED ACTIVITIES

Tell your students that they are going to be like Lilly and deliver the paper. Make up your own school newspaper articles or letters to parents with incomplete sentences and have your class find the incomplete sentences. Have your students tell you if the sentences are missing the telling part, or the naming part, and if the sentences are a complete thought. You can have your students take the letters home to deliver them to their parents, or for extra fun have some of the students deliver the stories to other teachers.

Have two paper bags. In one of the bags, write naming parts of sentences on strips of paper. In the other bag have strips of paper with telling parts. Have one student pick a strip from one bag, and another student pick a strip from the other bag. Have the students put the strip together to make a sentence. Ask your students if it makes a complete sentence and if it is a complete thought.

Complete and Incomplete Sentences – Learn the Words

Word	Sounds	Syllables	Sentences
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broccoli	b-r-o-cc-o-l-i	broc-co-li	David loves to eat broccoli.
subject	s-u-b-j-e-c-t	sub-ject	The subject tells who the sentence is about.
predicate	sight word	pred-i-cate	The predicate of a sentence tells what the subject does.
cereal	c-e-r-e-al	ce-re-al	I love to put fruit on my cereal.
brighter	b-r-igh-t-er	bright-er	The sun shines brighter than the moon.
favorite	sight word	fa-vor-ite	Her favorite sport is swimming.
salad	sight word	sal-ad	Do you like Caesar salad?
soccer	s-o-cc-er	soc-cer	Soccer players have quick feet.
different	d-i-ff-er-e-n-t	dif-fer-ent	Everyone has a different personality.
chicken	ch-i-ck-e-n	chick-en	Why did the chicken cross the road?
yesterday	y-e-s-t-er-d-ay	yes-ter-day	Thad bought a surf board yesterday.
machine	sight word	ma-chine	A jet airliner is a very big machine.
chase	ch-a-se	chase	Her dog likes to chase my cat.
family	f-a-m-i-l-y	fam-i-ly	I love my family a lot.
ketchup	k-e-tch-u-p	ketch-up	Tina always puts ketchup on her fries.
sandwich	s-a-n-d-w-i-ch	sand-wich	Jerry ate a tuna sandwich.
piece	p-ie-ce	piece	Can I have another piece of pizza?
movie	sight word	mov-ie	"Star Wars" is a very popular movie.
empty	e-m-p-t-y	emp-ty	Our refrigerator was empty after the party.
flavor	f-l-a-v-or	fla-vor	What flavor of ice cream is your favorite?
discover	d-i-s-c-o-v-er	dis-cov-er	The scientist wants to discover new planets.
kitchen	k-i-tch-e-n	kitch-en	We cooked spaghetti in the kitchen.

half	h-a-lf	half	Luke gave Lisa half of his potato chips.
super	s-u-p-er	su-per	An Olympic gymnast is a super athlete.
vegetable	v-e-g-e-t-a-b-le	veg-e-ta-ble	Tomatoes are my favorite vegetable.
health	h-ea-l-th	health	Exercise every day to stay in good health.
motion	m-o-tion	mo-tion	I enjoy the motion of the ocean.
cheese	ch-ee-se	cheese	Feta cheese is popular in Greece.
taste	t-a-s-te	taste	What do you think of the taste of asparagus?
longer	l-o-ng-er	long-er	A yard is three time longer than a foot.
window	w-i-n-d-ow	win-dow	I could see beautiful stars through the window.
climb	c-l-i-mb	climb	Jeff likes to climb mountains.
corner	c-o-r-n-er	cor-ner	Please put the lamp in the corner.
squeeze	s-qu-ee-ze	squeeze	You need to squeeze a toothpaste tube.
crayon	c-r-ay-o-n	cray-on	He drew a picture with a blue crayon.
defeat	d-e-f-ea-t	de-feat	Never accept defeat.
stomach	s-t-o-m-a-ch	stom-ach	My stomach is growling!

Complete Sentences

Fill in the blanks with the phrases below.

