Sample
USERS' GUIDE AND LESSON PLANS

Super Star
by Help Me 2 Learn

www.helpme2learn.com

Language Arts Review 3b
Advanced Level II

Language Arts and Reading Improvement

Online, Network, and CD-ROM

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Language Arts Review 3b – Advanced Level II

Installation Instructions:
PC and Mac

For Network Installation

– see Network Installation document or Documents folder on Network CD-ROM

Stand-a-lone Installation

System Recommendations:

Windows 7, Vista, XP, or 2000 (SP4)
300 MHz or higher processor
64 MB RAM or higher
CD-ROM drive, sound card, mouse

Mac OS X version 10.3 – 10.7
Intel Core or PowerPC G3/G4/G5 processor
500 MHz or higher, 128 MB RAM or higher
CD-ROM drive, sound card, mouse

Installation Instructions for PCs: Insert the CD-ROM disc into your CD-ROM drive. For best performance and to protect the CD-ROM we recommend that you install the program the hard drive. If you install the program to the hard drive you can remove the CD-ROM and store it in a safe place.

If the program doesn't start automatically, from the Start menu choose Run.
In the Open text box, type D:\SETUP.EXE (D is usually the drive letter on your CD-ROM. If D is not the drive letter, use the correct drive letter of your CD-ROM drive).
Click OK, and you're ready to begin the CD-ROM!

Follow the prompts.

Installation Instructions for Macs: The program may either be run from the CD-ROM disc or installed to your hard drive. For best performance and to protect the CD-ROM, we recommend that you install the program to your hard drive.

To run the program from the CD: Insert the CD-ROM disc into your CD-ROM drive. A window will appear with the icon for the program. (If the window does not appear, double-click the CD icon on your Desktop.) Double-click on the icon for the program.

To install the program to your hard drive: Insert the CD-ROM disc into your CD-ROM drive. A window will appear with the icon for the program. (If the window does not appear, double-click the CD icon on your Desktop.) Drag the icon to the location on your hard drive where you want it installed. For example, to install the program in your Applications folder, open a new window (File -> New Finder Window), go the Applications folder (Go -> Applications), and drag the program icon from the CD window into the Applications folder window. Once the program has been copied to the hard drive, you can eject the CD-ROM and store it in a safe place.

For tech support: techsupport@helpme2learn.com or call 1-800-460-7001

Language Arts Review 3b - Overview/Helpful Tips

Super Star by Help Me 2 Learn: Language Arts Review 3b – Advanced Level, with Sports (Appropriate for Grades 3 and up, target grades 6 and up as a remedial resource)

Dear Teachers:
You have laid the foundation for reading! Your students will grow as they learn about the power of words and how to use them to read, communicate and understand the world around them. As they learn more advanced concepts of phonics, they will begin to see how reading comes together.

Language Arts Review 3b – Advanced Level II was developed to help Middle School, High School and adult students review and reinforce foundational language arts skills.

By playing Language Arts Review 3b, your class will learn all about:

Types of Literature
Writing a Paragraph
Grammar 1 – Nouns, Pronouns, Verbs, and Adjectives
Grammar 2 – Subject Verb Agreement and Verb Tenses
Punctuation and Capitalization
Spelling Strategies
Reading Comprehension Strategies
And more!!!!!!

Our user-friendly software uses the Gold Medal 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 medal system, students are provided with incentives to get the correct answers. If students complete an activity with some incorrect answers, they will earn Bronze or a Silver Medal. If the activity is completed perfectly, they earn a Gold Medal.

Navigation is simple. Students can keep track of their Gold Medal status by clicking on the Gold Medal button from any page or screen. The Gold Medal progress report displays the student's name and all of the Bronze, Silver, and Gold Medals they have earned. If a student wants to earn a Gold Medal on an activity where a Silver or Bronze Medal was earned, they can click on the Silver or Bronze Medal and replay the activity.

With your permission, once a student has a medal on every page, they can print out the Bronze, Silver or Gold Medal Certificate, depending on their accomplishments. This motivational system allows teachers to track each individual student's progress.

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.

Interface:
Simply use the Next and Back buttons to navigate through the program. You can also use the buttons on the Menu screen. You can always return to the main page of the Menu by clicking on the Menu button.

Some Helpful Tips:
1. This program can be run entirely from the CD-ROM or installed to the hard drive. When installed to the hard drive, the CD-ROM is no longer required. ***We recommend that this program be installed to the hard drive.*** This prevents damage from handling the CD-ROM and the program will run faster and better. Keep this CD-ROM in a protective packaging. If students handle the software, be sure you teach them the right way to hold a CD-ROM. If there are fingerprints on either side of the disc, you can run it under cold water and gently dry it with a soft cloth.

2. Pre-Test and Post-Tests program: This program 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. Click on the Pre-Test Post-Test button found under the Teacher & Parents and Sign-in buttons.

We recommend that for most students you complete all of the Pre-tests before they begin using the program. If they score high on the Pre-test, this would be a strong indication that they have already mastered this material. If they score low, this is a good indication that this material will help them.

Each test has 25 multiple choice questions and is timed for a maximum of 2 minutes. Since there are 8 tests, it should take about 16 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see the report for the tests in the Student Management section of the program.

If you want the students to complete all of the tests, we recommend that you lock the Post-tests from the Student Management section. You can also make sure that the students can access only the tests by locking the students from the program from the Student Management section.

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

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

3. Student Management System: Help Me 2 Learn's Student Management System allows teachers to add student names, delete student names, control the exit function, and lock the login system from additional, unauthorized names. Also, it is a place where the teacher can view and print a class progress report or an individual progress report.

To access the Student Management System, simply click on the Teachers & Parents button. Then, click on the Student Management button.

By reading the text on this page, you'll find our system is self-explanatory. A password is given. Enter the password in the box (lowercase letters only) then click on "Enter".

From the Student Management screen, you have several options:

- Class Progress Report
- Class Test Report
- Feature Locks
- Change Password
- Add Students
- Delete Students

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

4. Use the Print Pages for away-from-the-computer activities. You can print the activities from the Teachers' and Parents' section of the CD-ROM or you can copy the activity sheets from the Teacher's Guide. If you print the activities from the print section of the CD-ROM, you can print in color or black and white. You have permission to duplicate these pages for classroom use.

5. Use the "Learn the Words" section. Time spent going over these important words is time well spent! Enhancing a student's vocabulary is an essential building block of

reading. There are over 400 words, so we suggest that you skip words that the students already know and spend more time on the new words.

6. 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 motivating and rewarding.

7. Although aimed at grades 6 through 8, this software also works well with students learning English as a Second Language (ESL) and with remedial students as well as student's grade 3 and higher.

8. A whopping 12+ hours of playing time and over 500 vocabulary words are included in Language Arts Review 3b. Be sure to break up the content into small, bite- sized pieces as your students learn phonics in each lesson every day.

We congratulate you for your dedication in teaching children through the wonders of technology! We know how much you will love this title, so please try some of our other Help Me 2 Learn titles:
Letters and Numbers
Phonics 1 a – Vowel Sounds
Phonics 1 b – Consonant Sounds
Phonics 2a – Intermediate Level
Phonics 2b – Intermediate Level II
Phonics 3a – Advanced Level, with Sports
Phonics 3b – Advanced Level II, with Sports
Spanish 1a with Phonics/ Inglés 1a con Fonética

The following titles have the same content as Phonics 3a and Phonics 3b, only with older characters and older graphics:
Language Arts Review 3a – Advanced Level, with Sports
Language Arts Review 3b – Advanced Level II, with Sports

And now we have math:
Games of Math 1 – Addition & Money
Games of Math 2 – Subtraction & More – coming (more: measurement, time and geometry)
Games of Math 3 – Multiplication
Games of Math 4 – Division & Fractions

Thank you,
The Help Me 2 Learn team

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- Learn the Words/Speed Round
- Blowing Balloons

Writing a Paragraph
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Nouns, Pronouns, Verbs, and Adjectives
- Coach Time
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- Home Run Derby Game

Subject Verb Agreement and Verb Tenses
- Coach Time
- Learn the Words/Speed Round
- Pole Vaulting Game

Punctuation and Capitalization
- Coach Time
- Learn the Words/Speed Round
- Punctuation Palace

Spelling Strategies
- Coach Time
- Learn the Words/Speed Round
- Spelling Breakout Game

Reading Comprehension Strategies
- Coach Time
- Learn the Words/Speed Round
- Bowling for Bugs Game

Review Games
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- Hurricane Hurdles Review Game

TEACHERS' AND PARENTS' SECTION

How to Use this Program
- Gold Medal System
- Button Bar

Activities Print Pages:
- Bronze Medal Certificate
- Silver Medal Certificate
- Gold Medal Certificate
- Answer Key
- Literature
- Writing
- Grammar part 1
- Grammar part 2
- Punctuation
- Spelling Strategy
- Comprehension Strategy
- Review Questions

Credits and Talents

Student Management

Lesson Plans for Language Arts Review 3b Advanced Level II

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Lesson 1: Types of Literature

- Coach Time
- Learn the Words – Speed Round
- Blowing Balloons

GOAL

Your students will be able to decipher between poems, fiction and non-fiction literature. They will also be able to recognize characters, the setting, and plot in stories they read.

ACTIVITY

Click on the "Coach Time" icon and then on "start" and listen to the presentation. Have your class listen, and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Begin by placing your mouse over the whole word. Listen to the word the first time and then mouse over the word a second time while your students say the word together. Do the same for the syllables. Now mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words. There are many words, so spend time on those words that are most appropriate for your class. You might even need to skip some words and cover them another day.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game" and demonstrate how to play. Have your students pick which child they want to go ballooning with and what balloon they want to use. They can unlock all of the balloons if they get a high enough score. In this game they will read a sentence or two and a question, and then choose between three different answers. When they find the answer they want, they will use the mouse to move the balloon over the target and then click the mouse to drop the marker. In the top right hand corner, there is a clue to tell them the wind speed; have your students use this to help determine where they should position their balloon. Their score is determined by how close their marker lands to the center of the red X, and how long it took to hit the correct target. If they miss their target, or run out of time, they will receive a penalty and their score for that round will be drastically reduced. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Every time you read anything to your class, have them identify what type of literature you are reading.

Review the types of literature with your students. Count your class off in two's, and divide into two teams. Show your students different books and have the team members take turns saying what type of literature it is. They may answer on their own, or ask teammates to help them. The teams will play Tic-Tac-Toe on the board, being able to place an "x" or an "o" when a correct answer is given.

Give your class a few sentences from different types of literature and have them identify them.

Print a word list from the Learn the Words section. Cut the words apart and have students use the words as flash cards. They can also play Concentration using these cards.

Learn the Words: Types of Literature

Col–o–nists	People who travels to and settle in a new country or far-off lands.	The Vikings were colonists in Iceland.
Cop–per	A metallic element, reddish-brown in color, that is very good for allowing electricity and heat to flow.	The electrical wires are made of copper.
Coal	A solid, graphite-like brownish or black substance that is burned for fuel, producing power or heat.	West Virginia has a lot of coal.
Ge–nie	A fictional creature who lives in a magic lamp, until someone rubs on it asking the genie to emerge. The genie then gives that person three wishes.	I would like to meet a genie!
Pol–ar bear	A bear with a white coat that lives in cold climates, near both the north and south poles.	The polar bear ate a big salmon.
Ex–plor–er	Someone who journeys to unknown places, seeking new knowledge, adventure, and excitement.	The explorer searched for the hidden island.
Ab–surd	Ridiculous; making no sense.	Wearing high heels at the beach is absurd.
Shim–mer	To appear with flickering light.	The ocean shimmers in the moonlight.
U–ni–corn	A mythological creature that looks like a horse—except it also can fly, has a lion's tail, and has a horn on its forehead.	The unicorn flew in the blue sky.
For–lorn	Very sad	She felt forlorn when she lost her kite.
Gi–ant	A very, very large creature, usually that looks like a human, but is far bigger than any human could be.	The giant stood 100 feet tall!
Jour–ney	1. Going from one place to another place 2. A course of action compared to an adventure or exploration	We took a journey to New Mexico.
Mag–i–cal	Creating a pleasing feeling as if being under a spell; enchanting	The music of Mozart is magical.

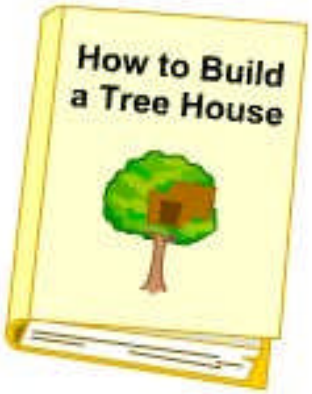
Hot air bal–loon	For traveling, a flexible bag created to be inflated with helium or another hot air that is lighter than the surrounding air, resulting in the balloon floating in the atmosphere.	The red hot air balloon rose into the sky.
I–den–ti–fy	Recognize; know the traits of something	I identify poems by the rhyming lines.
Burn–er	The component of a fuel-burning machine that produces a flame.	The burner makes the balloon rise.
U–nique	Original or uncommon; one of a kind	Her orange sports car is unique.
Po–em	A composition using writing techniques such as rhyme, meter, and metaphor	Her poem about the lake made me feel happy.
Rhyme	A consistency of sounds in words, for instance in poetry at the of lines	I will give you a dime every time you rhyme.
Prose	As opposed to poetry, writing that is not structured in a meter, and more closely corresponds to conventional speech.	David enjoys the prose of Judy Blume.
Fic–tion	Literature that is imagined, not real	I like fiction about unicorns.
My–thol–o–gy	A collection of fictional stories about a people, including their gods, ancestors, history, beginning, and supernatural heroes	Thor is a character in Norse Mythology.
Leg–end	A famous, fantastical story handed down over time; folklore	In the legend of Paul Bunyan, he has a blue ox named Babe.
Fair–y tale	A wildly imaginative, fictitious story, often involving mythological creatures	*Cinderella* is my favorite fairy tale.
Non–fic–tion	Prose that is based on real events or topics.	Suzy read a nonfiction book about roses.
Fac–tu–al	Containing facts, not fiction	Her report on ballooning methods was factual.
Peg–a–sus	A winged horse in Greek mythology	Pegasus flew quickly through the clouds.

