

Sample USERS' GUIDE and LESSON PLANS



Super Star
by Help Me 2 Learn
www.helpme2learn.com

Phonics 1a

Vowel Sounds

Short & Long Vowel Sounds
Beginning Level Reading

Online, Network, and CD-ROM

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Phonics 1a – Vowel Sounds

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 10, 8, 7, Vista, XP
300 MHz or higher processor
64 MB RAM or higher
CD-ROM drive, sound card, mouse

Mac OS X version 10.3 – 10.12
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 to 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

Phonics 1a

Overview/ Helpful Tips

Super Star by Help Me 2 Learn: Phonics 1a – Vowel Sounds

(Appropriate for Grades K – 3, target grades K - 1)

Dear Teachers:

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

Phonics 1a – Vowel Sounds is the second in a series of four computer programs, which help you teach reading using a system of Phonics. This system is called the Super Star Reading System.

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

Beginning Reading

Short & Long Vowel Sounds

Helper Vowels

Vowel Rules

Vowel Differentiation

Short & Long Vowel Words

And more!

Our user-friendly software (with instructions in English and Spanish) has two ways of motivating your students. First the Speed Rounds provide students with endless motivation and opportunities to improve. Next there is the Super Star Motivation and Tracking System. This is a simple and effective way to keep track of your students as they progress through the activities. It keeps track of their right and wrong answers! By using positive reinforcement and a star system, students are provided with incentives to get the correct answers. If students complete an activity with some incorrect answers, they will earn a Silver Star. If the activity is completed perfectly, they earn a Gold Star.

Navigation is simple. Students can keep track of their Super Star status, by clicking on the Super Star button from any page or screen. The Super Star page displays the student's name and all of the Silver and Gold stars they have earned. The idea is stellar: students will go for the Gold as they successfully complete activities and master vowel sounds!

If a student wants to earn a Gold Star on an activity where a Silver Star was earned, they can click on the Silver Star and they can replay the activity. This motivational system allows teachers to track an individual student's progress.

With your permission, once a student has a star on every page, they can print out the Silver Star or Gold Star Certificate, depending on their accomplishments.

Teachers can also access the "Super Star" page by clicking on the "Star" button at the bottom center of any page.

A 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 of the words and sounds. A cumulative point total of the "Speed Rounds" can be found by clicking on the "Speed Round" button from the "Super Star" page.

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

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 section and then take the Post-test upon completing that section. 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 or delete student's 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. 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. You can also print additional copies of the Users' Guide and Lesson Plans from the CD-ROM.
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.
6. Our 10 instructional songs are fun to sing-along in the classroom! Music and learning phonics go together like peanut butter and jelly! You can even print out the words of the songs!
7. The Super Star Phonics Reading System is an award-winning reading program that is highly effective and educationally sound. Hip graphics and animation combine with excellent sound. 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.
8. Students should be able to recognize the sounds of the vowels, build a list of new vocabulary words, and learn the basics of reading by playing our software. While young learners don't need to know how to read in order to use our software, they will learn important phonics fundamentals by playing our activities and listening and singing along with our instructional songs.
9. Recommended age group is 4 through 8 years. Although aimed at Grades K through 3, this software also works well with pre-kindergarteners and children learning English as a Second Language (ESL).
10. A whopping 8 hours of playing time and over 600 vocabulary words are included in Phonics 1a. Be sure to break up the content into small, bite-sized pieces as your students learn phonics in each lesson every day.
11. Have fun!

We congratulate you for your dedication in teaching children through the wonders of technology. Once your class has mastered Phonics 1a, they can advance to our other titles including:

Letters and Numbers

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

Language Arts Review 3a – Advanced Level, with Sports

Language Arts Review 3b – Advanced Level II, with Sports

and Spanish 1a with Phonics/ Inglés 1a con Fonética

And now we have math:

Games of Math 1 – Addition & Money

Games of Math 2 – Subtraction (coming)

Games of Math 3 – Multiplication

Games of Math 4 – Division & Fractions

Thank you,

The Help Me 2 Learn team

Phonics 1a – Vowel Sounds

Software -TABLE OF CONTENTS:

Short "a"

- Talking Vowels
- What are Short Vowels?
- Short "a" Song
- Learn the Short "a" Words and Speed Round
- Cat on a Mat Game

Short "e"

- Short "e" Song
- Learn the Short "e" Words and Speed Round
- Hen in a Pen Game

Short "i"

- Short "i" Song
- Learn the Short "a" Words and Speed Round
- Pig with a Wig Game

Short "o"

- Short "o" Song
- Learn the Short "o" Words and Speed Round
- Fox in a Box Game

Short "u"

- Short "u" Song
- Learn the Short "u" Words and Speed Round
- Bug on a Rug Game
- Coloring Game (no star for this activity)

Long "a"

- What are Long Vowels
- Long "a" Song
- Learn the Long "a" Words and Speed Round

- Ape with a Cape Game

Long "e"

- Long "e" Song
- Learn the Long "e" Words and Speed Round
- Seal Made a Deal Game

Long "i"

- Long "i" Song
- Learn the Long "i" Words and Speed Round
- Mice with Advice Game

Long "o"

- Long "o" Song
- Learn the Long "o" Words and Speed Round
- Toad on a Road Game

Long "u"

- Long "u" Song
- Learn the Long "u" Words and Speed Round
- Mule with a Rule Game

The Letter "y" and Review

- Learn the "y" as a Vowel Words and Speed Round
- The "y" Puzzle Game
- Mail Grab Review Game

TEACHERS' AND PARENTS' SECTION

How to Use this Program

- Super Star System
- The Button Bar

Activities Print Pages:

- Always Vowels
- Cat on a Mat Short "a" Game
- Hen in a Pen Short "e" Game
- Pig in a Wig Short "i" Game
- Fox in a Box Short "o" Game
- Bug on a Rug Short "u" Game
- Bug on a Rug Coloring Page
- Ape in a Cape Long "a" Game

- Seal made a Deal Long "e" Game
 - Mice with Advice Long "i" Game
 - Toad on a Road Long "o" Game
 - Mule with a Rule Long "u" Game
 - Y as a Vowel Puzzle Game
 - Vowel Review Game
 - All Star Band Poster
 - Answer Key
 - Silver Certificate of Achievement
 - Gold Certificate of Achievement
- Credits and Talents
Student Management

Lesson Plans for Phonics 1a Short Vowels

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Lesson 1: Short Vowels

- Talking Letter Sounds
- What Are Short Vowels

VOWEL POWER VOCABULARY BUILDER!

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

OTHER RELATED ACTIVITIES

It's time for short vowel practice. Have the vowels written on a big piece of tagboard or construction paper. Hold up the vowels one at a time and say the

sound. Have the students repeat the sound. Then show some picture cards with the short vowel sounds, such as cat, hen, pig, dog, and bug. This will introduce them to the short vowels and help your English language learners by using visuals.

WORD LISTS

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

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

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

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

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

Point to each vowel and say the sound it makes.

Review - Letter Sounds

SHORT Vowels

a	e	i	o	u
SHORT	SHORT	SHORT	SHORT	SHORT

LONG Vowels

a	e	i	o	u
LONG	LONG	LONG	LONG	LONG

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Lesson 2: Short "a"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

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

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

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

OTHER RELATED ACTIVITIES

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

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

Copy the word list from page 24 on index cards or print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills.

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

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

Example:

I see a . The ____ is on the mat.

I like the . The ____ is in the pen.