New Movie Idea:

_____ lived on the planet Vegimon. One day a spaceship full of mean lizards _____. The lizards started eating the broccoli people. The king had to stop _____ his whole kingdom was destroyed. The king threw some _____ at the lizards. It did not stop the lizards. They just licked the cheese off themselves and went on _____. The broccoli king grabbed his wife and a few of his people and _____ spaceship. They took off and left the planet. They had to find _____ live. After a few years they found a new planet to live on. It was called _____.



a new place to

those lizards before

The broccoli king

melted cheese

eating the broccoli people

Earth

jumped into the lizard's

landed on his planet

Complete Sentences

Fill in the blanks with your own words to complete the sentences.

- 1) Buddy made a _____ for Lilly.
- 2) _____ was under the stairs.
- 3) _____ a big bowl of ice cream.
- 4) Yesterday Scooter and Buzz _____.
- 5) Sissy tried to bake a cake but _____.
- 6) _____ while I was in the backyard.
- 7) _____ has been discovered on Mars.
- 8) When he landed on Mars _____.
- 9) After she ate her lunch, Penny _____.
- 10) _____ won the race and got a gold medal.



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Complete Sentences

Put a line through all of the sentences that are incomplete.
Can you find all seven incomplete sentences? You can do it!

Lily went on a fun vacation with her family. They got in their car and drove to the beach. After they got out of the car, Lily loved putting her feet in the warm sand. Lily and her father. They made a big sandcastle. They used two red buckets to make it. A bridge, three tall towers and a red flag on top. The waves from the ocean. The castle was not waterproof. After a while the sandcastle was flat as a pancake. Was very upset until Lily's father told her he had taken a photo of the castle before it was destroyed. Lily was glad. Now she could look at the photo and remember what a great job they had done. A wonderful dinner on the beach. They made a big fire and roasted hotdogs. The best vacation.



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Lesson 8: Reading and Writing

- Learn the Words/Speed Round
- Lily's First Pet
- Learn the Words/Speed Round
- Letter Writing Day

OBJECTIVE

There are two activities in this lesson. First, the students will be able to read and create a story about Lily's First Pet. The objective is to develop reading comprehension as they learn that sometimes they get to make their own choices and sometimes they must be guided by the story. Next, they will learn to write a friendly letter complete with the date, salutation, body, closing, and signature. They must learn to listen to the instruction and learn to use the reference materials provided.

STANDARDS

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Use commas in greetings and closing of letters.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LEARN THE WORDS

In this lesson there are two “Learn the Words” sections, one before the Lily’s First Pet writing and reading comprehension activity and one before the Letter Writing Day activity. Go to the “Learn the Words” section and follow the directions given. There are 38 words for the Lily’s First Pet activity and 30 words for the Letter Writing Day activity. From the word board, you can either click on a word to go to that word, or you can click on the arrow at the top of the screen to go through the words in order. Once you have a word, place the cursor over the word, then over the letters in the word, then over the syllables of the word, and finally over the sentence. You can go to the “Speed Round” at any time by clicking on it from the word board. During the speed round, the students will click on the correct answers as fast as they can to get the best score. They will have one minute to answer as many as possible.

Click on “NEXT” and “START” to begin “Lily’s First Pet.” Have your students read the story and answer the questions when prompted.

Click on “NEXT” and “START” to begin “Letter Writing Day.” Have your students follow the directions to correctly write a letter to Buzz.

OTHER RELATED ACTIVITIES

Have your students practice the reading and letter writing skills they learned in the program. You can write a letter to someone as a class, pointing out the important elements of a letter. Now pair up the students and have them write letters to each other. Once the students are finished writing their letters, they can give the letters to their partner and read the letter they were given. Have your students check to make sure their partner included the important elements of a friendly letter.