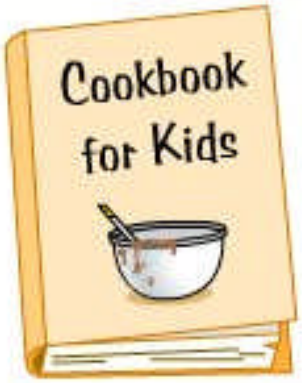
I–mag–i–na–tion	The creation of an idea or ideas that are new, or not completely sensed or discovered before in day-to-day reality	She used her imagination to write a novel.
Hawk	A bird with a pointed beak and powerful claws used for seizing food	A hawk flew over our garage.
Struc–ture	The arrangement of parts in a building, story, or other entity; framework	Stories have a structure with characters, a setting, and a plot.
Char–ac–ters	People, real or imagined, depicted in an artistic work such as a novel or movie.	Sam liked the characters in the novel.
Set–ting	Where and when a story takes place	The setting for the novel is Rome, Italy.
Plot	The actions that take place in a fictional work	The plot was about a bicycle race across America.
El–e–ments	Components; the parts that comprise a whole	That book had all the elements of a good story.
Festival	An occasion for celebration that occurs at consistent intervals (for instance yearly)	I go to the jazz festival in Chicago every year.
Ea–gle	A fast, sleek, strong bird known for its power and majestic appearance	The eagle flew high above the mountain.
Hound dog	One of the breeds of dog with large droopy ears, often used for hunting.	My hound dog is named Bruce.
Grape–fruit	A round yellow fruit usually a little bigger than an orange, with a slightly sour taste.	Mariana likes grapefruit juice more than orange juice.
Gen–ius	Exceptional intelligence or ability in one or more creative or intellectual areas.	Bob is a genius in designing sports cars.
Con–cern	To cause worry in	The lack of snow was of concern to the skiers.
Pro–pane	A colorless gas commonly used as fuel	Propane gas from the burner makes the hot air balloon fly.
Juic–i–est	The most delicious; most scrumptious	That is the juiciest burger I have ever eaten.
Drool–ing	Saliva dribbling out of the mouth, usually in anticipation of food	Sam began drooling when he smelled the pizza.

Flight	The action of a bird or human flying: by wings for a bird, and by plane, hot air balloon, blimp, etc. by humans.	We could see the whole town during our flight.

Literature: Fiction or Nonfiction

Read the title of each book and then decide if you think the book is fiction or nonfiction. Write your answer on the lines below.





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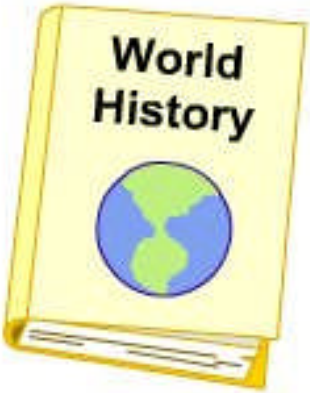

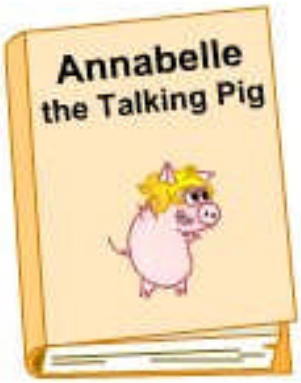

_____ _____ _____

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Literature: Characters, Setting and Plot

Read the short stories below and write down the characters, setting and plot for each one.

Zippy the turtle went into town to buy a new hat. When he got there, he couldn't decide which one to buy. He liked the tall blue one but he also liked the small red one. Since he couldn't make up his mind, he bought both and went home to show his friends.

characters: _____

setting: _____

plot: _____

Jimmy and Sam were at the playground playing kickball when Sam kicked the ball so hard that it went way up into a tree. Jimmy threw another ball at it to knock it down but that ball got stuck too. Then they tried shaking the tree and the ball finally came down.

characters: _____

setting: _____

plot: _____

The police officers were running fast down Oak Street to try to catch the bank robber. They had to climb over walls, crawl under fences and jump over garbage cans to try to keep up. The thief was pretty quick and ran all the way to the end of the street, but the money he stole was heavy and he started to slow down. The police caught him and took him to jail.

characters: _____

setting: _____

plot: _____

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Literature: Poetry

Try writing some poetry! Write the second line of each poem so that it rhymes with the first line.

Example:
Did someone eat my apple **pie**?

If they did, I might cry.

1. I looked outside and saw a **light**

_____

2. I wrote a poem just for **you**

_____

3. That sure was a funny **cat**

_____

4. Yesterday, I rode on a **train**

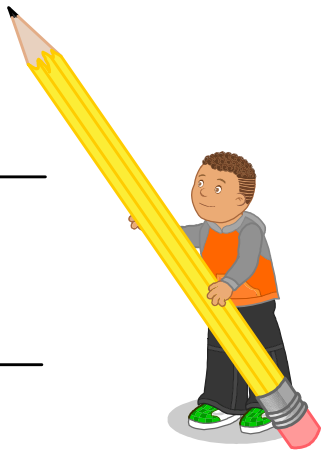
_____

5. Billy is a silly **goat**

_____

6. That food tasted **great**!

_____



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Lesson 2: Writing a Paragraph

- Coach Time
- Learn the Words – Speed Round
- Writing Racers Game

GOAL

Students will learn the definition of a paragraph and to use topic sentences, supporting sentences and concluding sentences.

ACTIVITY

Click on the "Coach Time" icon and then on "start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice, having your students say it, and do the same for the syllables. Now mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words. You can skip over any words you choose.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game" and demonstrate how to play. In this game the students will drag the sentences up to the paper to write a paragraph. They must put the sentences in the correct order and only include sentences that support the topic. Once their paragraph is complete they click on the "Finished" icon. If they make a mistake they can click on the "Erase" icon and start over. After completing each paragraph, the students can pick from different parts to make up a racecar. Once the car is complete the students will have different choices of tracks they can race their car on. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz. Is this true? There is not a quiz button.

OTHER RELATED ACTIVITIES

Write a few paragraphs on card stock. Cut the paragraph up into sentences. Have your students put the sentences in the correct order.

Write a paragraph on the board, but write the sentences in the wrong order. Have your students number the sentences to make a correct paragraph.

Model the correct process of writing paragraphs and then have your students write paragraphs in groups, and then on their own.

Print word lists from the Learn the Words section. Cut the words apart by the syllables and have students build the words via flash cards. They can also play Concentration using these cards.

Learn the Words: Writing a Paragraph

Par–a–graph	A distinct division of one or more sentences that begins on a new, indented line, and is about one subject or thought.	She wrote a paragraph about giraffes.
Mon–i–tor liz–ard	A large, meat-eating lizard found in Asia, Africa, and Australia.	The monitor lizards are huge.
Dan–ger–ous	Having the potential to cause harm to a person; unsafe.	Monitor lizards are dangerous.
Ear–drum	The thin layer of tissue that is between the outer ear and middle ear.	Each eardrum protects the inner ear.
Con–vince	To get someone to agree with you by either talking or writing to them; persuade.	I will convince you that Guam is great.
Gar–den–ing	The act of taking care of a garden.	My aunt thinks gardening is fun.
As–sem–bly line	An efficient pattern of machines, workers, and equipment, where a product is assembled in precise steps while moving down a line, until completed.	That tractor was built on an assembly line.
Com–pon–ents	Things serving as part of a whole; a constituent	There are hundreds of components in a car.
To–geth–er	In or into one place, collection, cluster, etc.	The whole family is together during the holidays.
Race–car	A car used for racing	Her racecar went around the track quickly.
Dis–tinct	Easily recognizable from others	He has a distinct haircut that is very short on the sides.
Min–i–mum	The least quality feasible; the smallest value possible in a numerical assignment	To drive a car, you need a minimum of four tires.
Di–vi–sion	In starting a new paragraph, the place where a new topic or thought is introduced	When there is a division of ideas, I start a new paragraph.
Sub–ject	Main topic; thought	The subject of my paragraph is volcanoes.

Tires	The coverings for a wheel, usually made primarily of rubber.	The monster truck has huge tires.
Ra–di–a–tor	In a car's engine, a cooling device that circulates water to keep the car from overheating.	The radiator on my car broke.
Bod–y	The outer frame that give a car it shape.	The body of the sports car is stylish.
En–gine	A machine that transforms energy into mechanical motion or force.	The engine in that car runs great.
Cru–cial	Very important; essential	It is crucial that the tires on our car are inflated.
Top–ic sen–tence	The first sentence in a paragraph, that says what topic the paragraph is about.	My topic sentence is about my trip to Denmark.
Sup–port–ing sen–tence	A sentence with facts and details to support the topic sentence.	The supporting sentences follow the topic sentence**.**
Con–clud–ing sen–tence	The sentence that summarizes what was written before in the paragraph	The concluding sentence is the last sentence in my paragraph.
Vi–tal	Crucial; indispensable	The heart is a vital organ in the body.
Af–ter–ward	Next; subsequently	We saw a movie and afterward went to dinner.
Facts	Specific, true information	The facts show that broccoli is healthy.
De–tails	Particular part of information supporting a whole; individual component supporting a larger point	Kim gave me details about her day at the park.
Lap	One full circle around a racetrack	There is one more lap before the race is over.
Com–ple–tion	The state of being finished	By noon the race was near completion.
Sum–ma–rize	To explain what came before in a condensed form.	I will summarize how the Tigers won the game.

Vo–cab–u–lar–y	1. A list of word, phrases, and slang that a specific person or group uses. 2. Every word in a particular language	She wants to increase her vocabulary.
Mo–tor–cy–cles	A two wheeled-vehicle with an engine that looks like a bike, used for transportation	Some police officers ride motorcycles.
Pas–sen–gers	People who ride in a car, on a motorcycle, in a train, etc. without being the driver.	Five passengers got in the minivan.
En–closed	Enveloped on all sides; contained	The fence enclosed the yard on four sides.
Spa–cious	Big in area; sizable	The interior of the car is very spacious.
Sleek	Having a shiny, stylish exterior.	The sports car has a very sleek look.
Pre–fer	Like more than something else; favor	I prefer to drive during the daytime.

Writing Paragraphs

Look at the topic sentence and concluding sentence for each paragraph below. Finish the paragraphs by writing at least **two** supporting sentences for each one.

This weekend I am going to have a lot of fun.

_____

_____

I am looking forward to doing all these fun things.

This is how you make an ice cream sundae.

_____

_____

And now your ice cream sundae is finished.

The animals at the zoo were very funny.

_____

_____

Animals do a lot of funny things.

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Supporting Sentences

Read each paragraph and cross out the sentence that does not support the main idea.

Jill likes to collect rocks. She looks for interesting rocks wherever she goes. Sometimes she finds big rocks that are too heavy to take home but most of the time she finds small rocks that she can easily carry in her pocket. She really likes to swim in the lake. Her favorite rock is green and white and shaped like a triangle. Jill has a very nice collection of rocks.

Car races can be exciting. The cars go really fast and sometimes they spin out. There are always a lot of people there to watch the race and they like to cheer for their favorite drivers. I think that football is fun. Its always a lot of fun to go see a car race.

There are many reasons why I think broccoli is better than beef jerky. My favorite type of candy is chocolate. Broccoli has many vitamins in it that help keep you healthy. It is softer and easier to chew and its green color makes it fun and exciting to eat. Broccoli even tastes better than beef jerky. If given the choice, I would always pick broccoli over beef jerky.

Tyler and his family visit his grandmother every summer. They always have a fun time while they're there. Tyler likes to swim in her swimming pool and his parents like to sit on the big porch and drink lemonade. They always look forward to going every year. Tyler's aunt is going to Texas next winter.

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Lesson 3: Nouns, Pronouns, Verbs, and Adjectives

- Coach Time
- Learn the Words – Speed Round
- Home Run Derby Game

GOAL

Students will be able to identify and correctly use nouns, pronouns, adjectives and verbs.

ACTIVITY

Click on the "Coach Time" icon and then on "Start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice having your students say it, and then go over the different syllables in the word. Now mouse over each word in the sentence and have your students say the words along with the program; then have the class say the entire sentence. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game", and demonstrate how to play. Follow the directions of the coach to play the game. Your students will pick out the nouns, pronouns, adjectives and verbs and you will get a chance at to bat. If they swing at the right time they can get a homerun. The object of the game is to get as many runs as possible. They need 8 runs for a silver medal and 11 runs for a gold medal. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Do a "Hollywood Squares" type game with nouns, verbs, pronouns and adjectives. Two students, or groups, compete, trying to get tic-tack-toe with students who sit on the floor or at desks. You play the host. When a student picks a "square" to try and get an X or O, you say a word and use it in a sentence. The person, or group, in the square says the word is a noun, pronoun, adjective, or a verb. The contestant playing then agrees or disagrees with that. The two students, groups, keep playing until one gets tic-tack-toe.

Have your students write tongue twisters using nouns, verbs, adjectives, pronouns, and adverbs.
Nouns - use at least one (Cathy, cat, catfish, Captain Caveman)
Verbs - use at least one (caught, carried)
Adjectives - use several (careful, clumsy, caring, courageous)
Adverbs - use at least one (carefully)
Pronoun- use at least one (her, she)
Using this model, we now have a tongue twister: Clumsy Cathy carefully carried home a courageous, cold, catfish she caught for her cat Captain Caveman.

Have your students write a paragraph or story. Once they have finished, have them go back and underline the nouns once and the pronouns twice. Then have them star the verbs and highlight the adjectives.

Print word lists from the Learn the Words section. Cut the words apart by the syllables and have students build the words via flash cards. They can also play Concentration using these cards.