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

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

Tip: In the CD-ROM, Lab and Network versions of the “Cat on the Mat” game and other games/activities, students must complete the game without any mistakes to earn a gold star for that game/activity. In the Super Star Online version, teachers have the option of setting the difficulty level for the games/activities to allow students one, two or three mistakes to earn a gold star. To read more about this feature go to the “Game Locks & Difficulty” description on page 113 of this manual.

Short "a" Song

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

Listen to the sounds that the short vowels make

a e I o u

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

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

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

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

Say: man bat hand bag
nap dad can ham

Listen to the sounds that short vowels make

a e I o u

Cat on a Mat
Short a Game

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

bat

cake

hat

flag

hand

ant

mail

can

snake

Words with the SHORT "a" SOUND used in Phonics 1a

bat
hand
flag
hat
can
ant
at
cat
fat
mat
pat
rat
sat
vat
bad
dad
had
mad
pad
sad
am
ham
jam
ram
yam
an
ban
fan
pan
ran
tan
van
bag
rag
sag

tag
wag
nag
gap
lap
map
tap
ax
tax
wax
tap

Lesson 3: Short "e"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the curser over each

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

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

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

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

OTHER RELATED ACTIVITIES

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

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

Copy the word list from page 28 on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills.

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

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

Examples:

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

Tip: In the CD-ROM, Lab and Network versions of Phonics 1a and other Super Star by Help Me 2 Learn titles, students can jump around freely from one activity, song or game. In the Super Star Online version, teachers have the option of the program to be progressive; meanings students must complete the activity, song or game to the gold star level before they can go to the next activity, song or game. To read more about this feature go to the "Game Locks & Difficulty – Progress Tree" description on page 114 of this manual.

Short "e" Song

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

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

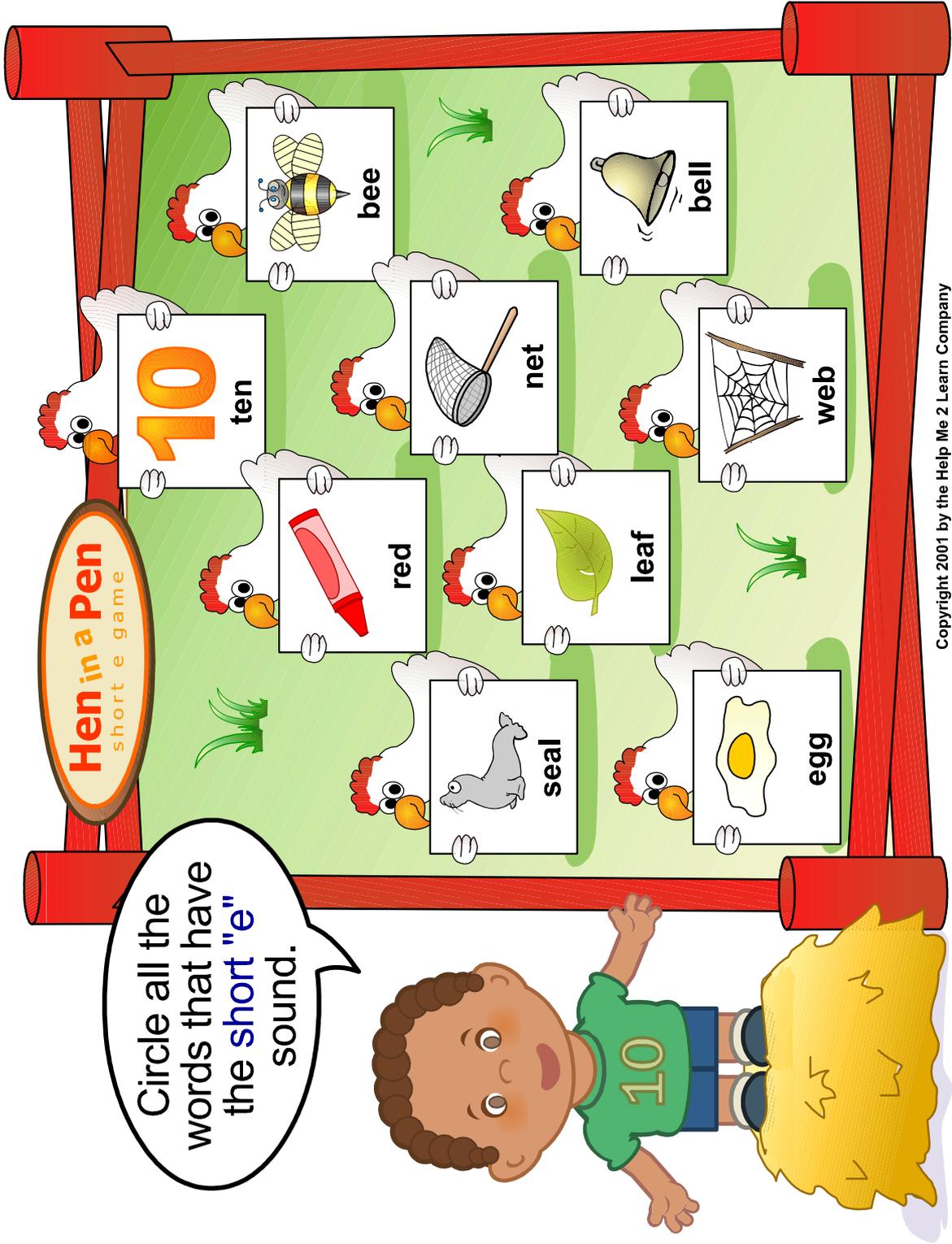
Once upon a time a hen in a pen
decided to send a letter to Ben
Ben said, "Thanks, for the letter my friend.
You sure are swell for a hen in a pen."

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

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

Say: pet ten web met
bellmen jet yes

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



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

pet
ten
web
met
bell
men
jet
yes
red
net
egg
bed
fed
led
wed
hem
den
hen
pen

beg
leg
peg
yes
fell
sell
tell
bet
get
jet
let
met
pet
set
vet
wet
yet

Lesson 4: Short "i"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure to point out to your students that all of the words have the short "i" sound and have them practice the short "i" sound with you. Then practice the "wrong answer" words that do not have the short "i" sound. Compare the wrong answer sound to the short "i" sound. There are many other short "i" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

Provide printed copies of the "Pig with a Wig" Game and have your students work on the game as a group. Once they are done they

can draw or write other words that have the short "i" sound on the back of the worksheet.

Copy the word list from page 34 on index cards or print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will also introduce word families and rhyming skills.

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

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

Examples:

I saw a _____ .	The _____ is on the sand.
Did you see the _____ ?	The _____ did a trick.
Where is the _____ ?	The _____ is in the pond.
	The _____ is in the truck.

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

Short "i" Song

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

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

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

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

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

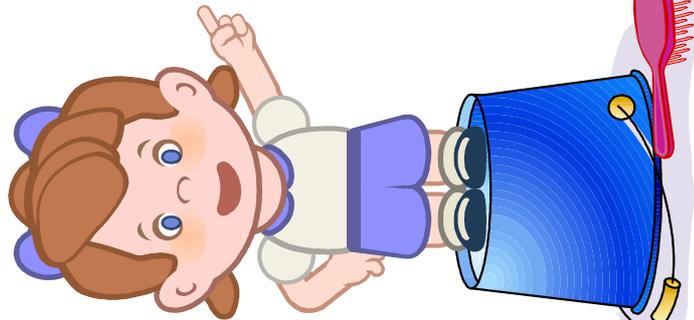
Say: kiss sit hill mitt
pin lid six him

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

Pig in a Wig
short i game

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

A grid of ten pig characters, each holding a sign with a word. The words are: pink, kite, six, mitt, fire, pie, ice, fish. The pig characters are arranged in two rows of five. The top row contains pig characters holding signs for 'pink', 'kite', 'six', 'mitt', and 'fire'. The bottom row contains pig characters holding signs for 'ice', 'pie', 'fish', 'fire', and 'six'. The signs are white with black text and a small illustration of the object. The pig characters are pink with yellow hair and are standing on a brown, textured ground.