Lily’s First Pet – Learn the Words

Word	Sounds	Syllables	Sentences
headed	h-ea-d-e-d	head-ed	The birds headed south for winter.
enough	sight word	e-nough	One ball is enough for a basketball game.
finally	sight word	fi-nal-ly	I finally got all my homework done.
different	d-i-ff-er-e-n-t	dif-fer-ent	You can see many different colors in a rainbow.
choose	ch-oo-se	choose	Ryan had to choose pasta or pork for dinner.
allergic	a-ll-er-g-i-c	al-ler-gic	Are you allergic to any foods?
money	sight word	mon-ey	Brooke put the money in her purse.
another	sight word	an-oth-er	Can I have another hamburger?
frowned	f-r-ow-n-e-d	frowned	Teresa frowned when she stubbed her toe.

laughed	sight word	laughed	We all laughed at the funny joke.
decide	d-e-c-i-de	de-cide	Please decide if you want milk or juice.
mouth	m-ou-th	mouth	Ethan put his hand over his mouth when he coughed.
figure	f-i-g-u-re	fig-ure	Can you help me figure out this math problem?
supplies	s-u-pp-l-ie-s	sup-plies	The glue is in the box with the other art supplies.
empty	e-m-p-t-y	emp-ty	The ice cream container was empty after the party.
minute	sight word	min-ute	It only takes one minute to heat a burrito.
fence	f-e-n-ce	fence	The horse jumped over the fence!
hungry	h-u-n-g-r-y	hun-gry	My stomach growls when I am hungry.
scratched	s-c-r-a-tch-e-d	scratched	The cat scratched its head.
exercise	e-x-er-c-i-se	ex-er-cise	Jogging is great exercise.
leash	l-ea-sh	leash	Put that big dog on a leash!
bought	b-ough-t	bought	Tom bought a new car yesterday.
shoulder	sight word	should-er	He leaned on her shoulder because he was sleepy.
finger	f-i-n-g-er	fin-ger	Pam put a gold ring on her finger.
special	sight word	spe-cial	Your birthday is a special day!
piece	p-ie-ce	piece	Ian asked for another piece of pie.
table	t-a-b-le	ta-ble	Did Sam put the salad on the table?
strange	s-t-r-a-n-ge	strange	The water had a strange red glow.
mouse	m-ou-se	mouse	We saw a mouse run through the house!
clothes	c-l-o-th-es	clothes	Sally wears warm clothes in January.

Letter Writing Day – Learn the Words

Word	Sounds	Syllables	Sentences
heading	h-ea-d-i-ng	head-ing	I put the date in the heading of my letter.
greeting	g-r-ee-t-i-ng	greet-ing	A letter usually starts with a greeting.
sentence	s-e-n-t-e-n-ce	sen-tence	That sentence is hard to read.
closing	c-l-o-s-i-ng	clos-ing	That letter needs a closing at the end.

signature	s-i-g-n-a-t-u-re	sig-na-ture	Put your signature at the end of the letter.
envelope	e-n-v-e-l-o-pe	en-ve-lope	The letter from my friend came in a blue envelope.
address	a-dd-r-e-ss	ad-dress	What is your address?
vacation	sight word	va-ca-tion	We went on vacation for two weeks.
congratulations	sight word?	con-grat-u-la-tions	Congratulations on winning the contest.
invitation	sight word?	in-vi-ta-tion	Tom got an invitation to a pool party.
jungle	j-u-n-g-le	jun-gle	There are lots of animals in the jungle.
desert	d-e-s-er-t	des-ert	The desert is very hot and dry.
surprise	s-ur-p-r-i-se	sur-prise	My friend gave me a surprise party.
wonderful	w-o-n-d-er-f-u-l	won-der-ful	You are such a wonderful friend.
birthday	b-i-r-th-d-ay	birth-day	When is your birthday?
present	p-r-e-s-e-n-t	pres-ent	Did you bring me a present?
doctor	d-o-c-t-or	doc-tor	Sam went to the doctor last week.
germs	g-er-m-s	germs	Germs can make you sick.
firefly	f-i-re-f-l-y	fire-fly	I caught a firefly last night.
bought	sight word	bought	Jan bought a new camera.
brother	b-r-o-th-er	broth-er	My brother likes to ride his bike.
trouble	t-r-ou-b-l-e	trou-ble	I got in trouble for lying to my mom.
pirates	sight word?	pi-rates	Pirates travel on boats.
February	sight word	Feb-ru-ar-y	February is the shortest month of the year.
August	sight word	Au-gust	We went camping last August.