Learn the Words: Grammar 1

I–den–ti–fy	Know and recognize something or someone by specific characteristics.	I can identify her easily by her voice.
Noun	The part of grammar that is a person, place, or thing.	The word noun is a noun.
Pro–noun	A word such as he, she, it, etc. used that substitutes for a noun, replacing the noun instead of repeating it	The word her is a pronoun.
Ad–jec–tive	A word used to describe, or in other words, modify, a noun or pronoun.	An adjective is a descriptive word.
Verb	A word that indicates action.	A verb shows the action of a sentence.
Sub–sti–tute	Replace	A pronoun substitutes for a noun.
Mod–i–fy	To change; alter	We will modify our study habits.
Pur–pose	The reason something is used; a reason for being	The purpose of a verb is to show action.
Re–peat	To say or write again	Here I repeat the word repeat.
Re–place	Substitute	Replace this hat with that one.
Com–mon	Frequently used, observed, etc.	Blue is a common color.
Pitch–er	The player in baseball who stands on a mound and throws the ball to a batter, attempting to get strikes without the batter hitting the ball.	Roger Clemens is a famous pitcher.
Bat–ter	In baseball, the player who tries to hit the ball the pitcher throws, so that she/he gets on base or gets a home run.	Alex Rodriguez is a famous batter.
Strike	In baseball, a pitch that the batter misses, fouls or doesn't swing at but which was thrown through the strike zone.	On the third strike, the batter is out.
Class–mate	Someone you go to school with	Fred was my classmate in high school.
Mu–se–um	A place where painting, sculpture, and other artistic objects are displayed.	I like going to the museum to learn about art.

E–mo–tions	Feelings in a person such as joy, sadness, love, etc.	Graduation caused many emotions for me.
In–di–cate	Show; point out	A verb indicates action in a sentence.
Swing	In baseball, the batter attempting to hit a pitched ball with a bat.	The pitcher wants the batter to swing and miss!
Bas–es	The four bags in baseball – a runner must touch them all without the defense getting him/her out to score a run.	He ran the bases after hitting a home run.
Co–me–di–an	An entertainer who tells jokes who tells jokes in front of an audience, in a movie, in a play, etc.	Jerry Seinfeld is my favorite comedian.
Per–fect	A thing or performance of an ability or sport with no errors or mistakes; flawless.	The guitar performance was perfect.
Cash–ews	The seed from a cashew tree, eaten after roasting.	Cashews taste great!
Clap	To hit the palms together to show appreciation for a performance, athletic accomplishment, etc.	She will clap if the batter gets a hit.
Ap–pear–ance	How something or someone looks	He has a confident appearance.
De–scrip–tion	Words or writing that give a visual image of something.	Tim wrote a description of the park.
Ball–park	A stadium where a sport is played, such as baseball or football.	The ballpark seats many fans.
Plate	The area where a batter swings at pitches; to score a run, the batter must run all the bases in a circle, without being gotten out, then return to the plate and step on it.	A pitcher tries to throw strikes over the plate.
Um–pire	One of the officials in baseball who decides on plays.	One umpire is behind the catcher.
Catch–er	The player behind home plate who receives pitches.	The catcher caught the strike.
Cap–i–tal	A city that is the main place of government for a state, province, or nation.	Cheyenne is the capital of Wyoming.
Su–perb	Very well done; excellent.	She made a superb diving catch!

Welcome to the Noun Snack Bar! Look at the snack bar menu and circle all the words that are nouns.

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Pronouns

Read each noun in the box below. Look on the baseballs for a pronoun to use in its place. Write it on the line next to the noun. Some may have more than one answer.

baseball _____

coach _____

the players _____

Susie and I _____

father _____

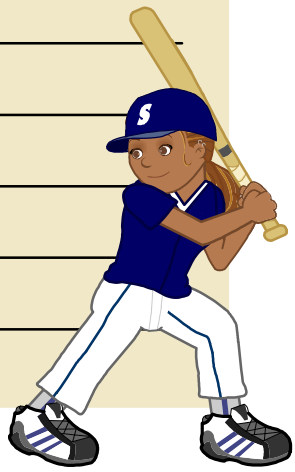
me _____

baseball fan _____

sister _____

a friend _____

a dog _____



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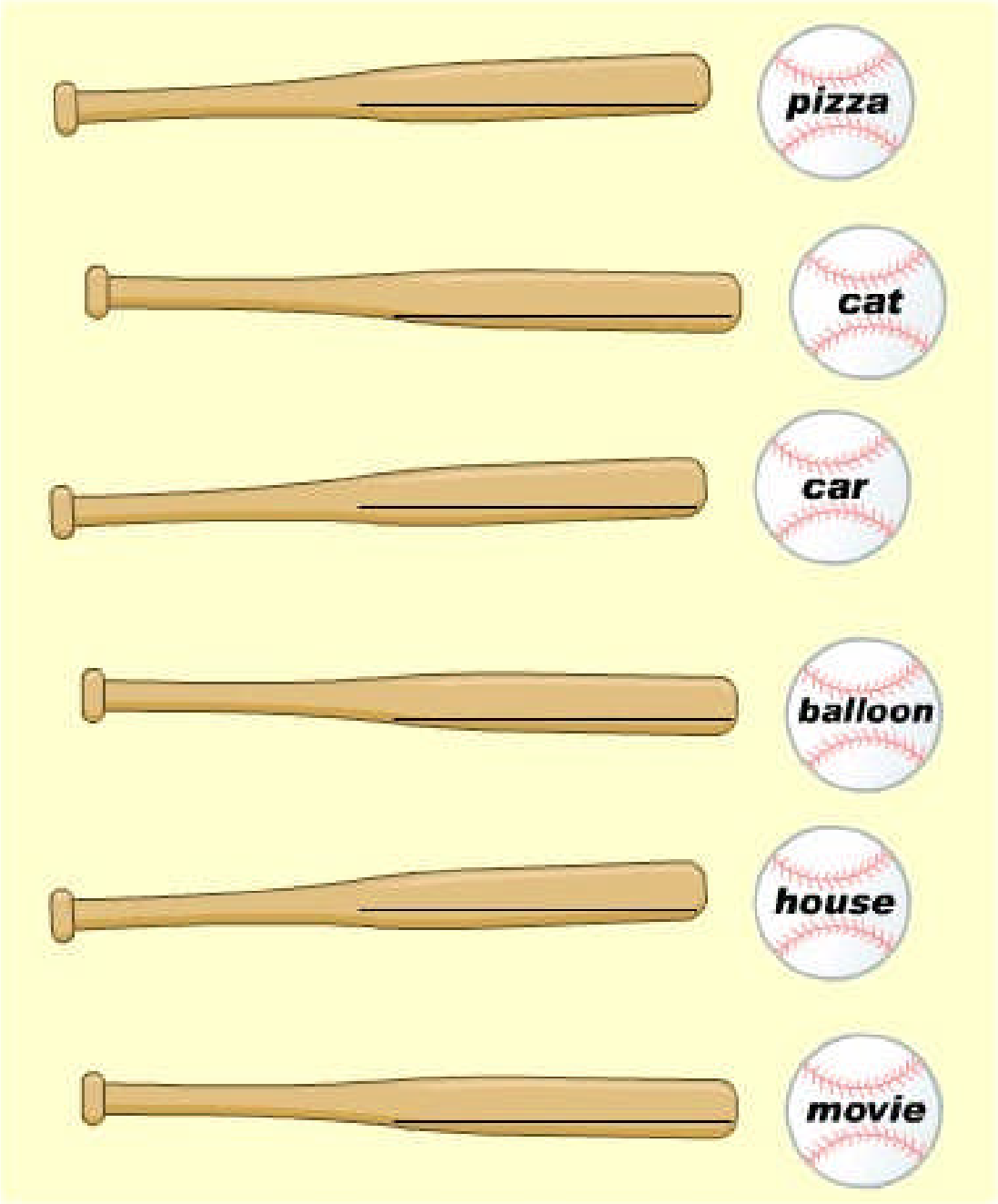
Adjectives

Read the nouns on the baseballs below. Write an adjective that describes each noun on the baseball bat in front of it.



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Verbs

Circle the verb in each sentence below.

Jen hit a home run!

Beth and Anthony baked cookies.

My uncle lives by the ocean.

The firemen rushed to the burning building.

I go to soccer practice every week.

Josh rides his bike to school.

I finished my homework early.

They won the big game.

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Nouns, Pronouns, Adjectives and Verbs

Look at the words in the middle of the baseball diamond. Decide whether each word is a noun, pronoun, adjective or verb, then write the words on the correct lines below.

pronouns

_____ _____

_____ _____

adjectives

_____

_____

_____

_____

nouns

_____

_____

_____

_____

verbs

_____ _____

_____ _____

quiet

they happy

sit she dictionary

us carpet strange sing

window mother throw

brown draw

you

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Lesson 4: Subject Verb Agreement and Verb Tenses

- Coach Time
- Learn the Words – Speed Round
- Pole Vaulting Game

GOAL

Students will understand and practice using subject verb agreement, as well as the past, present, and future tenses of verbs.

ACTIVITY

Click on the "Coach Time" icon and then on "start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice having your students say it, and then go over the different syllables in the word. Now mouse over each word in the sentence and have your students say the words along with the program; then have the class say the entire sentence. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game" and demonstrate how to play. Your students need to answer the questions as fast as possible to have the player run down the runway and vault over the bar. The player has three tries to jump over the bar. Once a jump is complete the bar will be raised and the player will have three tries at that level. This will continue until the player is unable to complete a jump. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Write a story titled, "When I was a Little Boy/Girl," using all past tense verbs. Read they story to your class and have them write their own books using past tense verbs.

Write in different tenses on cards. Make sure that these words can be easily acted out. Have students come up and pull out a card. Have the student tell the class if it the past, present, or future tense. The student should act the card out and the class will guess the verb.

Write different sentences on the board, leaving out different verbs. Have your students fill in the blanks using a verb word bank.

Print word lists from the Learn the Words section. Cut the words apart by the syllables and have students build the words via flash cards. They can also play Concentration using these cards.

Learn the Words: Grammar 2

Pole vault–ing	A contest where competitors use a long pole to assist them in jumping over a high bar.	Pole vaulting is an Olympic event.
Gram–mar	A system of rules for writing and speaking a language.	Knowing grammar is important for getting a good job.
Ex–hil–a–rat–ing	Very exciting	We took an exhilarating trip to Boston.
Dif–fi–cult	Hard; formidable	Hiking the huge mountain was very difficult.
In–i–tial–ly	At first; relating to the beginning	Initially, I did not like grapefruit.
Vault	Jump over	Susan will vault over the bar and win a gold medal.
Dan–ger–ous	Unsafe; possibly causing severe harm	Swimming with sharks is dangerous.
Pre–cau–tions	Actions take to safeguard against personal injury, property damage, etc.	Safety precautions are very important in pole vaulting.
Com–pre–hend	Understand	We comprehend what you are saying.
Out–stand–ing	Exceptionally good; excellent	They appreciated the outstanding violin performance.
Sub–ject	What a sentence is about; the "doer" of the sentence, that the verb describes.	The subject must agree with the verb in a sentence.
Verb	The word in a sentence that expresses the action of the subject.	The word "run" is a verb.
Plur–al	More than one	Giraffes is a plural word.
Broc–co–li	A vegetable that appears to have "green clouds" on the top of light green stalks, that is high in antioxidants and calcium.	I cannot get enough broccoli!
Buf–fa–lo	A big, short-horned mammal with shaggy hair, a large head, and a muscular hump	Give me a home where the buffalo roam.
Cat–er–pil–lar	The larva of a butterfly that looks and crawls like a worm.	The caterpillar has bright blue spots on it.

Earth–worm	An animal that digs into soil and helps to enrich it.	We saw an earthworm crawling in the mud this morning.
Tour–ist	Someone who enjoys traveling.	The tourist visited the Getty Museum in Los Angeles.
Ping-Pong	Table tennis.	Ping-Pong requires great coordination and reflexes.
Dolph–in	An ocean-dwelling mammal, belonging to the whale family, with an elongated snout.	The dolphin performed amazing flips in the air.
Track and Field	Sports performed on a circular running track and the field within it, including the 200m dash, the 100m hurdles, long jump, pole vaulting, javelin, etc.	Many sports make, up track and field.
Comp–e–ti–tion	The undertaking of two or more parties attempting to win a sport or contest, achieve a business goal, etc.	Rebecca had strong competition in the race.
Tense	A differentiation of the form a verb so as to express something as happening in the past, present, or future.	The present tense of a verb shows that something is happening now.
De–ter–mine	decide	The temperature will determine if I wear a coat or not.
Pres–ent	Happening now.	Today is the present
Fu–ture	Will happen in the future	The year 2050 is in the future.
Journ–al	A record of one's life observations and events, that is written in regularly; a diary	Samantha writes in her journal every day.
Con–cert	An event where musicians perform	Sarah danced during the Rolling Stones concert.

Subject-Verb Agreement

Circle the verb that agrees with the subject of each sentence.

Beth and her sister (run | runs) to school every morning.

George (walk | walks) to the market every Wednesday.

Do you (drink | drinks) eight glasses of water each day?

Sue (deliver | delivers) the newspaper.

Joe (love | loves) playing football.

Your team (dance | dances) like champions.

These students (drink | drinks) a lot of milk.

I (play | plays) soccer with my neighbors.

Dan (ride | rides) his motorcycle to the beach.

Beth and Greg both (jump | jumps) really high.

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Subject-Verb Agreement

Read the sentences and circle the ones that have incorrect subject-verb agreement. Then rewrite these sentences at the bottom of the page so that the verb agrees with the subject.

You should finds a good book to read.

Tami and Julie hide in the closet.

That dog catches sticks in its mouth.

She look in the kitchen for a snack.

I likes the acrobats at the circus.

He drop his books on the table after school.

Cars go fast on the freeway.

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Past, Present & Future

Read each sentence. Then look at the underlined verb and write if it is in the past, present or future tense.