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

kiss
sit
hill
mitt
pin
lid
six
him
pink
fish
big
dig
fig
jig
pig
wig
in
bin
fin
tin
win
dim
him
is
miss

bib
rib
it
bit
fit
hit
kit
lit
pit
wit
fill
fix
mix
bid
did
hid
kid
rid
dip
hip
lip
rip
sip
tip

Lesson 5: Short "o"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure to point out to your students that all of the words have the short "e" sound and have them practice the short "e" sound with you. Then practice the "wrong answer" words that do not have the short "e" sound. Compare the wrong answer sound to the short "e" sound. There are many other short "e" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

Provide printed copies of the "Fox in a Box" Game and have your student's work on the game as a group. Once they are done

they can draw or write other words that have the short "o" sound on the back of the worksheet.

Copy the word list from page 40 on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families, words with the same ending letters and sounds, in a pocket chart or on a table or floor. Then say the words. This will introduce word families and rhyming skills. They can also use cards as flash cards to practice.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short "o" word will be written twice and the cards will be mixed up and put face down on the table or floor. Students take turns turning over the cards to make a match. If they match the cards they say the words and keep the cards. If it is not a match, they turn the cards over and the play continues. The player with the most cards is the winner. You can add short "a", "e" and "i" words also.

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

Examples:

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

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

Short "o" Song

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

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

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

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

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

Say: hot mop rock pot
top mom fox hop

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

Fox in a Box
short o game

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

bone

frog

doll

dog

pot

hose

knot

top

sock

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

hot
mop
rock
pot
top
mom
fox
hop
sock
doll
dog
knot
frog
cob
job
mob
sob
ox
box

got
lot
not
rot
tot
nod
pod
rod
sod
on
bog
fog
hog
jog
log
hop
pop

Lesson 6: Short "u"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure to point out to your students that all of the words have the short "u" sound and have them practice the short "u" sound with you. Then practice the "wrong answer" words that do not have the short "u" sound. Compare the wrong answer sound to the short "u" sound. There are many other short "u" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

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

Copy the word list from page 47 on index cards or you can print them in large print on a computer. Cut the words apart. Tell the students to sort the words in word families in a pocket chart or on a table or floor. Then say the words. This will provide practice with word families and rhyming skills. They can also use cards as flash cards to practice.

As students become able to read the short vowel words, have them use word cards to play Concentration. Each short "au" word will be written twice and the cards will be mixed up and put face down on the table or floor. Students take turns turning over the cards to make a match. If they match the cards they say the words and keep the cards. If it is not a match, they turn the cards over and the play continues. The player with the most cards is the winner. You can add short "a", "e", "i", and "o" words also.

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

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

Short "u" Song

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

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

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

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

Say: rug bus nut run
 mud cup fun tub

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

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

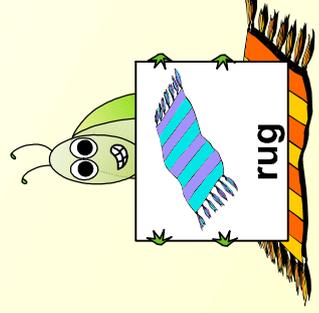
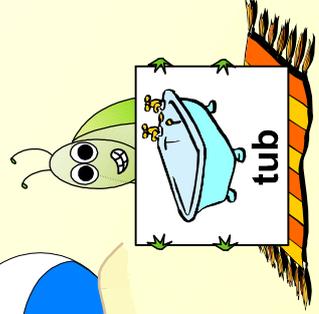
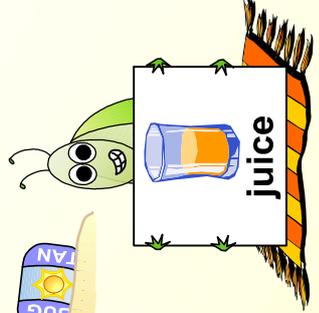
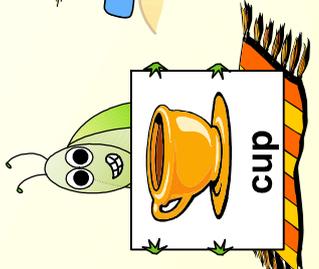
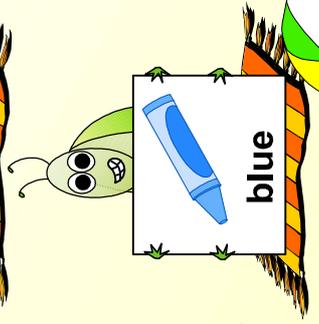
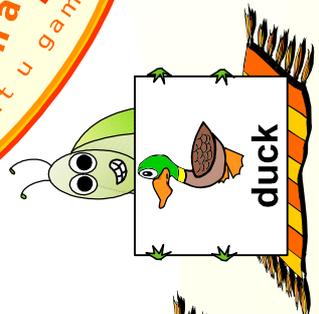
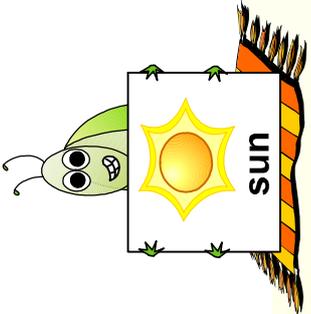
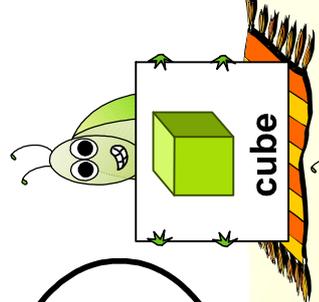
The cat on mat said, "Hi Mr. Hen!
Do you like your home in a red
little pen?"
"I do, I do, and so does Mrs. Pig.
Have you ever met my friend with
the wig?"
"No, I haven't but how do you
do?"
Pleased to meet a new friend or
two."