September	sight word	Sep-tem-ber	School starts in September.
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December	sight word	De-cem-ber	My birthday is in December.
sincerely	s-i-n-c-ere-l-y	sin-cere-ly	I sincerely hope you will come to my party.
enjoyed	e-n-j-oy-e-d	en-joyed	She enjoyed swimming in the lake.
drama	d-r-a-m-a	dra-ma	The drama club put on a play.
baseball	b-a-se-b-a-ll	base-ball	Baseball is my favorite sport.
football	f-oo-t-b-a-ll	foot-ball	Rick is really good at playing football.
bait	b-ai-t	bait	We used worms as bait when we went fishing.
sandwich	s-a-n-d-w-i-ch	sand-wich	I had a ham sandwich for lunch.
escaped	e-s-c-a-p-e-d	es-caped	I left the cage unlocked and the hamsters escaped.
decided	d-e-c-i-d-e-d	de-cid-ed	She decided to draw a picture.
different	sight word	dif-fer-ent	I walked home a different way.
shallow	sh-a-ll-ow	shal-low	The water was too shallow to go swimming.

Reading Comprehension

Read the story then answer the questions

Scooter and Sissy decided to make a chocolate cake. They got out a cookbook and looked up chocolate cake. The first thing on the list was eight ounces of chocolate. Sissy didn't know how big an ounce was. Scooter decided they better put eight chocolate bars in the mixing bowl. The next thing on the list was one cup of butter. Sissy emptied out the water glass and filled it with butter. It took ten sticks to make one full cup. The next thing on the list was four tablespoons of flour. Scooter got out three spoons and put them on the kitchen table. He filled each of them very carefully with flour and dumped them in the bowl. The next thing on the list was four eggs, but they didn't have any eggs. Scooter was getting hungry. They decided they would skip the rest of the list and just cook their cake now. After an hour of cooking they took their cake out of the oven. It was hard and sticky. It didn't taste very good but it made good glue. Scooter decided to call it Choco Glue.

- 1) What were they trying to make? _____
- 2) What was the second thing on the cookbook list? _____
- 3) How much flour did Scooter add into the bowl? _____
- 4) How many eggs did they add into the bowl? _____
- 5) After this story is over, what do you think they did with the cake? _____

Reading Comprehension

Fill in the blanks in the story. Have fun!

Scooter walked into the pet store to get a new pet. He had a lot of money. He reached into his pocket and pulled out _____ . There were a lot of pets to choose from. There was a big _____ in one tank and a _____ lizard in another. There was a gold parrot sitting on a _____ . When Scooter poked it with his finger the parrot said, " _____ !"

There was a _____ turtle sitting in a _____ . Scooter took a _____ out of his backpack and tried to feed it to the turtle. The turtle pulled its _____ into it's shell and _____ . Scooter decided to buy a _____ . It cost _____ , and Scooter named it _____ .



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Friendly letter

Write a letter to a friend telling them about a fun trip you have been on or a fun trip you would like to go on. The body of the letter should be at least three sentences long.

(heading)

(greeting)

(signature and closing)

Friendly letter

Penny is sick in bed. Write her a get well soon letter to cheer her up.
The body of the letter should be at least three sentences long.

(heading)

(greeting)

(signature and closing)

Lesson 9: Review

- Spelling Game Show
- Review Game

OBJECTIVE

The students will practice and apply the new reading and spelling strategies learned in this program.

STANDARDS

- Generalize learned spelling patterns when writing words.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know spelling-sound correspondences for additional common vowel teams.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Use singular and plural nouns with matching verbs in basic sentences.
- Form and use frequently occurring irregular plural nouns.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

ACTIVITY

Go to the "Spelling Game Show" and click on "Start." Have your students choose a character. Now have them pick a challenger. You might want to have them choose the bronze challenger the first time and work their way up to the gold challenger. Have your students select and answer the questions to earn points.

Click on "NEXT" and then "Start" to take you to the Review Game. Follow the directions given to complete the activity.

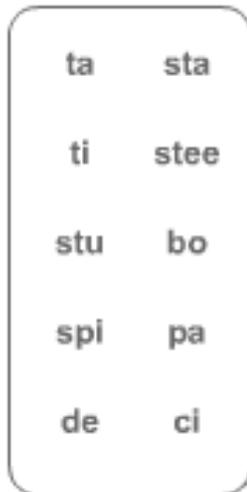
OTHER RELATED ACTIVITIES

You can make up your own spelling game similar to the program. Write some questions on the board or large paper and cover up the questions. Have your students choose the questions they want to answer and give them points for correct answers.