Sam worked for four hours. past tense

Mary will run three miles today. _____

Bert and I walked along the beach collecting shells. _____

I jog in the park every day. _____

Sam lives in Alaska. _____

Mr. Perkins lived in Brazil when he was little. _____

I drink a lot of orange juice. _____

I drank a glass of milk with my cookies. _____

I will listen to your band tomorrow. _____

I wrote a story about a girl who had a magic toothbrush. _____

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Verb Tenses

Fill in the blanks using verbs in the correct tense.

I listened to the concert with my friends.
(past tense)

Boats _____ in the ocean.
(present tense)

The team _____ baseball next Friday.
(future tense)

Bob _____ a bowl of purple pudding.
(past tense)

The horse _____ over the clown.
(past tense)

Monsters _____ in the swamp.
(present tense)

I _____ on my birthday.
(future tense)

The policeman _____ criminals.
(present tense)

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Lesson 5: Punctuation and Capitalization

- Coach Time
- Learn the Words – Speed Round
- Punctuation Palace

GOAL

Students will learn the importance and correct use of periods, question marks and exclamation points.

ACTIVITY

Click on the Coach Time icon and then on "start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice, having your students say it the second time, and do the same for the syllables. Now mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game" and demonstrate how to play. Your students will use the arrows, on the keyboard, to move the girl through the rooms collecting the arrows and the coins as she goes. Once she goes through the door, they will read the sentence at the top and find the mistakes. The students will use the different arrowheads to correct the sentence. They will click on an arrowhead, and then on the mistake it is correcting until all of the mistakes are corrected. Once they get through all of the levels, they will aim at and hit the statue that goes with the correct sentence to win coins. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Divide your students into pairs. Have each pair make a game board with at least 20 squares of red, green, blue, and yellow. The squares should form a path leading to a picture of a reward. Each pair should make a spinner which is divided into the four colors. When the children make their games, they should include at least twenty index cards on which they have written twenty sentences-five each of statements, questions, commands, and explanations-but without the end punctuation. To play, the player spins the spinner and goes to the square of the

indicated color. The player then chooses a sentence from the pile of sentences. If he or she can tell what kind of sentence it is, the player can stay on the square. If he or she cannot identify the sentence type, the player must return to the previous square. The first player to reach the reward wins.

Write sentences on the board leaving off punctuation. Have the students write in the missing punctuation marks.

Print word lists from the Learn the Words section. Cut the words apart by the syllables and have students build the words via flash cards. They can also play Concentration using these cards.

Learn the Words: Punctuation and Capitalization

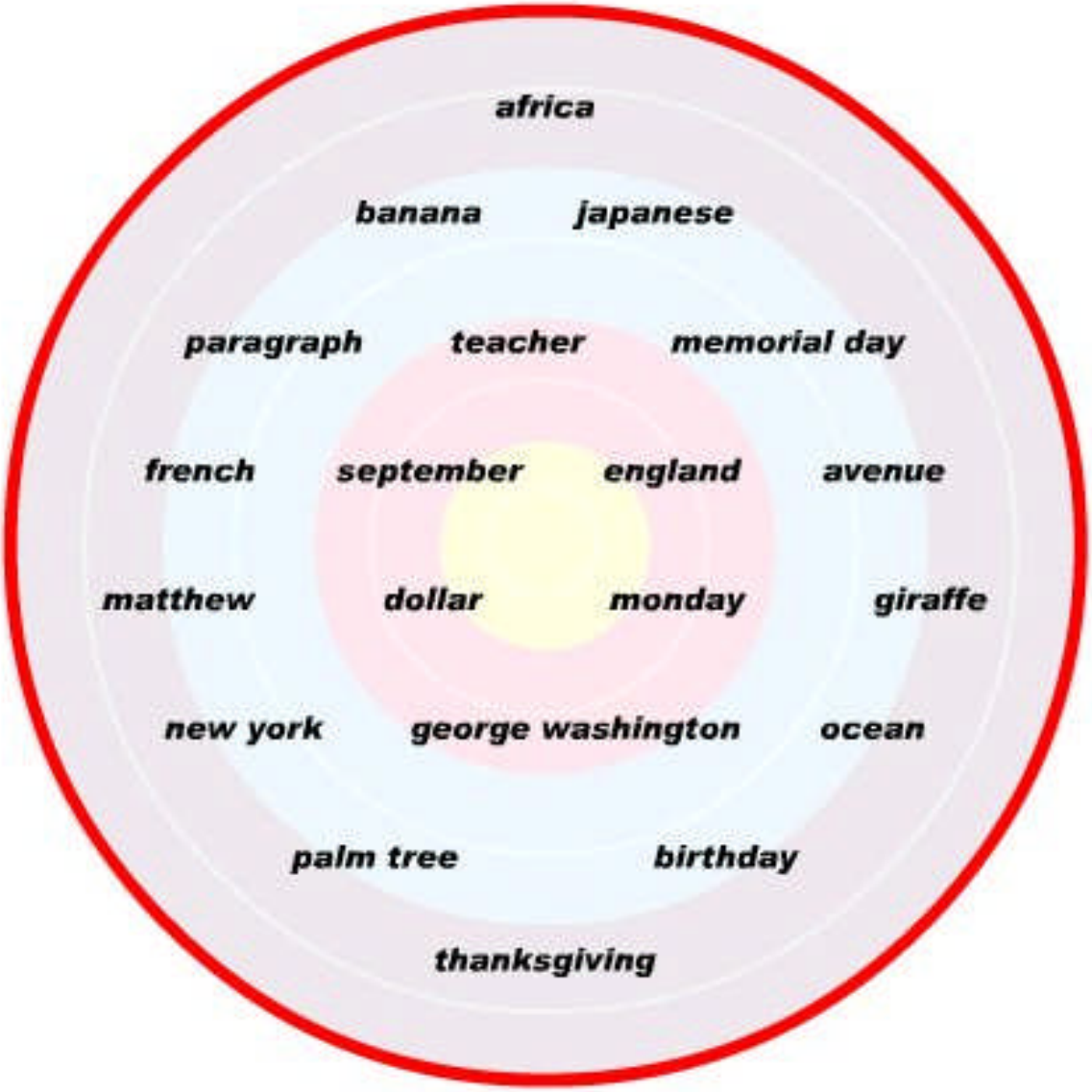
Punctuation	The standard marks in writing that create sentences	Her punctuation is perfect.
E–lec–tion	A contest where people vote to put someone in a government office, make someone president of a club or group, etc.	I will vote for you in the election.
Auth–or	The person who composes a book, screenplay, paper, computer program, etc.	She is the author of the play.
Fav–or–ite	Most well-liked	Mint ice cream is my favorite.
Harv–est	1. The gathering of a crop 2. the moment where one receives something favorable from one's behavior	Every summer we harvest corn.
Care–ful–ly ("l" on 2nd syllable)	With caution	I carefully picked up the antique vase.
Purse	A handbag carried by a woman, often made of leather, in which she carries her keys, wallet, makeup, and other personal items.	She put her keys in her purse.
Arch–er–y	The sport of shooting at a target with a bow and arrow.	Archery requires great skill.
Range	In archery, a location where targets are set up for training or contests in shooting bows and arrows.	We arrived at the range early in the morning.
Es–sen–tial	Necessary; needed for something	When camping, it is essential to bring a tent.
Pe–ri–od	The punctuation mark that goes at the end of a complete sentence	I put a period at the end of my sentence.
Ques–tion	A sentence that asks for a response, often beginning with who, what, where, when, how	I have a question.
Ques–tion mark	The symbol "?" at the end of a question.	Is that a question mark?
Ex–cla–ma–tion point	The punctuation symbol used following an exclamation, that indicates strong emotion.	Exclamation points are fun!

Com–ma	A punctuation mark that indicates a pause in the flow of words, or to show separation between ideas in a sentence	She put a comma in that sentence.
Cap–i–tal–ize	Making a letter uppercase, for instance at the beginning of sentences, proper nouns, city names, holidays, etc.	Always capitalize the first letter of names.
Cham–pi–on	A person who shows supremely great ability in something	Christi is a champion in golf.
Bow	A device for archery made from a flexible, curved material, often wood, that is connected by a chord strung tight.	A well made bow is important for doing well in archery.
Ar–row	A missile having a pointed head at one end and feathers for stabilizing flight at the other.	She shot the arrow and got a bull's-eye.
Tar–get	An object with surfaces marked with varying point levels that is shot at in archery.	In the archery contest, all his arrows hit the target.
Guide–lines	Rule; set of policies	The safety guidelines must be followed.
State–ment	A clearly expressed declaration of an idea in words, ending in a period.	His statement was filled with emotion.
Bulls-eye	The center circle on a target	He shot a bull's-eye to win the archery tournament.
Pause	A momentary rest; indicates a break between ideas in a sentence	I pause when I see a beautiful cloud.
Con–fused	Uncertain or puzzled by the topic, story, etc.	I was confused when he started speaking French.
Ter–ri–ble	Very bad or unpleasant	The smell from the rotten eggs was terrible.
Sax–o–phone	An instrument with a curved metal tube, where a single-reed mouthpiece is used to make sound	My favorite instrument is the saxophone.
Moose	A large mammal with broad antlers humped shoulders that is the largest member of the deer family.	They saw a moose when they went camping.

O–cean	The salt water surrounding the continents that covers 72 percent of the surface of the earth.	Tina enjoys swimming in the ocean.
hip–po–pot–a–mus	A large, mostly water-dwelling mammal found in Africa with thick skin, short legs, and a broad mouth	The hippopotamus is a great swimmer.
Ex–cel–lent	Of the best quality; particularly good.	His knowledge of math is excellent.
Lyr–ics	The words in a song with vocals.	Bob writes great lyrics.

Capitalization

Get a bullseye! Circle all the words below that should be capitalized.



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Periods, Question Marks & Exclamation Points

Put the correct punctuation mark at the end of each sentence.

Do you like to play sports

We can grow carrots in our garden

John is very good at playing the piano

Watch out

How do you get to the store from your house

What is your favorite movie

Sara drew a picture of an owl

That's great

Where is Tom

My favorite sport is basketball

Can you ride a skateboard

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Comma Quest

All the commas are missing! It's up to you to put the commas back in their correct locations. Some sentences may need more than one comma.

I live in Denver Colorado.

Yes my dad loves to go to the beach.

Amy did her homework then she played outside.

My family moved to Florida on May 12 2004.

Ben baked a cake then gave it to his mom.

For lunch I ate a sandwich an apple and a cookie.

Morgan ran outside but it was raining.

We visited my grandma in Houston Texas.

My favorite colors are red yellow blue and green.

No you don't have to comb your hair.

I was born on June 8 1996.

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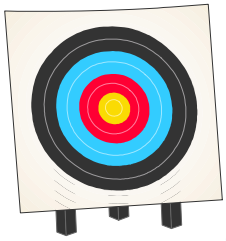

Missing Punctuation

Someone forgot to put the punctuation & capitalization in these paragraphs! Read each paragraph and add the correct punctuation & capitalization.

last august my family and i went to honolulu hawaii for our vacation we went on hikes swam in the ocean and ate lots of pineapple i had the most fun when we went snorkling in the morning then we went on a bike ride after lunch my brother james liked collecting shells on the beach my mom said we might go back next year yippee

my new friend joanna just moved here from argentina she is teaching me how to speak spanish and i am helping her learn more english last friday i went to her house for dinner and we had soup grilled beef and churros for dessert have you ever had churros they tasted great joanna sure is a good friend

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Lesson 6: Spelling Strategies

- Coach Time
- Learn the Words – Speed Round
- Spelling Breakout Game

GOAL

Students will understand and properly use various spelling strategies.

ACTIVITY

Click on the Coach Time icon and then on "start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice, having your students say it the second time, and do the same for the syllables. Now mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

First click on "Spelling Rules" if you want to review the rules. Then click on "Play the Game", and demonstrate how to play. Your students will answer the questions to be able to try for a hockey goal. They will click on the space bar to set the power and angle. They will try to make as many goals as possible so they can win a gold medal. They need seven goals for a gold medal. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Group your students into pairs. Have your students make a grid similar to the grid for the game Battleship. Have each student pick spelling words from the list and write them spread out on the grid. The first player guesses a coordinate. If there is a word in that box, the second player tells them the word. The first player must spell it correctly to gain a point. If the first player does not spell it correctly, he/she does not get the point and loses the turn. If they miss a word, they may guess the coordinate again and try to spell the word correctly. The first student to get all the words spelled correctly wins.

Group students into groups of four, give each student a number: 1, 2, 3, or 4. Before the activity begins, write each team's name across the board. Also have four Popsicle sticks with the numbers 1, 2, 3, or 4 written on one end placed in a cup with the numbers down. Pronounce the spelling word, and then allow the teams 15-30 seconds to practice spelling the word within the team, making sure each member can spell the word. Say stop when the time is up and bring everyone to silence. Repeat the word and randomly choose a stick from the cup. If the stick has, for example, a "2" on it, then all the 2's from each team come to the board and write the word below their team name large enough to be read, but small enough to be covered with their hand. Walk along and peek under each cupped hand, awarding a point to each team whose member has correctly spelled the word. Have the students erase their word after you see it. The team with the most points wins.

Print word lists for the Learn the Words section. Cut the words apart and have students use the words as flash cards. They can also play Concentration using these cards.