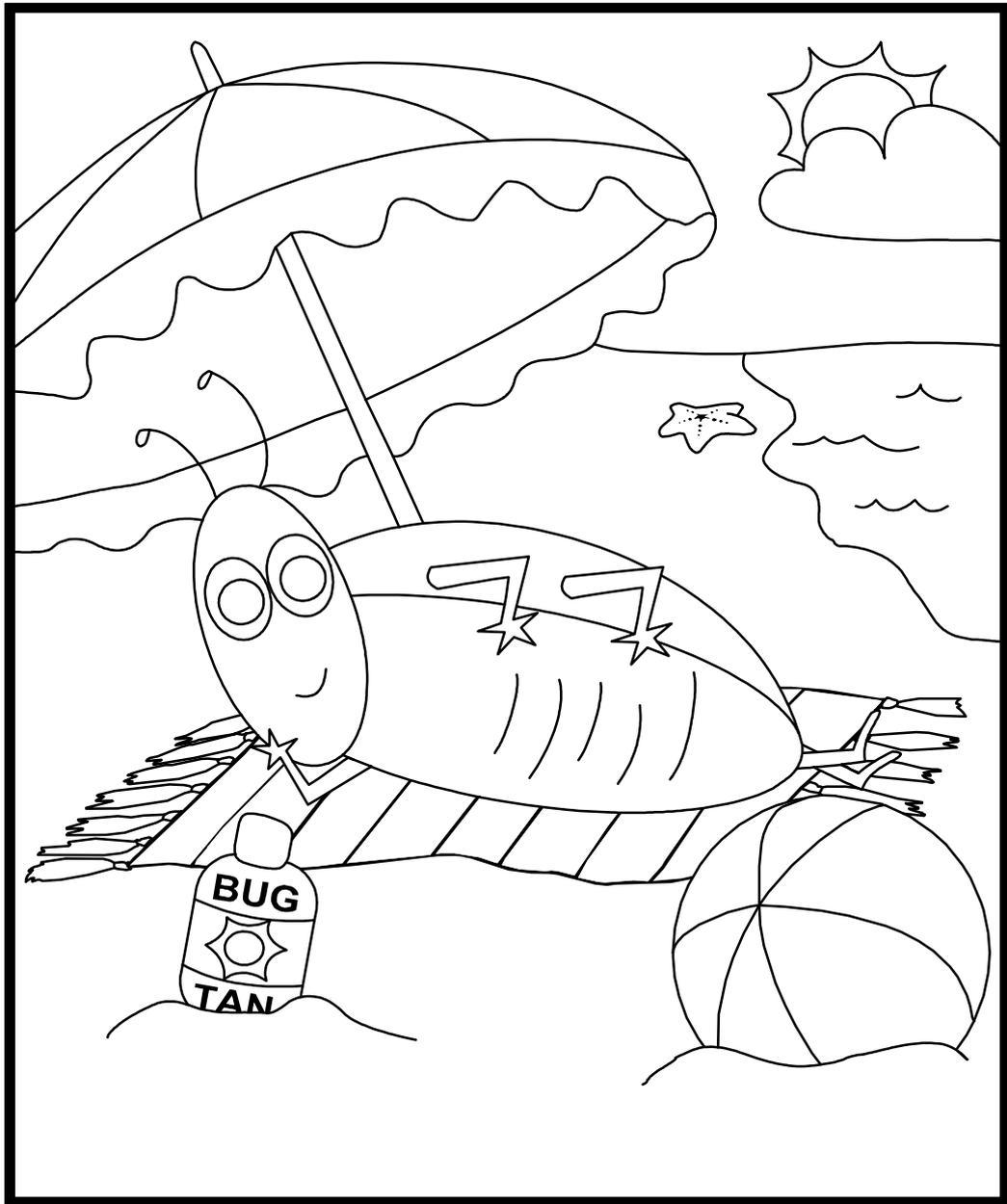
The fox in the box said, "What
about me?
I'd love a friend - two or three."
"Not I, not I", said the bug on
the rug.
And that's when they all gave the
bug a big hug!

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

Bug on a Rug
short u game

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





Bug on a Rug

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

rug
bus
nut
run
mud
cup
fun
tub
sun
drum
duck
bull
dull
gull
gum
nut
bun
up

hug
sum
buzz
fuzz
cub
hub
rub
sub
us
bud
cut
rut
pup
bug
dug
jug
hut

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Lesson Plans for Phonics 1a Long Vowels

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Lesson 7: Long Vowels

- What Are Long Vowels?

LONG VOWELS ALWAYS SAY THEIR NAMES!

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

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

Have your class gather in a circle and ask them to repeat after you, Buzz's favorite Long Vowel words. Then, have your class think of their own

long vowel words and write down the words they come up with. Use Buzz's words in your next word phonics/spelling word list!

OTHER RELATED ACTIVITIES

LET THOSE VOWELS GO WALKING!

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

Sissy introduces the following words:

cube	rode
here	cake
kite	

While, friendly Scooter helps kids learn these words:

cry	blow
fry	crow
spy	blew
fly	crew

Lesson 8: Long "a"

- Long "a" song
- Learn the Words
- Ape with a Cape game

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long "a" sound and have them practice the long "a" sound with you. Then practice the "wrong answer" words that do not have the long "a" sound. Compare the wrong answer sound to the long "a" sound. There are many other long "a" words, come back to these words a latter time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

Long "a" Song

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

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

Listen to the sounds that long
vowels make

a e i o u

Long a sounds like aa

Ape with a cape

Long e sounds like ee

Seal made a deal

Long i sounds like ii

Mice with advice

Long o sounds like oo

Toad on a road

Long u sounds like uu

Mule with a rule

Let's learn our vowels startin'
with a

Listen to the story -
We're learnin' today

Say 1, 2, 1, 2, 3

Once upon a time an ape with
a cape

Ran around the block but was
out of shape

He decided to eat some
chocolate cake

But later said "Oh, What a
mistake!"

Ape and cape, shape and cake
Have the long a sound like take
and make.

Let's repeat all the words - Let's
start with a

The long sound you will hear
Hooray!

Say: gate lake
cane date
cage name
page game

Listen to the sounds that the
long vowels make

a e i o u

APE WITH A CAPE

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

	sand	cage
	take	name
pass	jazz	rat
shape	cane	grab
mat	date	page
cake	gap	cat

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

gate
lake
cane
date
cage
name
page
game
ape
cape
shape
cake
take
make
mistake
pale
clay
sail
baby
tray
tape
tail
maid

rake
bake
fake
quake
shake
snake
wake
face
race
safe
age
cave
save
wave
came
fame
tame
fade
made
fate
hate
mate
rate

mane
pane
gain
main
rain
train
aid
laid
raid
gain
aim
bail
jail
mail
nail
bay
day
hay
lay
ray
say
way

(left blank for notes)

Lesson 9: Long "e"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

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

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

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

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

OTHER RELATED ACTIVITIES

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

Long "e" Song

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

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

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

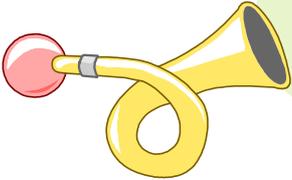
Let's repeat all the words - e is the sound
Listen to the long e words I've found

Say: jeep feet leaf bee
meat read week tea

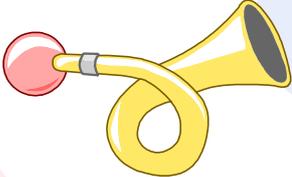
Listen to the sounds that the long vowels make
a e i o u

SEAL MADE A DEAL

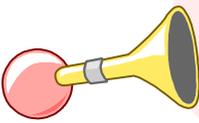
Circle the words below that have the long "e" sound.



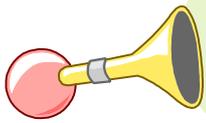
flag sand
bell beach



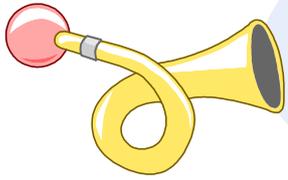
mad sat
leaf fat



mat hat
ant sack
meal



bag heat
reach nap



cat read
man grab
she

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

jeep
feet
leaf
bee
meat
read
week
tea
seal
deal
beach
relief
week
meal
reach
feed
seat
lead
beam
dream

tree
knee
she
bead
heat
beet
eat
feel
be
me
fee
free
see
tee
three
meet
team
bean
lean
mean

sheet
beep
sleep
need
seed
weed
queen
seen
wheel
each
peach
teach
flea
pea
sea
beat
heap
leap
he

(left blank for notes)

Lesson 10: Long "i"

- Long "i" song
- Learn the Words
- Mice with Advice game

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

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

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

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

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

OTHER RELATED ACTIVITIES

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

Long "i" Song

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

Say 1, 2, 1, 2, 3

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

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

Say: kite hide five
 pipe bite ride
 pine size

Listen to the sounds that the long vowels make

 a e i o u

MICE with ADVICE

Draw a line from each word to the correct mouse.