Answer Keys

Answer Key - page 1

Syllables



	ONE	TWO	THREE
champ	X		
bonus		X	
shrink	X		
paint	X		
cereal			X
button		X	
member		X	
different			X
thank	X		
champ	X		
bubble		X	
yesterday			X
thunder		X	
paint	X		
window		X	
burnt	X		

Syllables



staple	sister
title	middle
open	candle
table	ladder
motor	handle

R Controlled

(The "AR" Sound)



bar	shark	carpet	dark
card	hard	barn	

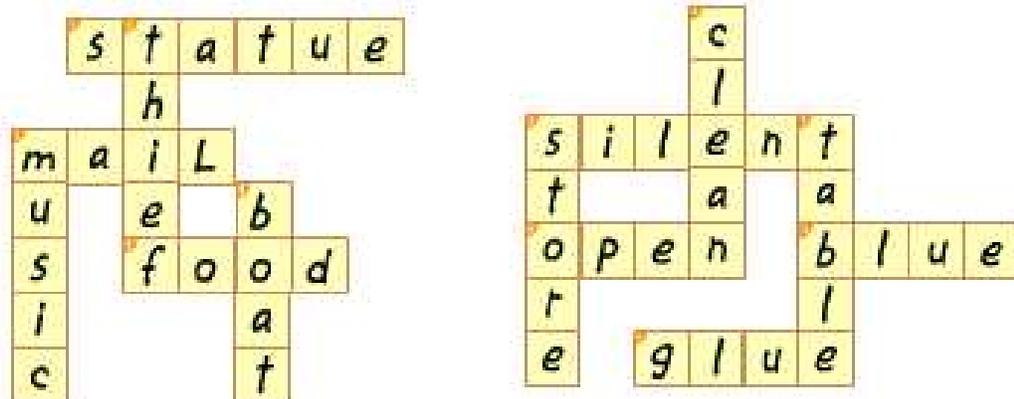
(The "ER" Sound)



turn	lottery	bird	church
work	camper	worm	firm
number	word	urban	

- 1) I made a birthday card for Lilly.
- 2) Curly is good at adding numbers
- 3) Jo plays the guitar in our band.
- 4) It is Scooter's turn to kick the ball.
- 5) There is a worm in my apple!
- 6) Sissy found an old lottery ticket on the ground.
- 7) The mouse was cold because it had no fur.
- 8) Buzz dropped his cake on the new carpet.

Vowel Spellings



Vowel Spellings



statue — pie — pine — boat — tool



train — blue — tool — cove — sky

On Friday Buddy went to the *store* and bought some *yellow* paint. At *night*, he painted his car while he listened to *music*. He made a *blue whale* *statue* and *glued* it on the hood. The next day he took his *cute* car out on the *street* for a test *drive*.

3 Letter Blends

One day *three* *shrimp* were *splashing* around in the water. They got a big *thrill* when they saw a giant *squid*. It *squirted* ink into the *shrimps'* eyes. The *shrimp* *screamed*. They took off before the *squid* decided to *squish* them.

- 1) A king sits on a thr one.
- 2) Curly cut the paper into squ ares.
- 3) I drank the soda through a straw.
- 4) The alien shot me with a shrink ray.
- 5) The gopher ate the carrot sprout.
- 6) Buddy got a slpinter in his toe.
- 7) I screamed when I fell off the boat.
- 8) You cannot swim on the streeet.

3 Letter Blends



string scrape sprint splinter
scroll splash sprout street

thr	scr	spr	spl
throne	scream	spring	splinter
thread	screw	sprint	splat
thrill	scrape	spray	split

spl splash	scr scrap	spr sprout	thr thread
str straw	squ square	shr shrug	

Ending Blends

I went to the pond with my friend to catch a giant fish. I saw the fish in the water. I was very silent. I put my hand in the water to grab him. The fish jumped like a champ over my head and swam away. Grabbing a giant fish with your hand is a hard task.