Learn the Words: Spelling Strategies

Hock–ey	A game played on ice where two teams compete against each other, using curved sticks to attempt to shoot a puck into the other team's goal.	Hockey is very popular in Canada.
Ice rink	A usually oval, large area where hockey, ice skating, and recreational skating take place.	The figure skaters skate at the ice rink.
Un–i–form	An outfit worn by all the members of a sports team, company, etc.	The San Jose Sharks have cool uniforms.
Hel–met	A covering of hard material worn on the head for protection in hockey, football, construction work, etc.	Always wear a helmet when you play hockey.
Shin guard	A hard-shelled covering worn by hockey and baseball players to protect the lower leg from below the knee to the top of the ankle.	The puck bounced off his shin guard.
E–quip–ment	The needed items for a particular sport, hobby, building project, or other activity.	I keep all my hockey equipment in my locker.
Vi–sor	A clear screen on the front of a helmet that can be lowered over the face, protecting the eyes, nose, and mouth.	He pulled down his visor before the game began.
Ice skates	Footwear with a blade on the bottom used for skating.	The figure skater likes purple ice skates.
Hock–ey stick	The long-handled curved stick used by hockey players to pass and shoot the puck.	You cannot play hockey without a hockey stick.
Ac–tive	Being in physical motion, marked by high energy	Hockey is a very active sport.

Goal	The area with a net that players in sports such as hockey or soccer try to put a puck or ball into; the score occurring from putting the puck or ball there.	In the game today, our team scored only one goal.
Grief	Strong frustration or difficulty	Learning to skate without a teacher caused me a lot of grief.
Plur–al	More than one	The plural of cat is cats.
Li–brar–y	A place where books, periodicals, newspapers, tapes, etc. are kept for reading and lending to the public.	I like borrowing books from the public library.
Fun–da–men–tal	Of great importance, relating to the base of understanding about a topic	Being able to skate is fundamental for playing hockey well.
Ad–di–tion–al	Something added	We bought additional pens in case these run out of ink.
Ex–am–ple	Something that is representative of a rule or group as a while	Her skill is an example of what happens when you practice a lot.
Prac–tice	Systematically, repetitiously working on a particular activity to improve skill in it.	Practice makes perfect.
I–mag–ine	To form a picture in your mind	I imagine myself on a tropical beach.
Pic–tur–ing	Imagining a mental image	She was picturing turkey before Thanksgiving.
With–in	Inside	The stuffing is cooked within the turkey.
Ap–proach	A method used for accomplishing a goal	One approach to a healthy life is to stop eating junk food.
As–sis–tance	Help	We need assistance with our cooking skills.
Pre–cise–ly	Exactly	Pour precisely eight ounces of juice for Rachel.
Su–perb	Excellent; magnificent	Your superb French Toast makes me smile.
Perceive	I perceive there is a skunk in the room.	To know of something through one or more of the five senses, sight, hearing, touch, taste, smell.

Receive	You will receive a free t-shirt at the baseball game.	To get something given to you.
Niece	My niece is taking piano lessons.	The relative who is the daughter of one's brother or sister.
Happier	I am happier today than yesterday.	Being more happy than another time or another person.
Happily	June happily ate Korean food.	The quality of doing something in a happy way.
Sunnier	This week is sunnier than last week.	The scientific state of being more sunny than something or somewhere else.
Sunniest	Today is the sunniest day of the year.	The quality of being the most sunny.
Grinning	Paul is grinning because he likes you.	The action of smiling.
Racing	They will be racing cars on Friday.	The state of competing against someone else in speed, by running, biking, flying, etc.
Dancing	I love dancing to disco music.	The state of moving one's body in rhythm to music.
Visualize	Visualize your goal, then work to get it.	To picture.
Goalie	The goalie blocked many shots during the game.	The player in hockey directly in front of the goal, attempting to keep the puck out.

Y Tricky Words

Rewrite each word to make it plural.

fly	flies	**story**	_____
puppy	_____	**sky**	_____
baby	_____	**berry**	_____
penny	_____	**library**	_____

Rewrite each word adding the suffixes **er** and **est**.

messy	_____	_____
hungry	_____	_____
busy	_____	_____
crazy	_____	_____

Rewrite each word adding the suffix **ing**.

play	_____
magnify	_____
worry	_____
study	_____

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Spelling Strategies

Rewrite each word with the suffix **less.**

blame blameless

home _____

time _____

hope _____

Rewrite each word with the suffix **ful.**

peace _____

grace _____

hope _____

care _____

Rewrite each word adding the suffix **ing**.

swim _____

begin _____

refer _____

need _____

stop _____

flip _____

rain _____

sit _____

Rewrite each word adding the suffix **ed** to it.

drop _____

spot _____

grin _____

stop _____

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I before E or E before I

Look at each pair of words and circle the one that is spelled correctly.

believe	pier	recieve	freind
beleive	peir	receive	friend
percieve	achieve	receipt	cieling
perceive	acheive	reciept	ceiling
peice	releive	feild	deceive
piece	relieve	field	decieve
niece	conceited	grieve	tier
neice	concieted	greive	teir

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Lesson 7: Reading Comprehension Strategies

- Coach Time
- Learn the Words – Speed Round
- Bowling for Bugs Game

GOAL

Students will use different reading strategies to understand what they read. Students will understand the main idea of the story, remember details, make connections, make predictions, and summarize.

ACTIVITY

Click on the Coach Time icon and then on "start" and listen to the presentation. Have your class listen and have them help you answer the questions.

Click on "Next" and then "Start" to go to the Learn the Words section. Mouse over the word twice, having your students say it the second time. Then mouse over the syllables, and next do the same for each word in the sentence, having your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrows to go to the next or previous word. Continue until you have gone through all of the words.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Practice Throw" if you want to practice a little. Click on "Play the Game", and demonstrate how to play. Your students will read the paragraphs and answer the questions to earn bowling pins. If they follow the directions to learn how to bowl well, and knock down all ten pins they will earn a bug that they can feed to a frog at the end of a game. They need to knock down 110 pins to earn a gold medal. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Give each student pictures from a story and different colored paper squares. Have your students make a story quilt with the paper and the pictures. Have them sequence the pictures from the story and glue them to the squares. Then have your students glue the squares onto one piece of paper to make their quilt.

Have your students work in small cooperative groups to read a passage. Have them write a summary of what they have read, then shorten the summary into one sentence. Have each group present their sentence to the class.

Make your own bowling pins and have your students answer question correctly to earn a chance to bowl. Split your class into teams; the team with the most pins knocked down wins. To make your bowling pins, get two liter soda bottles and fill them with about two inches of sand. Use a small jelly ball as a bowling ball.

Learn the Words: Reading Comprehension Strategies

Tug	To move by pulling with a lot of strength or effort.	I will tug on my tight boot to take it off.
Slip–per–y	Unsafe; wet in a way that can cause a fall	The icy sidewalk is very slippery.
Gen–er–ous	Giving in a heartfelt way	Pam was generous to give me a new hat.
Pow–er–ful	Strong; mighty	Lions are powerful.
Crowd–ed	Filled with people	I don't like crowded subways.
Sup–er–sti–tious	Believing that things like magic, fate, luck, chance, etc., and beliefs associated with such things, cause events to happen, as opposed to logic or science.	He carries a lucky penny because he is superstitious.
Ex–er–cise	Vigorous physical activity, which improves the body's health.	For exercise, we ran four miles.
Shov–el	A tool with a metal scoot and a handle, used for moving snow, dirt, etc.	I cleared the snow from the sidewalk with a shovel.
State	A politic unit with its own government, within the framework of a larger government that rules it – Kansas, South Carolina, Oregon, etc.	Montana is a really big state.
Ter–ri–tor–y	An area within a nation that has its own elected governor and representatives, but is not an official state.	Before becoming a state, Alaska was a territory.
Tor–toise	A creature with short legs and a hard shell; turtle	The tortoise walked slowly on the grass.
Liz–ard	Long reptiles with scaly bodies, four legs, and tails, for example alligators and geckos.	There are many lizards in the desert.
Con–fi–dent	Filled with positive belief in oneself; self-assured.	The confident singer hit the high notes.
Lane	Narrow pathway made of wood, along which a bowling ball is rolled, with pins at the end	He watched the bowling ball roll down the lane.
Bowl–ing	A game where a ball is rolled down a lane attempting to knock down ten pins.	Her favorite sport on TV is bowling.

Bowl–ing ball	In bowling, the big, heavy plastic ball with holes for the thumb and fingers that a contestant rolls toward the pins.	The player used a purple bowling ball.
Pins	One of the wooden sticks a player tries to knock over in bowling.	You knocked over all the pins!
Spin	Rotate the ball rapidly in a different direction than the one you are throwing it, with both actions occurring at the same time.	I put great spin on the ball.
Prac–tice	Continuous performance of an activity over time, to high skill in that activity.	Practice makes perfect.
Strike	Knocking down all the bowling pins on the first attempt.	Kate got her first strike last Sunday.
Con–cen–tra–tion	The action of strong mental focus on an activity or task.	With concentration you can get a strike.
Pri–or	Going before in time or order	I always eat prior to going bowling.
Pre–dic-tion	Reasoned foresight of events likely to occur in the future	Her prediction of the score came true.
Con–nec–tion	A relationship or association between two things; affiliation	There is a connection between my broken hand and bad bowling score.
Sum–ma–riz–ing	The act of showing information in a concise manner	The reporter is summarizing the game on TV.
Se–lec–tion	A chosen literary text.	We read a selection about sports heroes.
Bowl–ing al–ley	A building where people bowl.	I go to the bowling alley on Main Street.
Skill	Expertise in an activity or task; ability	Uncle Gary has great skill in bowling.
Com–pet–ing	Two or more parties trying to win a prize, match, game, etc.	We will be competing for the trophy.
Frame	A series of one or two attempts by each player in a bowling game, attempting to knock down all the pins. Ten frames total in the game.	I got a strike in the seventh frame.

Cham–pi–on	The first-place winner in a contest.	You are the champion bowler!
A–maz–ing	Astonishing; wonderfully surprising	Her natural bowling ability is amazing.
Gut–ter	The slender grooves running on both sides of a bowling lane; when a ball is rolled in the gutter, no pins are knocked down.	He was sad when he rolled a gutter ball.
Man–a–ger	A person in charge of directing certain operations within a business.	The manager gave us a free pizza.
Cel–e–bra–tion	To have a festive party or other convivial event due to a holiday, victory, wedding, birth, etc.	We ate cake at the celebration.
Bowl–er	One who bowls.	Don Carter is a famous bowler.
Pond	A calm body of water, typically smaller than a lake	The pond is home to many frogs.
Ad–ven–tur–ous	Inclined to explore the new and the unknown; enterprising; risk-taking	Bowling in Portugal is adventurous.
Op–pon–ent	One who challenges another in a game or contest; rival	I need to play well to defeat my opponent.
Match	A game or competition between at least two parties	The bowling match lasted for one hour.
Dis–trac–tion	Something that causes one to lose focus or concentration	The music was a distraction to the bowler.
Vic–to–ry	Success in a contest or against a challenge; triumph	The taste of victory is sweet!
Po–di–um	A raised platform for victors in athletic contests, speakers, or sypmphony conductors	The medal winners stood on the podium.
Re–play	To play a point, game, CD, etc., over again.	The official said to replay the point.
De–scribe	To write an account of in text.	I will describe the game in my diary.
Fa–vored	Thought to have an advantage.	Pittsburgh is favored to win the game.
Sand–cas–tle	A castle sculpture made of sand, usually built on a beach.	Sandcastles fall into the sea, eventually.

In Your Own Words

Read the story, and then write 2 or 3 sentences, in your own words, summarizing what happened in the story.

One day Bill, one of the workers at the zoo, brought his skateboard into the giraffe's area and was skating around while he fed the giraffes. Freddy the giraffe thought it was so cool how Bill was zipping around so fast and he wanted to try it too. So when Bill wasn't looking, Freddy hid the skateboard under some leaves. When all the workers left, Freddy got the skateboard out and started riding around on it. He couldn't believe how much fun it was. All the other giraffes stared in awe at this young giraffe zooming by them. Later, Bill came back to look for his skateboard and he saw Freddy doing tricks! Freddy was so good that he became famous and was known as the Amazing Skateboarding Giraffe and many people came to the zoo to see him perform.

_____

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What's the Point?

Read each paragraph and then circle the answer that best explains the main idea.

Ryan loves to play sports. His favorite sport is basketball because he can play it in his front yard with his best friend James. If it's raining, Ryan likes to go bowling because it's a fun sport to play indoors. Sometimes on Saturdays, Ryan gets a big group of friends together to play baseball.

What is the main idea of this paragraph?

a) Ryan has a lot of friends.
b) Ryan enjoys playing sports.
c) Ryan's favorite sport is basketball.
d) Ryan plays baseball every Saturday.

Luke eats too much junk food. He only eats chocolate for breakfast and he usually has potato chips and oatmeal cookies for dinner. He often gets sick because he isn't getting the nutrition his body needs. He needs to eat more vegetables so he can be healthy and strong.

What is the main idea of this paragraph?

a) Vegetables are good for you.
b) Luke gets sick often.
c) Luke eats chocolate for breakfast.
d) Too much junk food isn't good for Luke.

Mary had never built a model airplane before so she made several mistakes while putting it together. She glued the wings on backwards and put the wheels in the wrong place. She fixed the mistakes and the next time she built a model airplane, she knew exactly how to do it.

What is the main idea of this paragraph?

a) Mary isn't very good at building model airplanes.
b) Mary put the wings on backwards.
c) Mary learned from her mistakes.
d) Mary won the model airplane building contest.

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Prior Knowledge

After you read each sentence in the story, write down any prior knowledge you have about what happened. For example, for the first sentence, you could write about a time you went to the library or about an exciting book you have read.

Last week I got a really exciting book from the library. It was a mystery about a boy who had to find a missing puzzle piece in order to figure out who kidnapped his pet dog. I think the most exciting part was when the boy lost his flashlight in the maze and had to find his way out in the dark. The next time I go to the library, I'm going to see if there are any other books by the same author.

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Making Predictions

Read each story and then make a prediction about what you think will probably happen next. Look for clues about where the story is leading.

Brooke studied really hard for her history test and finished it quickly since she knew all of the answers. The teacher graded the tests and handed them back to the students.

_____

_____

Carlos ate a lot of ice cream and cake right before dinner. He sat down at the dinner table and looked at all the food in front of him.

_____

_____

Zack has to write a report about hummingbirds for school. First he needs to do his research and find some books about hummingbirds.