Long i

Short i

dig

ice

pipe

wish

wife

pill

mitt

rice

fish

five

six

size

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

kite
hide
five
pipe
bite
ride
fine
size
ice
advice
shine
mice
nice
whine
pie
quite
site
white
side
slide
wide
wife
bike
hike
like

file
mile
smile
while
dime
lime
line
hire
wire
dive
hive
prize
by
fry
my
try
why
fight
light
might
night
right
sight
tight

Lesson 11: Long "o"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the cursor over each sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long "o" sound and have them practice the long "o" sound with you. Then practice the "wrong answer" words that do not have the long "o" sound. Compare the wrong answer sound to the long "o" sound. There are many other long "o" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

Long "o" Song

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

Say 1, 2, 1, 2, 3

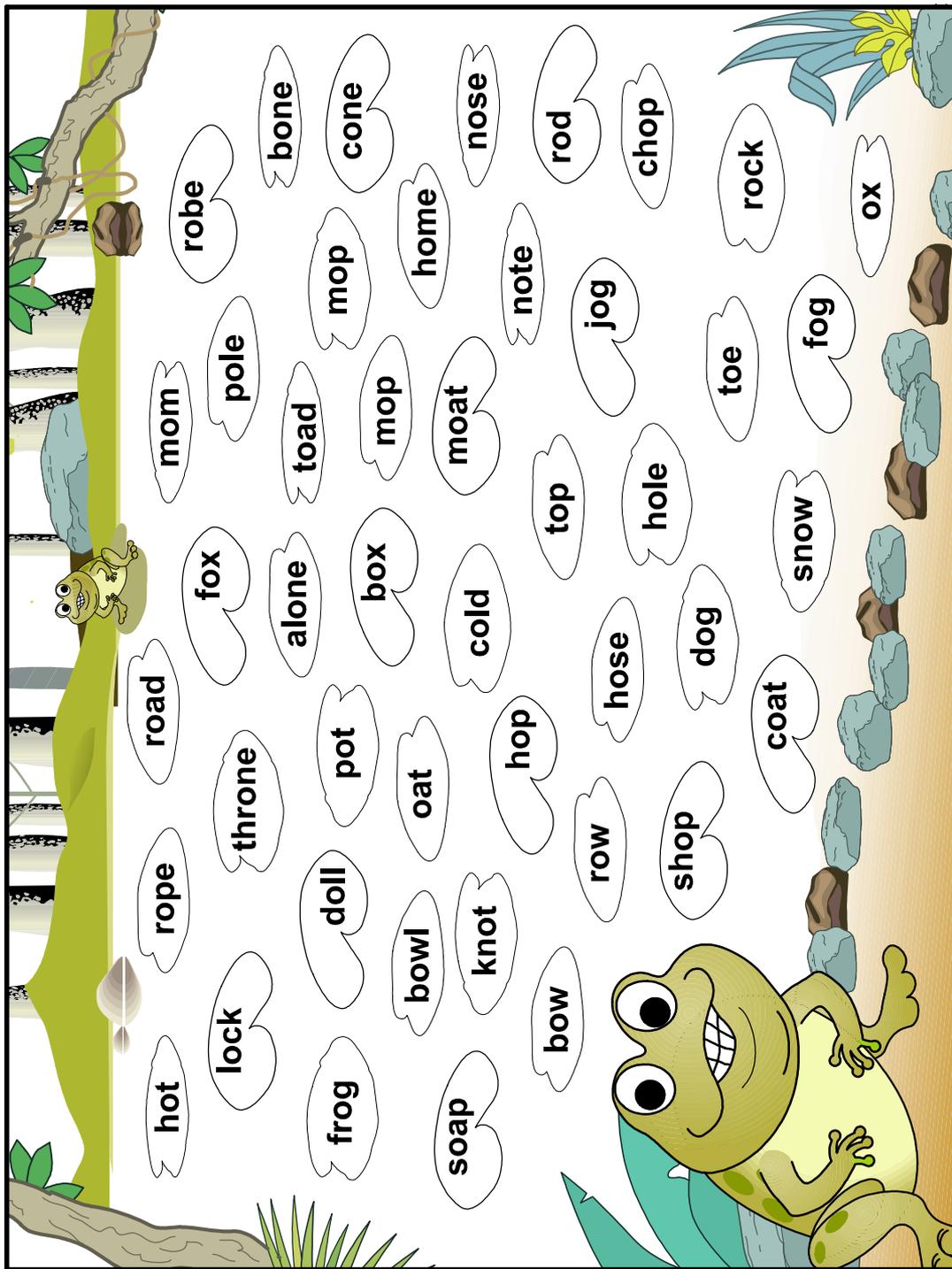
Once upon a time a toad on the road
Was very impressed when he met Miss Toad
He said, "Be my wife and you'll sit on a throne
And then you'll never have to be alone."
Toad and road, throne and alone
Have the long o sound like bone and cone

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

Say: robe nose bone
 note home rose
 pole rope

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

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



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

robe
nose
bone
note
home
rose
pole
rope
road
toad
throne
cone
moat
cold
oat
bowl
soap
bow
row
hose

hole
toe
go
no
so
both
blow
flow
owe
own
know
low
mow
show
slow
snow
tow
coach
load
coal

goal
foam
roam
loan
moan
boat
coat
float
goat
oak
doe
foe
hoe
mole
role
joke
code
rode
hope

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Lesson 12: Long "u"

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

Go over each word, in the "Learn the Words" section. First point to the picture, then to the whole word and then put the curser over each

sound in the word, and have your students sound the words out along with the program. They can also count the sounds or clap for each sound. Be sure and point out to your students that all of these words have the long "u" sound and have them practice the long "u" sound with you. Then practice the "wrong answer" words that do not have the long "u" sound. Compare the wrong answer sound to the long "u" sound. There are many other long "u" words, come back to these words a later time or let the students practice these words during lab time. When you see the "Speed Round" button click on it and then on "Start".

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

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

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

OTHER RELATED ACTIVITIES

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

Long "u" Song

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

Say 1, 2, 1, 2, 3

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

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

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

Say: mule tune huge cute
tube rule juice suit

Listen to the sounds that the long vowels
make

a e i o u

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

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

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

Listen to the sounds that the long vowels
make

a e i o u

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

Say: my why try fly
sky dry cry spy

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

Say: bunny city penny lady
baby candy funny puppy

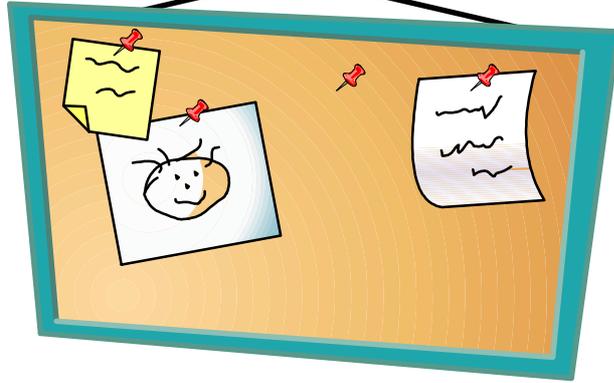
Listen to the sounds that the short vowels
make

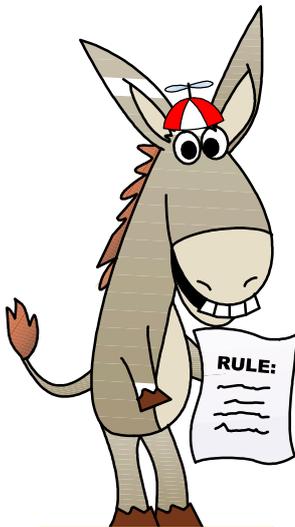
a e i o u

Listen to the sounds that the long vowels
make

a e i o u

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





Mule
with a
Rule

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

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

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

cue
due
use
duke
dune
June
flute
sue
blew
dew
few
flew
grew
knew
new
stew

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Lesson 13: "y" as a vowel

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

OBJECTIVE

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

STANDARDS

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

ACTIVITY

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

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

“Speed Round” button click on it and then on “Start”.