- 1) Scooter is a football champ.
- 2) Can you rewind the movie?
- 3) My birthday is in August.
- 4) This pillow is really so ft.
- 5) I like to drink milk at Inch.
- 6) Lily was absent from school yesterday.
- 7) I like to build model cars.
- 8) I have my own desk at school.

Ending Blends



best hand drink
shrink band lamp
blimp artist



gift
shift
soft



unfold
told
field



paint
silent
burnt



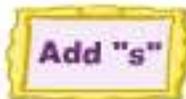
risk
desk
task

ld build **nk** thank **mp** champ **ft** shift
nt parent **st** first **sk** risk **nd** friend

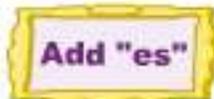
Regular and Irregular Plurals



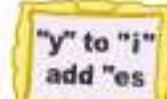
buses patches photos men
shelves mice pennies peaches



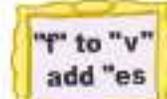
dogs
trees
games
photos
books
queens



patches
peaches
foxes
buses
dresses
coaches



bakeries
berries
allies
parties
babies
pennies



elves
wolves
thieves
shelves
knives
leaves

Regular and Irregular Plurals

This morning I had berries and peaches for breakfast. After I ate, I brushed my teeth. When I was finished, every tooth in my mouth was clean. At noon I gave several speeches. In one speech I told the people of my kingdom about a book I had read. It was about a group of mice that were being chased by two foxes. One fox had two knives. The other fox had a camera and was taking photos of the scared mice. The mice got away from the foxes by throwing pennys at the their feet. In another speech I told the mens how to make shelves out of trees.

- | | | | |
|------------|----------------|-----------|----------------|
| 1) dog | <u>dogs</u> | 4) queen | <u>queens</u> |
| 2) book | <u>books</u> | 5) cat | <u>cats</u> |
| 3) tree | <u>trees</u> | 6) paper | <u>papers</u> |
| 7) bush | <u>bushes</u> | 10) fox | <u>foxes</u> |
| 8) dress | <u>dresses</u> | 11) berry | <u>berries</u> |
| 9) coach | <u>coaches</u> | 12) party | <u>parties</u> |
| 13) tooth | <u>teeth</u> | 16) goose | <u>geese</u> |
| 14) person | <u>people</u> | 17) elf | <u>elves</u> |
| 15) foot | <u>feet</u> | 18) knife | <u>knives</u> |

Sentences

The broccoli king lived on the planet Vegimom. One day a spaceship full of mean lizards landed on his planet. The lizards started eating the broccoli people. The king had to stop those lizards before his whole kingdom was destroyed. The king threw some melted cheese at the lizards. It did not stop the lizards. They just licked the cheese off themselves and went on eating the broccoli people. The broccoli king grabbed his wife and a few of his people and jumped into the lizard's spaceship. They took off and left the planet. They had to find a new place to live. After a few years they found a new planet to live on. It was called Earth.

Lily went on a fun vacation with her family. They got in their car and drove to the beach. ~~After they got out of the car.~~ Lily loved putting her feet in the warm sand. ~~Lily and her father.~~ They made a big sandcastle. They used two red buckets to make it. ~~A bridge, three tall towers and a red flag on top.~~ The waves from the ocean. The castle was not waterproof. After a while the sandcastle was flat as a pancake. ~~Was very upset until Lily's father told her he had taken a photo of the castle before it was destroyed.~~ Lily was glad. Now she could look at the photo and remember what a great job they had done. ~~A wonderful dinner on the beach.~~ They made a big fire and roasted hotdogs. ~~The best vacation.~~

Reading Comprehension

- 1) What were they trying to make? chocolate cake
- 2) What was the second thing on the cookbook list? butter
- 3) How much flour did Scooter add into the bowl? three spoons
- 4) How many eggs did they add into the bowl? zero
- 5) After this story is over, what do you think they did with the cake? Scooter used it to glue a broken toy back together again.
(answers may vary for this question)

Certificate of Achievement

_____ has been awarded the

Bronze Star Award
for excellent work in Phonics 2b



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Certificate of Achievement

_____ has been awarded the

Silver Star Award
for excellent work in Phonics 2b



Certificate of Achievement

_____ has been awarded the

Gold Star Award
for excellent work in Phonics 2b



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 Bronze, Silver and Gold Stars they have earned. Our Super Star Motivational and Data Tracking System serves as a way to reward students and motivate them to complete all of the games and activities.