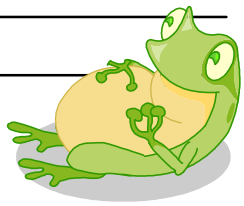
_____

_____

The cookies were done baking so Jill got a pot holder and opened up the oven door.

_____

_____



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Lesson 8: Spell-it

- Learn the Words – Speed Round
- Spell-it Game

GOAL

Students will be able to spell words correctly and quickly.

ACTIVITY

Click on "Review Games" and then on "Learn the Words." Click on "Start" to go to the Learn the Words section. Mouse over the word twice, having your students say it the second time. Then mouse over the syllables, and next do the same for each word in the sentence, having your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrows to go to the next or previous word. Continue until you have gone through all of the words.

Click on the "Speed Round" button and listen to the directions. Click on "start" and have your students direct you where to click.

Click on "Play the Game," or "Practice" to start. In this activity students are challenged to quickly click on words or type words correctly. Students can choose their player and choose three levels of difficulty: the bronze, silver, and gold medal challengers. The bronze and silver medal games give the student more time to answer the questions. This game is set up similar to Jeopardy. There are five different categories to choose from: Missing Letter, Extra Letter, Spell-It, Who's Right, and Who's Wrong. The student will pick a category and an amount to play for. The player with the most money at the end of twelve questions is the winner. If the student wins they will go to the speed round for a chance to earn more money. There is a high score list to help motivate high achievement. Instead of, or in addition to playing the game, you can lead the group through a 50-question quiz.

OTHER RELATED ACTIVITIES

Make your own spell-it game. Have your students spell words, fill in missing letters and fix mistakes. Have them pick the categories and amounts they want to play for. You can split the class into teams, or have them compete individually.

Play spelling baseball. Use words from all the word lists in our program. Divide your class into teams. Designate first, second, third and home base in your class. Teams line up facing each other by a table. You say the word and the first person from the team to tap the table spells the word. If they are correct they go to first base. The other player goes to the end of the line. The play continues as students tap and spell the words. Both teams will have players going around the

bases. When they get 'home', they put a tally mark under their team name. Play continues until all words are used. The team with the most tally marks wins.

Learn the Words: Spell-it

be-cause	For the reason that	I like you because you are nice.
there	At or in that place	I put your bike over there.
were	Referring to the past	You were gone a long time.
said	Spoken in the past	I said hello to the kind lady.
went	To move or travel	We went to the pool today.
an-swer	A spoken or written reply to a question	What is the correct answer?
e-rase	To remove by rubbing, wiping or scraping	Will you erase the board for me?
they	Referring to one or more people	Are they coming with us?
fa-vor-ite	Something that is preferred above all others	My favorite season is summer.
friend	A person whom one knows, likes and trusts	You are my very best friend.
re-al-ly	In acual truth and fact; Truly, genuinely	I really like chocolate ice cream.
then	Next in time, space or order	He came home then he left.
fi-nal-ly	Occurring at the end	He finally finished his puzzle.
a-gain	One more time	Can I go to the park again?
a-bout	Approximately, nearly or almost	I fell off my bike about ten times.
a-cross	From one side to the other	She tried to jump across the river.
al-ways	At all times	You always look handsome.
an-y-one	Any person	Is anyone coming with us?
al-so	In addition, besides, likewise, too	She has a penny collection also.
an-y	One or more persons, things or quantities	Are there any more brownies?
could	Indicates ability or permission in the past	Could you take me to the movies?
ear-ly	Occurring near the beginning of a period of time	I get to school very early.
built	Past tense of the word build	My dad built us a tree house.
wednes-day	The fourth day of the week	My birthday is this Wednesday.

thought	To have or formulate in the mind	I thought you were leaving.
bus-y	To engage in activity, occupied	This has been a very busy day.
wom-en	Refers to a group of adult females	The women wore red hats.
ter-ri-ble	Causing great fear or alarm	She had a terrible cold.
an-oth-er	One more; an additional	Do you want another apple?
sep-a-rate	To keep apart	Should we separate our marbles?
meant	Past tense of the word mean	I meant it when I said you are great.
feb-ru-ar-y	The second month of the year	My birthday is in February.
of-ten	Many times; frequently	He comes to my house often.
un-til	Up to the time of	I can play until dinnertime.
does	Present tense of the word do	Does your dog chase his tail?
laugh	To express happy emotions by making sounds come from your mouth	I get tears in my eyes when I laugh hard.
cal-en-dar	A table showing months, weeks and days in a specific year	A calendar has twelve months.
be-lieve	To accept as true or real	Can you believe how tall that man is?
res-tau-rant	A place where meals are served to the public	My dad took me to a fancy restaurant.
neigh-bor	One who lives near or next to another	My neighbor has a huge dog.
vac-u-um	A machine used to clean by means of suction.	Can I borrow your vacuum?
to-mor-row	The day that follows today	Our teacher will be out tomorrow.
spe-cial	Distinct among others of its kind	You are very special to me.
height	The distance from the bottom to the top of something	The height of that man is amazing.
li-brar-y	A public building that lends informational materials	You can find anything at the library.

ab-sence	The state of being away	His absence made him miss the test.
bis-cuit	A cracker, cookie or dinner roll	Can I give your dog this biscuit?
cat-e-go-ry	Ideas, terms or things formed into groups	My painting won for my category.
def-in-ite	Clearly defined	Skunks have a very definite smell.
e-quip-ment	Items used to assist with an operation or activity	We need more playground equipment.
for-eign	Away from your native country	I want to visit a foreign country.
gov-ern-ment	Authority of a political agency; control	I like to study about our government.
in-tel-li-gence	The ability to acquire and apply knowledge	It is good to strive for intelligence.
jew-el-ry	Ornaments such as a necklace, ring or bracelet	I love to shop for jewelry.
guar-an-tee	A promise or an assurance	I guarantee that you will have fun.
oc-ca-sion	An event or happening	This dress is for a special occasion.
pleas-ant	Pleasing in manor, behavior or appearance	My Grandma has a pleasant voice.
of-fi-cial	Approved by a proper authority	What is the official name of your club?
priv-i-lege	A special permission	Candy is a privilege for good kids.
suc-cess	The achievement of something desired and planned	I wish you success and happiness.
weath-er	The state of the atmosphere at a given time and place	What will the weather be like today?
mos-qui-to	Two-winged insect that sucks blood	Mosquito bites itch.
em-bar-rass	To cause to feel self-conscious	I promise not to embarrass you.
hu-mor-ous	Showing humor; funny	Cartoons are very humorous.
crit-i-cize	To express one's view as to find fault with something	I will not criticize your drawing.
com-mit	To make the views of an issue known	Will you commit to working hard?

re-fer-ring	To direct to a source for information	Is this the book you were referring to?
li-cense	Legal permission to do or own a specific thing	I will get my license to drive soon.
eas-i-er	Not difficult	This game is easier than that one.
sub-mit	To turn in, surrender or yield	I will submit my report to my teacher.
man-age	To direct or control the use of	I can manage many tasks at one time.

Lesson 9: Hurricane Hurdles

- Hurricane Hurdles Review Game

GOAL

Students will be able to spot and correct spelling and grammatical mistakes.

ACTIVITY

In this review activity covering all topics in the course, students choose to race against bronze, silver, or gold medal level runners. The bronze runners are the slowest and therefore the easiest to beat. The silver runners are faster than the bronze, and the gold medal runners are the fastest. In this game the students will read a sentence and look for either a spelling or grammar error. When they find the error they click on it. If there are no mistakes, they click on the green icon. The faster they correct the errors the faster they will run. If the student runs faster then the team they choose to run against they will earn a bronze, silver, or a gold medal.

OTHER RELATED ACTIVITIES

Design an obstacle course with different stations. At each station have a question relating to the topics covered in this program. After the students answer the question correctly they can do the activity, such as 10 jumping jacks, and then move on to the next station. Time each group having one group go through the stations at a time. The group with the fastest score wins.

Put three lines of tape on the floor; each one a little farther from a trashcan. Divide your students into two teams. If a child answers a question from the program correctly, they get to come in front of the class and try to throw a ball into the trashcan. The line that is closest to the trashcan is 1 point, the next line is 2 points, and the farthest is worth 3 points. The team with the most points at the end of a certain time wins.

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The Gold Medal Motivational and Data Tracking System

- The Gold Medal Progress page
- Speed Rounds

The Gold Medal Progress Page

Students (or teachers) can keep track of their Gold Star status, by clicking on the Medal button from any page or screen. The Gold Medal Progress page displays the student's name and all of the Bronze, Silver and Gold Medals they have earned. Click on the Training tab to see completion status for the Coach Time training (instruction) activities. Click on the Speed Round tab to see the Speed Round scores.

Our Gold Medal Motivational and Data Tracking System serves as a way to reward students and motivate them to complete all of the games and activities. It is similar to our Super Star System in our earlier programs, however in Phonics 3b the student progress is shown on the progress bar and it takes full completion of all three components to achieve a Gold Medal Certificate of Achievement.

Most students love earning Bronze, Silver and Gold Medals. Once they have earned a few medals, they want to keep earning stars until they have a Bronze, Silver or Gold Medal on every activity, game, a Coach Time certificate on every lesson and a Speed Round score of at least 15 on each Speed Round.

The Gold Medal Progress page also serves as a guide to the teacher to all of the activities and games in the program.

Students earn a Bronze or Silver Medal if they complete an activity with some mistakes. Students earn a Gold Medal if they complete the activity without any mistakes. Students earn a completion certificate for each Coach Time by completing each interactive instructional lesson. Speed Rounds must be completed to a score of 15 or higher. 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 Medal.

Most students will use the Gold Medal Progress page to navigate to the games and activities that they have not completed to the Gold Medal level. From the Gold Medal Progress page, just click on a medal to go to that game. When students use the

Gold Medal Progress 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 an entire lesson in order before going on to the next lesson.

Once a student completes enough Bronze, Silver or Gold Medals, the star at the bottom of the screen will turn bronze then silver. Once a student has completed all of the games, presentations and Speed Rounds to the gold level, the medal at the bottom of the page will turn gold. With your permission, they can print out the Bronze, Silver or Gold medal certificate, depending on their accomplishments by clicking on the medal at the bottom of the screen (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 Medal Certificate of Achievement. If a student has a Bronze or Silver Medal, they can repeat that game as many times as they need until they earn a Gold Medal.

Some teachers print the certificates and post them in the classroom. Other teachers create a Gold Medal badge as an additional reward for students who have achieved a Gold Medal 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 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" tab on the progress page. Students can also click on the buttons for each speed round to go to the "Learn the Words" page for that speed round.

Unlike our earlier phonics titles, the Speed Rounds are not optional in the Gold Medal System. We encourage you to require a score of 15 (note: the red label turns

green) on each Speed Round. 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.

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Educational Application

- Uses
- Research and State Standards
- Instructional Design

Use of this program and this guide:
There are numerous ways to use Language Arts Review 3b - Advanced 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:
Language Arts Review 3b - Advanced Level II is research based. You can review our research and effectiveness studies at: http://helpme2learn.com/school/research .

State Standards Correlations – Language Arts Review 3b - Advanced Level II is correlated to the state standards of all 50 states. You can run a report for your grade(s) and state at: http://helpme2learn.com/school/standards .

The correlations are designed to correlate to the lessons as organized in this manual.

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.

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.

You will also notice that for most of the lessons, the main page for the games also has a quiz button. These quizzes are not as much fun as the games, but they are a way for students who struggle with timed games to complete the game and earn their Gold Medal by using the quiz.

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Student Management

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

Sign in – Managing Student Names
You have the option of letting students enter their name from the main sign in screen or you can enter their names for them. Each stand-a-lone program will hold 50 student names. Our network version and online version allows you to import a list of names and classes, you can use an almost unlimited number of classes with up to 50 students in each class, each name is limited to 14 characters.

You can also click on the Teachers and Parents button, click on Student Management and enter names from the Student Management screen. You can also delete student names or you can use our Feature Locks and lock adding names.

Pre-Test and Post-Test: This program 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. Click on the Pre-Test Post-Test button found beneath the Teacher & Parents and Sign-in buttons on the Contents page.

Pre-Test Post-Test button

We recommend that most students complete all of the Pre-Tests before they begin using the program or at least before beginning a lesson. If they score high on the Pre-Test, this would be a strong indication that they have already mastered this material. If they score low, this is a good indication that this material will help them.

Each test has 25 multiple choice questions and is timed for a maximum of 2 minutes. Since there are 8 tests, it should take about 16 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see and print the summary report and the detailed report for the tests in the Student Management section of the program.

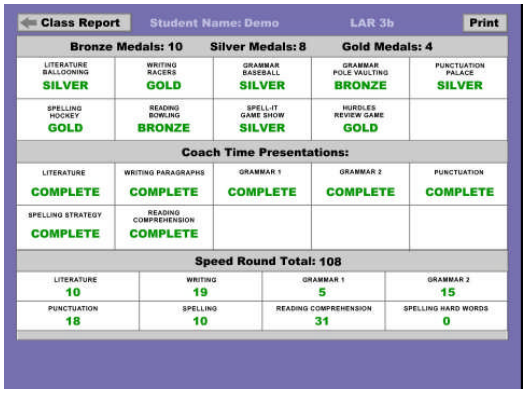
If you want the students to complete all of the tests, we recommend that you lock the Post-Tests from the Student Management section. You can also make sure that the students can access only the tests by locking the students from the program from the Student Management section.

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

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

To view the Pre-Test/Post Test reports, click on the Teachers and Parents button from the contents page. Click on the Student Management button. Click the Class Test Report button.

Class Test Report button



You will then be able to view a summary report of all the students on that computer or in that class (network version). You can click on the Details button by the student name to view or print a detailed report for that student.

Student Management System: Help Me 2 Learn's Student Management System allows teachers to add or delete student names, get a class progress report, or get a detailed student report. This system also allows you to lock and unlock students from adding new users, exiting the program, printing pages, and from changing names.