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

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

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

OTHER RELATED ACTIVITIES

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

Long "u" Song

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

Say 1, 2, 1, 2, 3

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

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

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

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

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

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

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

Listen to the sounds that the long vowels
make

a e i o u

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

Say: my, why, try, fly sky,

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

Say: bunny city penny lady
baby candy funny puppy

Listen to the sounds that the short vowels
make

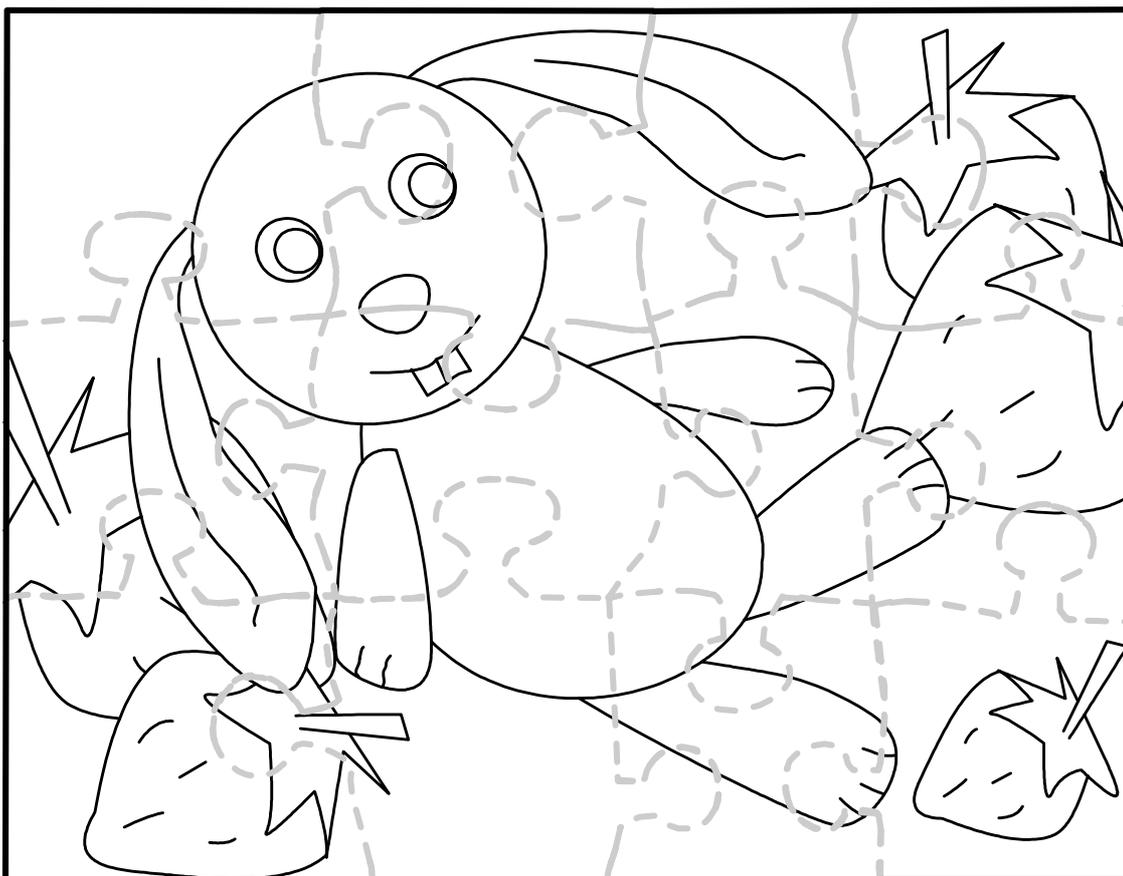
a e i o u

Listen to the sounds that the long vowels
make

a e i o u

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

Y as long e

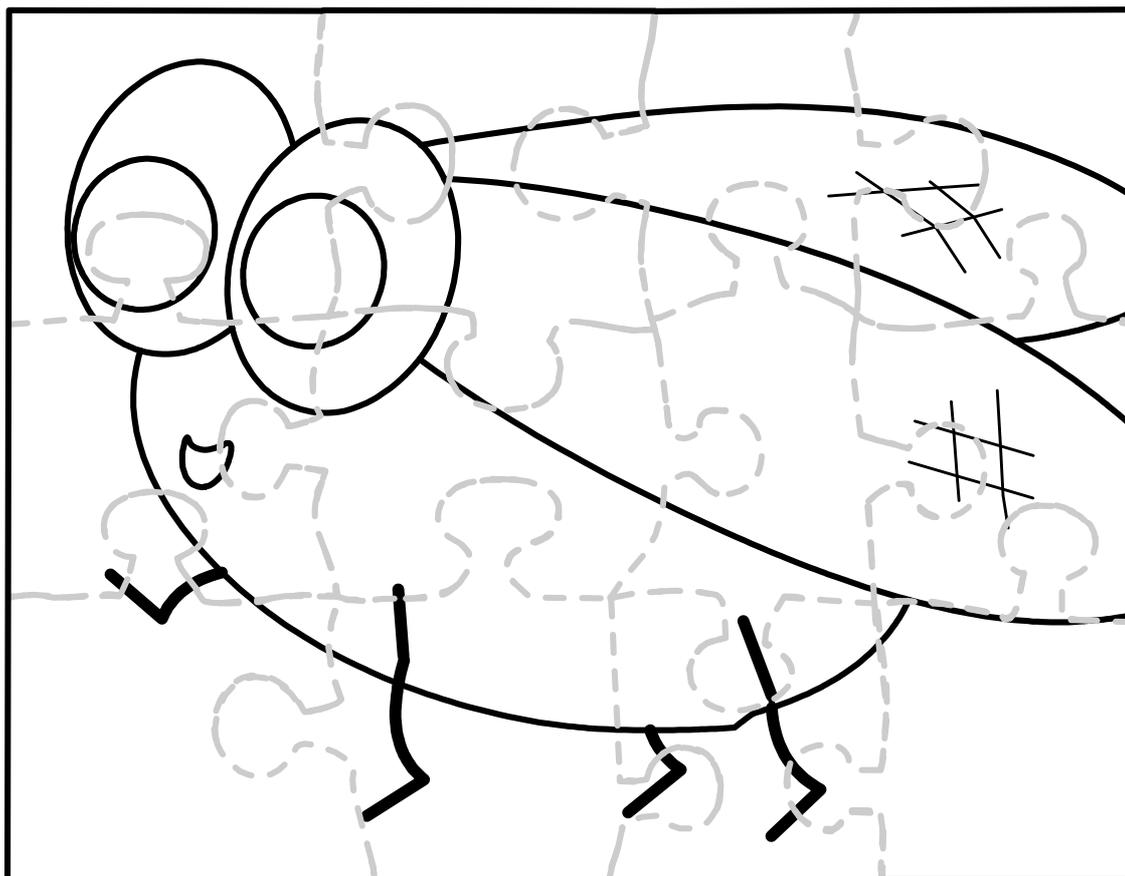


cry	penny	spy	buy	daisy	happy
berry	try	fry	lazy	sky	fly
shy	guy	candy	my	baby	lady
dry	city	puppy	funny	why	bunny

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

Y as long i



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

Words with "y" as a LONG VOWEL used in Phonics 1a

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

Lesson 14: Vowel Review

- Review of vowels
- Vowel review game – Mail Grab

OBJECTIVE

The students will distinguish long from short vowels.