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

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

Students earn a Bronze Star if they complete an activity with some mistakes. Students earn a Silver Star if they complete an activity to a higher level. Students earn a Gold Star if they complete the activity without any mistakes or listen to an interactive story (tutorial) all the way through. 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 games and activities that they have not completed to the Gold Star level. From the Super Star page, just click on a star to go to that game or activity. When students use the Super Star page as a navigational system, they do tend to overlook the "Learn the Words" sections and Speed Rounds. We encourage you to remind them to spend time in these activities before going on. The "Learn the Words" sections and Speed Rounds will help prepare the student for the games. The "Learn the Words" sections and Speed Rounds make excellent whole class activities.

Many teachers require the students to complete the stars in order before going on to the next star.

Once a student completes enough Bronze, or Silver Stars, the star at the bottom of the screen will turn bronze or silver. Once a student has completed all of the stars to the gold level, the star at the bottom of the page will turn gold. With your permission, they can print out the Bronze Star, Silver Star or Gold Star Certificate of Achievement, depending on their accomplishments by clicking on the Bronze, Silver or Gold Star at the bottom of the page (note – you can lock the printing, if you wish).

The objective of the program is to have the students complete all of the games and activities and to earn a Gold Star Certificate of Achievement. If a student has a Bronze Star or 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 2b – Intermediate Level II. 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 2b – Intermediate Level II is research based. You can review our research and effectiveness studies at: <http://helpme2learn.com/school/research> .

State Standards Correlations – Phonics 2b – Intermediate Level II 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 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

Our most powerful version of our programs has to be Super Star Online because of the additional teacher features and because of its combination of at school and at-home use. Super Star Online is a web delivered subscription service to one or all of our Super Star titles.

Some of the 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 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 2a and Phonics 2b. You might also have a class called "Ms. Teacher B" with 8 students and access to Phonics 3a 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

To access the Student Management System, click on the Teachers & 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.

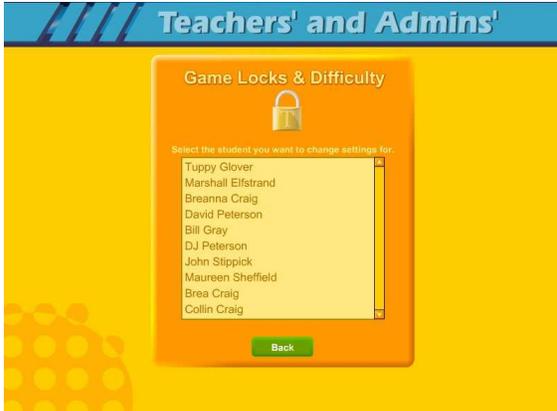
4. **Reset Default Class Settings:** allows the teachers controls to be reset to the default.



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 Bronze, Silver and Gold Stars and will be motivated to earn all Gold Stars. We call this an "open system" where all of the 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 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 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. Interactive stories have a state of complete (Gold Star) or incomplete. Activities or games will be: No Star, Bronze, Silver or Gold.

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.



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 an interactive story (presentation) all the way through and for completing each

activity or game without any mistakes (some activities are points based). 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 to 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 chose 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. 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.

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 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 (it is off 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.

Student Management **Phonics 2b**

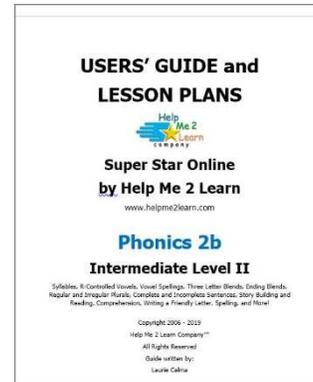
Here you can see how much time was spent in parent mode along with how much time the student has been using the program and how far along they are in the program.