To access the Student Management System; simply click on the "Teachers and Parents'" button from the main Menu screen. Then, click on the "Student Management" button.

By reading the text on this page, you'll find our system is self-explanatory. A password is given. Enter the password in the box (lowercase letters only) then click on "Enter". The password can be changed.

From the Student Management screen, you have several options. Starting on the left hand side:

Class Progress Report – Click on this button to view a printer-friendly summary report of all the students that are signed in on this computer (Stand-a-lone installation) or all of the students in this class (network version). You can click on the Details button beside a student name to see and/or print a detailed report for each student.

Class Test Report – Covered above in the Pre-Test and Post-Test section.

Feature Locks – Use the feature locks to help manage the program. Here are some notes about the locks:

- Lock Changing Students: Prevents students from selecting a different name. Not recommended unless this is a problem.
- Lock Exiting Program: Prevents students from closing the program. Not recommended unless this is a problem.
- Lock Adding Students: Use this once all of the student names are entered so that students don't accidentally add other names.
- Lock Printing: Keeps students from printing.
- Lock Program: Use this if you want the students to work in only the Pre-test and Post-Test portion of the program.
- Lock Post-Test: Use this to lock all the Post-Tests.
- Lock Pre-Test & Post-Test: Use this to keep the students from accessing the testing portion of the program.
- Lock Individual Tests: Use this to completely lock any individual test.

Change Password – the default password is **teacher** to enter the Student Management section. If you change the password, please make sure you document the change. If you can't remember the password, call us at 800-460-7001.

Moving to the right-hand side of the screen:

Add Students: You can enter students' names from the student management screen or from the login screen on the table of contents page. Type the student's name (student names are limited to fourteen characters/fifty names) in the box, and then click on OK.

Delete Students: Deleting a name is a cinch! Just click on the name and answer "Yes".

If you are using our Network Version, you can add or delete students from our SuperStar Admin program, found in the network installation folder. You can also import student names and classes.

Clearing the Names: If you are using our stand-a-lone version, you will need to delete the names manually to prepare for next year.

If you are using our network version, you can use our SuperStar Admin tool (found on the network) to manage class names. With this tool, you can delete all the names for a class with one click. You might also want to consider exporting all the student data before deleting the data.

If you plan to import the student names and class names, you might want to start with a completely new database.

1. Export the current data using the SuperStarAdmin (optional).
2. Stop the HelpMe2Learn Data Server service (PC) or the DataServer (Mac).
3. Navigate to the Server Folder (PC) find the data folder and delete it or (Mac) delete the Database folder.
4. Start the HelpMe2Learn Data Server service (PC) or the DataServer (Mac). You will have a fresh database.

Super Star Online

- Overview
- 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.

The teacher features are similar to those of the CD-ROM versions, except that there are more features, more controls and more reports. These features allow teachers to set the difficulty level of the games as well as control access (progressive mode) to the program. The Gold Medal Progress page contains two additional views with more detailed information about the student's progress.

Some of the other advantages of Super Star Online are:

1. Home use – There is probably no greater advantage than home use. Students will have access to the subscription anywhere they have access to the Internet. Many schools have days that are very full and they just don't have time to let students access the software as much as they would like. With our online version, students with a broadband connection can work in our courses at home and take as much time as they need to complete the lessons. Our online version even records how much time the students are in each lesson.

2. Parental Involvement – The next step with at-home use is to involve parents (or family members) in helping to motivate, track, and work with the child. One of the problems with parental involvement is that some parents don't know how to help their child with homework. **We make it easy for them.** We have added a special "Parent" button to help parents use Super Star Online. The "Parent" button allows parents to view the 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.

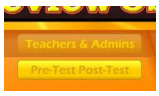
Student Management

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.

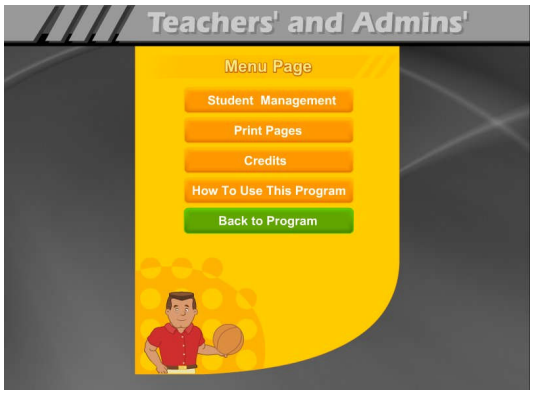
As a teacher, we encourage you to work with the site administrator to organize the system in the most effective way for your classroom. This may mean that you may request sub-classes for students with different program titles available to those in each group. For example, if your last name is Teacher, you might have a class called "Ms. Teacher A" with 14 students and access to Phonics 2b and Language Arts Review 3a. You might also have a class called "Ms. Teacher B" with 8 students and access to Language Arts Review 3b 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.

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



Teachers & Admin button



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

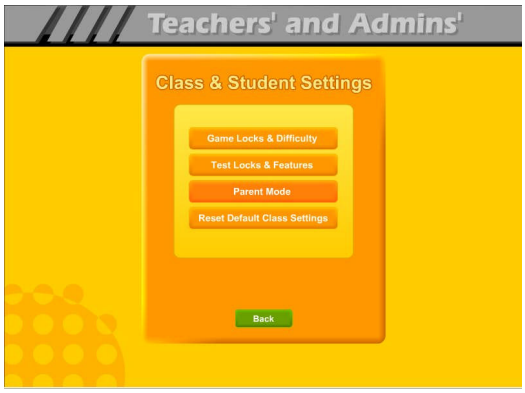
Click on the Student Management button to enter the Student Management System.

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

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

The Class & Student Settings menu has four buttons:

1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must complete each lesson, before moving on to the next lesson), controls for the difficulty level, assignment of stars, and activity locks.



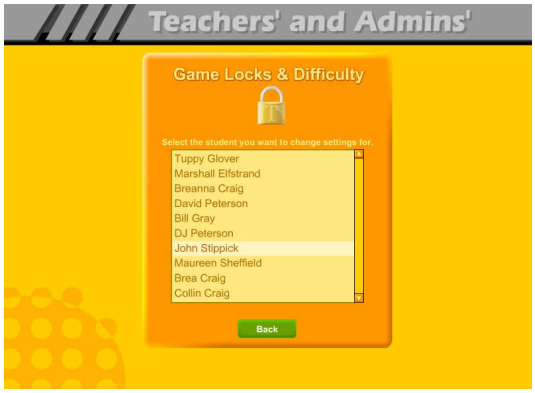
2. Test Locks & Features contains settings to control access to the program and to the pre-test and post-test as well as printing.

3. Parent Mode: contains setting to control the Parent Mode features.

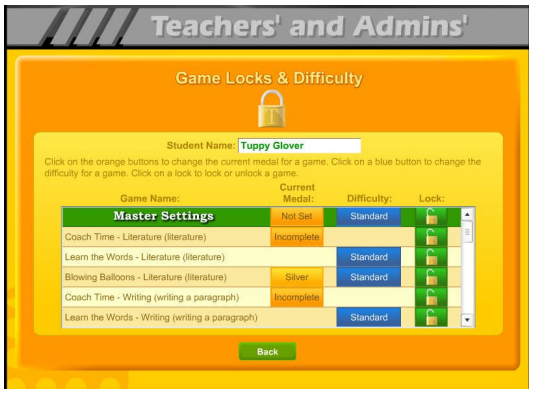
4. Reset Default Class Settings: allows the teachers controls to be reset to the default.

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 Medals and will be motivated to earn all the Gold Medals and complete each part of the lesson. 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.

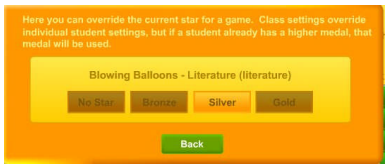
We also know of teachers (or lab instructors) who apply verbal structure setting. They instruct the students that they must earn a Gold Medal before moving on to the next activity. We believe that this is a much easier and better approach, before applying the progressive game settings to the class. Then 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.

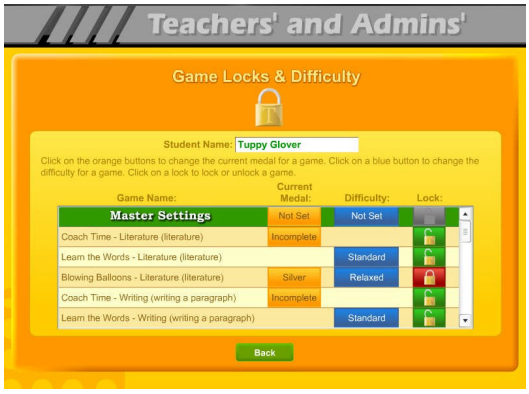


Game Locks & Difficulty - The next menu has a list of activities in the Game Name column. Scroll down to the game you want to control. The Current Star column shows the current Star the student has earned. The teacher can click on this button to change the star. Presentations have a state of complete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



Set Medal - It is possible that a teacher might want to award a student a Bronze, Silver or Gold Medal 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 system awards a student a completion certificate for listening to an interactive presentation all the way through and for completing each activity/game without any mistakes. The Speed Rounds after the "Learn the Words" sections requires students to earn a score of 15 in order for the display to show green. 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 Advanced. Generally, students are allowed one more mistake for each lower level of difficulty.

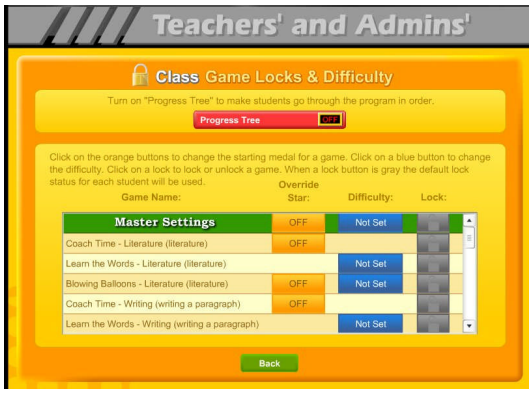


The final setting is the Lock. Here teachers can lock or unlock specific activities. Click on an unlocked (open green lock) to lock it (turns red locked). Generally, you might rather use the class settings to set this lock for the entire class.

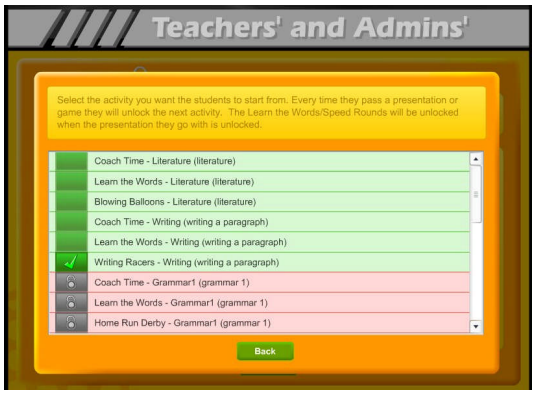
Click on the Class Game Settings button to apply settings to the entire class. These settings are similar to the individual settings only they will be applied to the entire class. The class settings will override individual settings.

Progress Tree button.

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 Medal 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



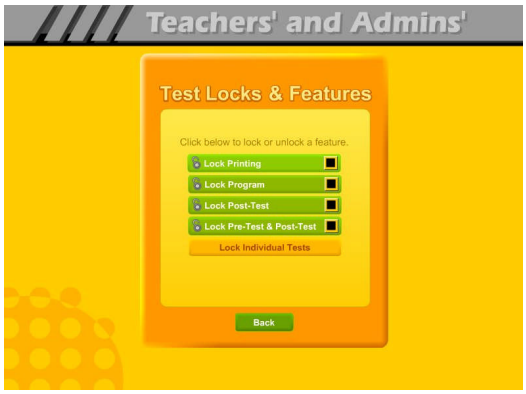
another. To start the Progress Tree, click on the red



The Progress Tree startup screen allows you to 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.

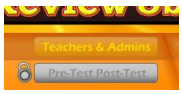


The Lock Printing button is unlocked by default. This means that anyone can use the print features within the program to print pages such as the Gold Medal Progress page reports, the Gold Medal Certificate of Achievement and any other print page. If you lock the printing, teachers will still be able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

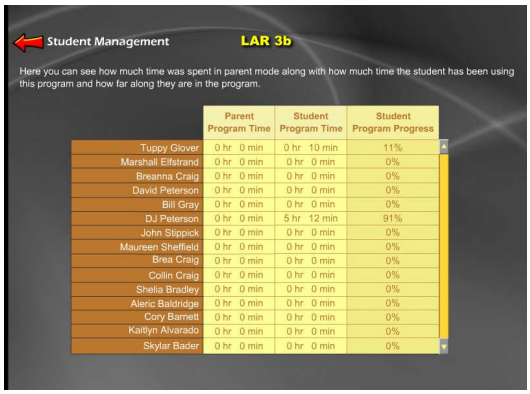
Parent Mode – we believe that our Super Star Online presents a wonderful opportunity for parental involvement. Parents will now have an opportunity to take a more active role in helping their child. Parents can review the lessons, review the progress of their child and print a report as often as they 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 (by default), the student and/or parent will see a Parent button on the main contents screen of the course. Parents can then click on the Parent button to enter the course in the Parent Mode. Should teachers decide that they don't want to use this feature, they can disable it by clicking on the Parent Mode button. The Parent Mode button will then show locked, will turn red and will be checked. The Parent button will not be displayed to the student.

Write a Message to Parent – click on this button to display the write a message screen. This screen allows you to write a message that can be viewed by all the parents who use the Parent Mode. The idea of this screen is to allow you to communicate with parents something about what the students are working on and what is expected of them. You can use it anyway you want. You can type directly into the box or you can paste text into the box (keyboard command: control + V). You should remember that all parents will see the same message and that you will need to change the message from time to time. Don't forget to click on Save to save the message.