STANDARDS

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

ACTIVITY

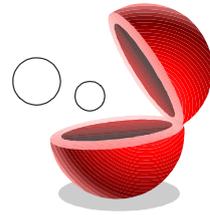
From the contents page click on the short "a", then on the Talking Vowels. Mouse over the short "a" and then the long "a" and have your students say the sounds. Continue this for the other vowels. Go back to the contents page and click on the Letter "y" and review.

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

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

Vowel Review

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



- | | | | | | |
|----|------|------|------|-------|------|
| 1. | bell | pin | net | | |
| 2. | six | note | mitt | mice | |
| 3. | tea | can | blue | ant | bite |
| 4. | mute | road | kite | beach | mule |
| 5. | ape | ant | cage | hide | dog |
| 6. | frog | bone | bus | bell | fun |
| 7. | dig | wish | hog | bike | eat |

Vowel Review

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



long a = ■ green

long o = ■ orange

long e = ■ red

long u = ■ blue

long i = ■ yellow

ape

ice

pipe

bee

clue

cute

pie

game

bone

cone

moat

feet

tune

ride

mule

sail

bike

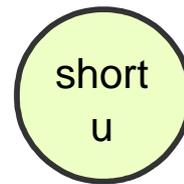
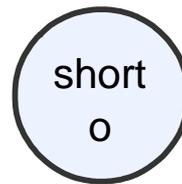
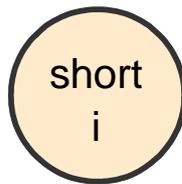
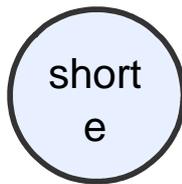
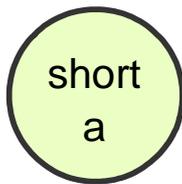
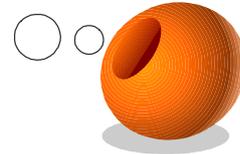
soap

meal

jeep

Vowel Review

Write the short vowel words below in their correct column.



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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

ADDITIONAL CLASSROOM ACTIVITIES

LET'S HAVE A VOWELS PICNIC!

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

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

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

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

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

Here are some examples. Be creative!

A E I O U

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

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

I is for ice cream, fig newtons

O is for oranges

U is for umbrellas, utensils

So, dear class,
Please don't bring ants, pets, or pigs!
Wear a wig or a bib,
Bring a mop, hop on a frog,
Stay out of the mud!
Watch out for those ducks,
They love to cluck!
For a vowel picnic will be fun in the sun!

You never know who you'll meet,
It could be a bug on a rug,
Or an ape in a cape,
You might make a deal with a seal,
Or meet some mice with advice!

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

Sincerely,
(Teacher's Name goes here!)

HELLO VOWELS! SHARE A NAME GAME

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

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

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

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

SILLY VOWELS SENTENCES ACTIVITY

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

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

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

SOUNDS AROUND THE CIRCLE

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

CLASS BOOKS

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

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The Super Star Motivational and Data Tracking System

- The Super Star Page
- Speed Rounds

The Super Star Page



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



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

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

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

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

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

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

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

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

Speed Rounds



Another feature in this program is our "Speed Rounds", which can be found at the end of our "Learn the Words" activities. Students are encouraged to score 15 points or higher before going on to the game. Our "Speed Rounds" are basically timed flash cards that allow the student to build immediate recognition (fluency) of the words and sounds. A cumulative point total of the "Speed Rounds" can be found by clicking on the "Speed Round" button from the "Super Star" page. Students can also click on the buttons for each speed round to go to the "Learn the Words" page for that speed round.

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

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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 Phonics 1a - Vowel Sounds. This guide is primarily intended for the classroom teacher who is doing a whole class presentation. The guide assumes that you have some way of displaying the program to the entire class and that all of the students will be actively engaged in the presentation of the program.

Some of the other uses of the program:

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

Some specific activity centers uses are:

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

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

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

Research and State Standards Correlations:

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

State Standards Correlations – Phonics 1a – Vowel Sounds is correlated to the state standards of all 50 states. 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 songs, activities and games. We believe that using our software can help change students' attitudes about learning and about school. Our programs are often the school activity that they look forward to the most.
- Educationally appropriate – This program was built on the topics as outlined in state standards. Our objective is to give you, the teacher, instructional support for the lessons you commonly teach in your classroom. Our goal is to help give your students a tool to master your lessons more quickly and retain the material longer. Our programs are particularly appropriate when students need a lot of repetitive practice. When students master the material quickly, you have more time to work on other or more advanced lessons.
- User-friendly – this is a buzzword that a lot of companies use. Our customers repeatedly tell us how user-friendly our software is and we are continually looking for ways to improve the user-friendliness of our software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class, if you want to.
- Reporting – Besides our progress page, we offer printer-friendly reports that can be used to track the progress of the class or student. Our most detailed report is the Pre-Test and Post-Test report.

- Multi-cultural – we are committed to multi-cultural diversity and believe that it is important that kids recognize characters in the programs with similarities to them and other characters that are different. The main characters of this program are our “Super Star” kids which represent different races, skin and hair colors. We also include both male and female characters.



“Super Star” Kids

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

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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. 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 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 Contents page. 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-alone 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 (reduce) the difficulty level of the games as well as control access (progressive mode) to the program. The Super Star 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 songs, vocabulary words, activities and games without data tracking, so they do not affect the scores or data tracking of the child. Parents can review the lessons so they know what is required of the child. We offer a wonderful and enjoyable way for parents to work with the school to become involved in the educational success of their child.
3. Family Literacy – Some parents may not have the English language skills needed to help their child. Our "Parent" button gives the parent an opportunity to learn English language skills or math skills along with their child. We believe that a better educated parent will be better prepared to help their child.

4. Easy IT – Our Online version makes it easier for the school's IT department. They don't have to maintain a server, they don't have to worry nearly as much about which operating system the software will run on, and they don't have to worry about security issues with their network. Our online system is supported by most modern operating systems and web browsers.
5. Quick Updates – When we make improvements to our course titles or add course titles, the updates will be available to all students as soon as we make them. You don't have to be concerned with which version you have or if you need to upgrade.
6. Quick Delivery – Once we receive your purchase order, we can get you online in a matter of hours.
7. Remote Administration – For districts or schools that stretch their IT department, our online version allows complete administration of the courses from any location.

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 1a and Phonics 1b. You might also have a class called "Ms. Teacher B" with 8 students and access to Phonics 2a for more advanced students.