	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Clover	0 hr 0 min	0 hr 9 min	7%
Marshall Effstrand	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 0 min	0%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 0 min	0 hr 17 min	4%
John Stippick	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 48 min	29%
Collin Craig	0 hr 0 min	0 hr 0 min	0%
Shelia Bradley	0 hr 0 min	0 hr 0 min	0%
Ariene Ballbridge	0 hr 0 min	0 hr 0 min	0%
Cary 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.

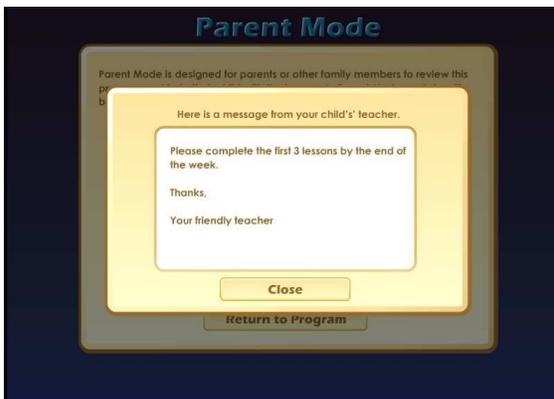
Users' Guide/Lesson Plans – click on this button to view our Users' Guide and Lesson Plans. This is an Adobe Acrobat (.pdf) file and you will need to have the free Acrobat reader (www.adobe.com) installed on your computer in order to be able to view this file. Once you can view this file, you can print 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 words in the Learn the Words sections, and printable activity pages.



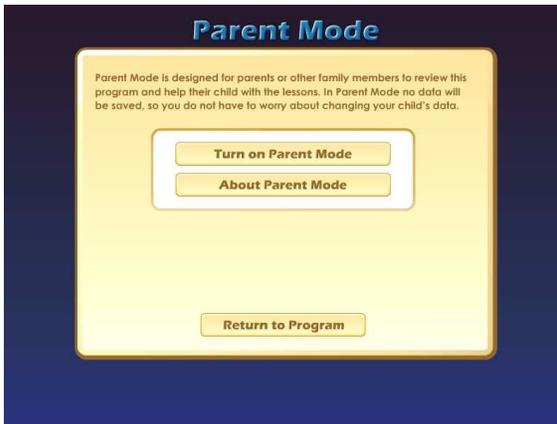
Understanding the Parent Mode

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 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

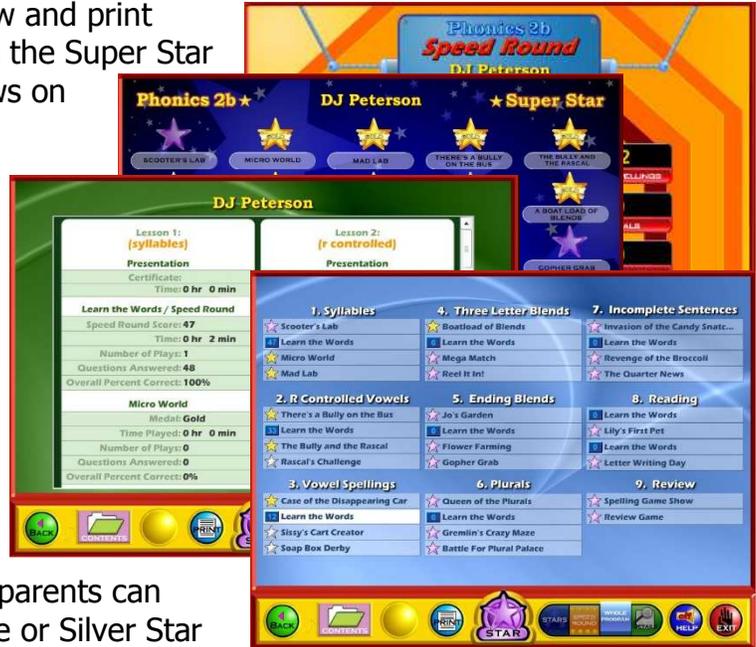
message from the teacher (if there is one).

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 bronze, then silver; parents can click on this star and print a Bronze or 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 Bronze, 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 . 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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