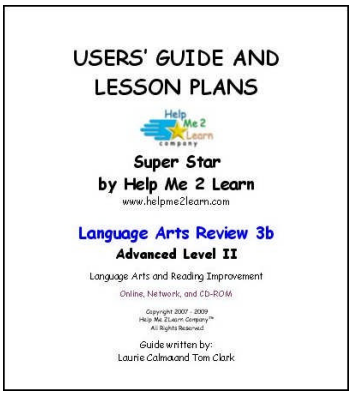


	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 0 min	0 hr 10 min	11%
Marshall Elfstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	0%
David Peterson	0 hr 0 min	0 hr 0 min	0%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 0 min	5 hr 12 min	91%
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 0 min	0%
Collin Craig	0 hr 0 min	0 hr 0 min	0%
Shelia Bradley	0 hr 0 min	0 hr 0 min	0%
Aleric Baldridge	0 hr 0 min	0 hr 0 min	0%
Cory Barnett	0 hr 0 min	0 hr 0 min	0%
Kaitlyn Alvarado	0 hr 0 min	0 hr 0 min	0%
Skylar 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

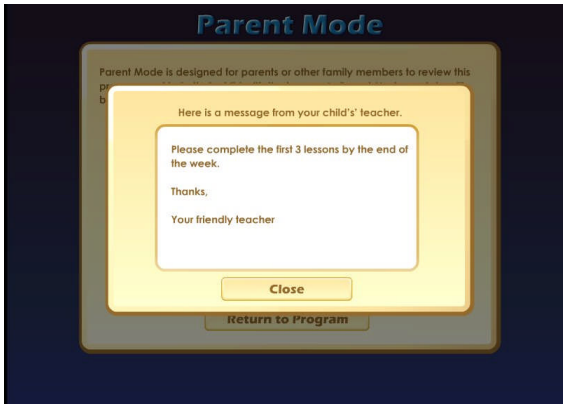


in the Learn the Words sections, and printable activity pages.

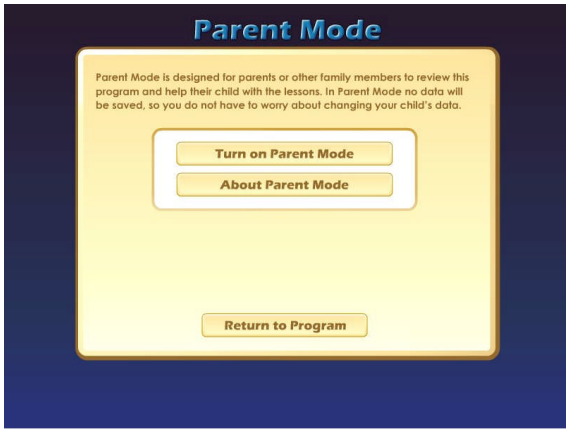
Understanding the Parent Mode

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.

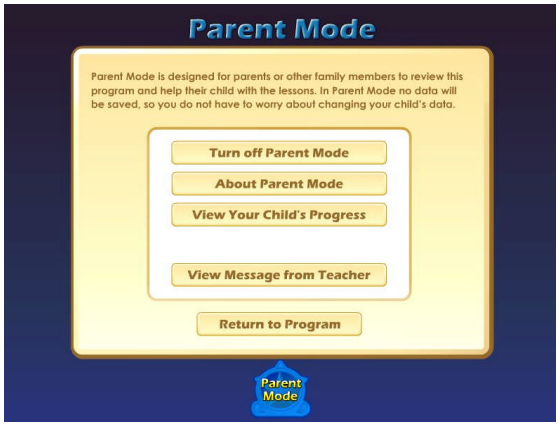


Message from the Teacher – if the teacher has written a message, the parents will see the message when they first enter the Parent Mode. If the teacher has not written a message, this screen will not appear. The purpose of this screen is to give parents some guidance as to what lessons the child is working 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 or 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 Gold Medal Progress page; however they need to turn off the Parent Mode in order to be able to navigate to the Gold Medal Progress page.

Gold Medal Progress page – Parents can view and print progress pages for their child from the Gold Medal Progress page. There are five different views on the Gold Medal Progress page:

- the Gold Medals view
- the Coach Time 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 medals, Coach Time certificates and Speed Round points, the medal on the Gold Medal Progress page will turn bronze, then silver; parents can click on this star and print a Certificate of Achievement.

The goal of the program is to earn a Gold Medal Certificate of Achievement. To print a Certificate of Achievement, click on the Gold Medal, 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.

Answer Key - page 1

Literature: Fiction or Nonfiction

How to Build a Tree House: nonfiction
Cookbook for Kids: nonfiction
Once Upon a Time Fairy Tales: fiction
The Boy Who Could Fly: fiction
World History: nonfiction
Annabelle the Talking Pig: fiction

Literature: Characters, Setting & Plot

Characters: Zippy the turtle, his friends
Setting: in town and home
Plot: Zippy couldn't decide what new hat to buy so he bought both and went home to show his friends.

Characters: Jimmy and Sam
Setting: the playground
Plot: Jimmy and Sam got the ball stuck in a tree and had to figure out how to get it down.

Characters: Police officers, bank robber
Setting: Oak Street
Plot: The police officers were chasing the robber but eventually caught him and took him to jail.

Literature: Poetry

Answers will vary

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Answer Key - page 2

Writing a Paragraph

Answers will vary.

Writing: Supporting Sentences

Jill likes to collect rocks. She looks for interesting rocks wherever she goes. Sometimes she finds big rocks that are too heavy to take home but most of the time she finds small rocks that she can easily carry in her pocket. ~~She really likes to swim in the lake.~~ Her favorite rock is green and white and shaped like a triangle. Jill has a very nice collection of rocks.

Car races can be exciting. The cars go really fast and sometimes they spin out. There are always a lot of people there to watch the race and they like to cheer for their favorite drivers. ~~I think that football is fun.~~ Its always a lot of fun to go see a car race.

There are many reasons why I think broccoli is better than beef jerky. ~~My favorite type of candy is chocolate.~~ Broccoli has many vitamins in it that help keep you healthy. It is softer and easier to chew and its green color makes it fun and exciting to eat. Broccoli even tastes better than beef jerky. If given the choice, I would always pick broccoli over beef jerky.

Tyler and his family visit his grandmother every summer. They always have a fun time while they're there. Tyler likes to swim in her swimming pool and his parents like to sit on the big porch and drink lemonade. They always look forward to going every year. ~~Tyler's aunt is going to Texas next winter.~~

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Answer Key - page 3

Grammar I: Nouns

tastes good	popcorn	pizza	read
ketchup	hungry	lemonade	blended
food	eating	loud	restaurant
small	soda	trees	clouds
	ice cream	smelly	bake
	caterpillar	candy bar	crowded
		Texas	nachos

Grammar I: Pronouns

baseball: it
coach: she, he
the players: they
Susie and I: we
father: he
me: I
baseball fan: he, she
sister: she
a friend: you, she, he
a dog: it, he, she

Grammar I: Adjectives

Answers will vary.

Grammar I: Verbs

Jen hit a home run!
Beth and Anthony baked cookies.
My uncle lives by the ocean.
The firemen rushed to the burning building.
I go to soccer practice every week.
Josh rides his bike to school.
I finished my homework early.
They won the big game.

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Answer Key - page 4

Grammar II: Subject-Verb Agreement

run	dances
walks	drink
drink	play
delivers	rides
loves	jump

Grammar II: Subject-Verb Agreement

You should find a good book to read.
She looks in the kitchen for a snack.
I like the acrobats at the circus.
He drops his books on the table after school.

Grammar II: Past, Present & Future

past	past
future	present
past	past
present	future
present	past

Grammar II: Verb Tenses

Answers will vary.

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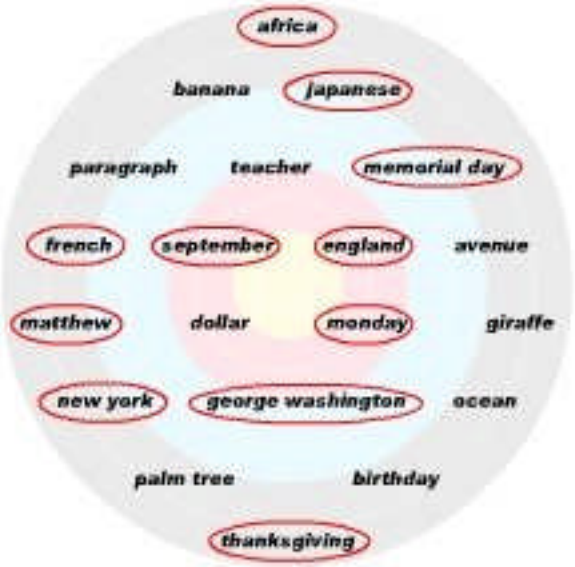
Answer Key - page 5

Punctuation: Capitalization



Punctuation: Periods, Question Marks & Exclamation Points

Do you like to play sports?
We can grow carrots in our garden.
John is very good at playing the piano.
Watch out!
How do you get to the store from your house?
What is your favorite movie?
Sara drew a picture of an owl.
That's great!
Where is Tom?
My favorite sport is basketball.
Can you ride a skateboard?

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Answer Key - page 6

Punctuation: Comma Quest

I live in Denver, Colorado.
Yes, my dad loves to go to the beach.
Amy did her homework, then she played outside.
My family moved to Florida on May 12, 2004.
Ben baked a cake, then gave it to his mom.
For lunch I ate a sandwich, an apple, and a cookie.
(or: For lunch I ate a sandwich, an apple and a cookie.)
Morgan ran outside, but it was raining.
We visited my grandma in Houston, Texas.
My favorite colors are red, yellow, blue, and green.
(or: My favorite colors are red, yellow, blue and green.)
No, you don't have to comb your hair.
I was born on June 8, 1996.

Punctuation: Missing Punctuation

Last August my family and I went to Honolulu, Hawaii for our vacation. We went on hikes, swam in the ocean, and ate lots of pineapple. I had the most fun when we went snorkling in the morning, then we went on a bike ride after lunch. My brother James liked collecting shells on the beach. My mom said we might go back next year. Yippee!

My new friend Joanna just moved here from Argentina. She is teaching me how to speak Spanish and I am helping her learn more English. Last Friday I went to her house for dinner, and we had soup, grilled beef, and churros for dessert. Have you ever had churros? They tasted great! Joanna sure is a good friend.

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Answer Key - page 7

Spelling Strategy: Y Tricky Words

flies	stories	messier	messiest	playing
puppies	skies	hungrier	hungriest	magnifying
babies	berries	busier	busiest	worrying
pennies	libraries	crazier	craziest	studying

Spelling Strategies

blameless	peaceful	swimming	stopping	dropped
homeless	graceful	beginning	flipping	spotted
timeless	hopeful	referring	raining	grinned
hopeless	careful	needing	sitting	stopped

Spelling Strategy: I before E or E before I

believe	pier	recieve	freind
beleive	peir	receive	friend
percieve	achieve	receipt	cieling
perceive	acheive	reciept	ceiling
peice	releive	feild	deceive
piece	relieve	field	decieve
niece	conceited	grieve	tier
neice	concieted	greive	teir

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Answer Key - page 8

Comprehension Strategies: In Your Own Words

Answers will vary but here's an example:

A worker at the zoo left his skateboard in the giraffe's area. Freddy the giraffe started skating around on the skateboard and doing tricks. He became famous for his talent and many people came to see him.

Comprehension Strategies: What's the Point?

b) Ryan enjoys playing sports.

d) Too much junk food isn't good for Luke.

c) Mary learned from her mistakes.

Comprehension Strategies: Prior Knowledge

Answers will vary but here are examples of some topics mentioned that students may have prior knowledge of:

reading an exciting book
being excited about something
going to the library
mysteries (books, movies, etc.)
puzzles
searching for something
having a pet
losing a pet
mazes
using a flashlight
finding your way in the dark
finding an author you like

Comprehension Strategies: Making Predictions

Brooke got a good grade on the test

Carlos was too full to eat dinner

Zack went to the library (*or got books from somewhere else*)

Jill took the cookies out of the oven.

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Answer Key - page 9

Phonics 3b Review Questions

1. My friends ran to the store.
2. Initially, I did not like grapefruit.
3. Safety precautions are very important.
4. The tourist visited the Getty Museum in Los Angeles.
5. Jeff and John went skiing.
6. Do you like playing baseball?
7. She went to the grocery store, then she went to the park.
8. Yes, I like pepperoni pizza very much!
9. We went to the restaurant in Chicago, Illinois.
10. He runs in the park.
11. John plays soccer very well.
12. Tina and Sally rent jet skis to tourists.
13. Portland, Maine has great seafood restaurants.
14. Martin walks on Monday, Wednesday, and Friday.
15. I was born on May 12, 1994.
16. We went to a baseball game on Independence Day.
17. I like baseball, and I like hockey.

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Answer Key - page 10

Phonics 3b Review Questions

18. Jeff, Jill, and John went skiing.
19. He ran in the park.
20. Tina, and Sally rent jet skis to tourists.
21. Bugs crawl~~s~~ on leaves.
22. My brother ate a lot of candies.
23. My dog is angrier than my hamster.
24. My friend runs to the store. *(or: My friends run to the store.)*
25. I like to read, and my favorite author is Ernest Hemingway.
26. I can't believe your niece painted your ceiling green.
27. I went to the Super Bowl in Dallas, Texas.
28. Did you buy all of the supplies for the Christmas party?
29. Martin walks on Monday, Wednesday, and Friday.
30. Your dog will not stop grinning at me.
31. My hamster is funnier than my dog.
32. I was born on October 22, 1991.
33. She writes with a blue pen.
34. Portland, Maine has great seafood restaurants.

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Answer Key - page 11

Phonics 3b Review Questions

35. I can't believe your niece painted your ceiling green.

36. Bugs crawl on leaves.

37. We saw eight bunnies in Golden Gate Park.

38. I like baseball, and I like hockey.

39. Most sentences end with a period.

40. Initially, I did not like grapefruit.

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Jonathan Townsend
Melinda Kotzian
Amy O'Daniel
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