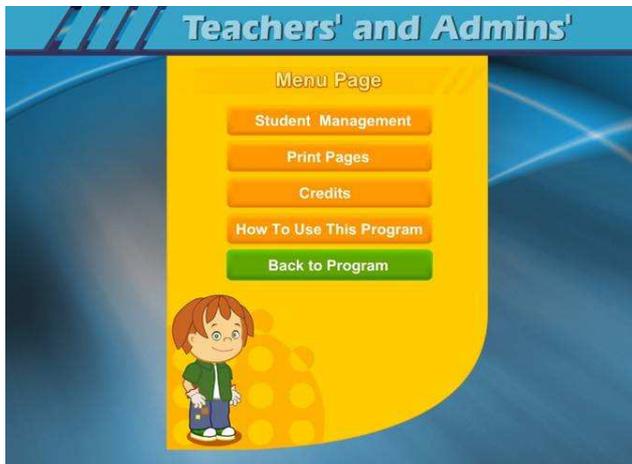
It is relatively easy for the site administrator to add or change the names of classes and assign students and programs to classes. But, depending on your school or district, it may not be so easy to get the site administrator to do these tasks for you.

Student Management System – Super Star Online

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



Teachers & Admin button



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

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



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

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



The Class & Student Settings menu has four buttons:

1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must earn a Gold Star in the activity they are working on before going on to the next activity), controls for the difficulty level, assignment of stars, and activity locks.
2. Test Locks & Features contains settings to control access to the program and to the pre-test and post-test as well as printing.
3. Parent Mode: contains setting to control the Parent Mode features.
4. Reset Default Class Settings: allows the teachers controls to be reset to the default.



The Game Locks & Difficulty menu allows you to apply the setting to all the students in the class or to an individual student. Our programs are designed to be fun and to make learning fun. Our programs are made so that students can easily navigate through the programs and they can earn Silver and Gold Stars and will be motivated to earn all Gold Stars. We call this an "open system" where all of the songs, games and activities are open to the student to enjoy. Unfortunately, some

students need a more structured system. At the request of teachers, we have given you the ability to control access to the songs, games and activities.

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



Individual Student Game Settings – click on the Individual Student Game Settings button to start. The first screen shows a list of the students in the class, click on the name of the

student that you want to apply the individual setting to.



possible that a teacher might want to a Gold Star if they believe the student

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



Set Star - It is award a student has earned one.



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

The Difficulty level setting can be changed to help make the course more appropriate for the student. Our default star system awards a student a Gold Star for listening to a song or presentation all the way through and for completing each activity/game without any



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

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



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



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



change the starting place.

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

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



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

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

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

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



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



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

Parent Mode



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

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

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

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

button. The Parent Mode button will then show locked, will turn red and will be checked. The Parent button will not be displayed to the student.



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

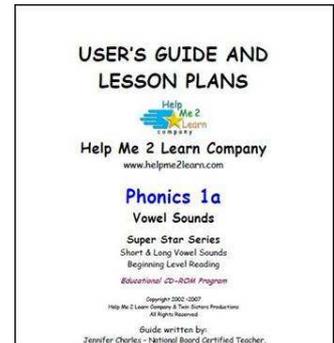
You should remember that all parents will see the same message and that you will need to change the message from time to time. Don't forget to click on Save to save the message.

	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 0 min	0 hr 2 min	7%
Marshall Ellstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	0%
David Peterson	0 hr 0 min	0 hr 27 min	35%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 1 min	1 hr 47 min	100%
John Stippick	0 hr 0 min	0 hr 0 min	0%
Maureen Sheffield	0 hr 0 min	0 hr 0 min	0%
Bress Craig	0 hr 0 min	0 hr 0 min	0%
Collin Craig	9 hr 3 min	0 hr 3 min	5%
Shelia Bradley	0 hr 0 min	0 hr 0 min	0%
Aleric Baldridge	0 hr 0 min	0 hr 0 min	0%
Cory Barnett	0 hr 0 min	0 hr 0 min	0%
Kaitlyn Alvarado	0 hr 0 min	0 hr 0 min	0%
Skyler Bader	0 hr 0 min	0 hr 0 min	0%

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

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

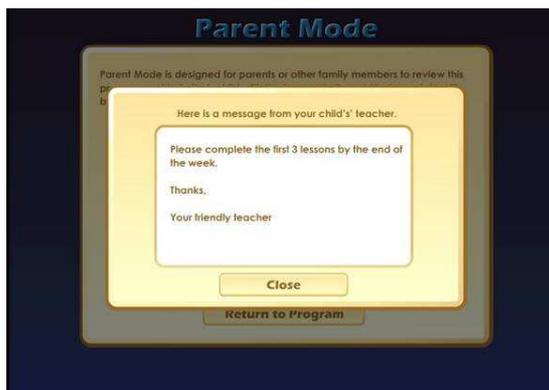
Users' Guide/Lesson Plans – click on this button to view our Users' Guide and Lesson Plans. This is an Adobe Acrobat (.pdf) file and you will need to have the free Acrobat reader (www.adobe.com) installed on your computer in order to be able to view this file. Once you can view this file, you can print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



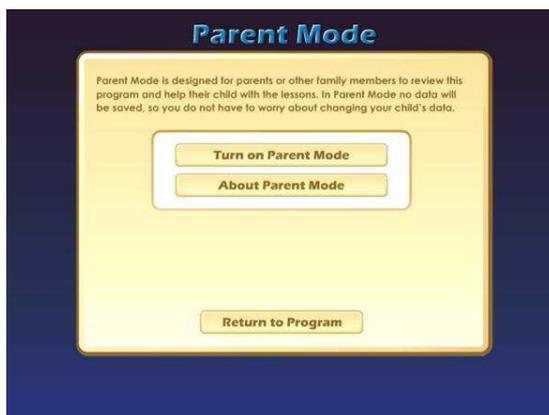
Understanding the Parent Mode



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



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



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

Think of the Parent Mode as a practice mode. Parents can play any of the activities, games or songs without affecting the reporting or the progress of the student. The only tracking that occurs is the total amount of time that the parent spends in the Parent Mode. This data is only available on a report to the teacher.



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

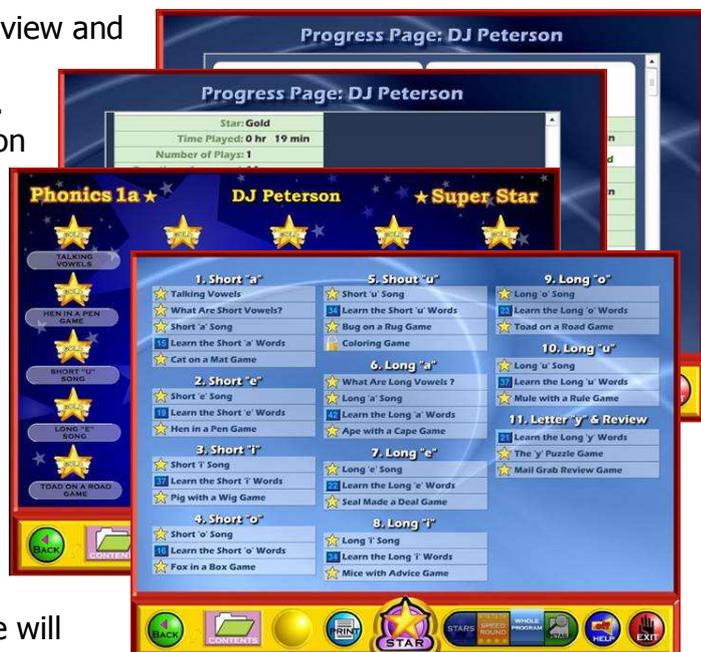
From this screen they can turn off the parent mode, read about the Parent Mode, view a progress report for their child or view the message from the teacher (if there is one).

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

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

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

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



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

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

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

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

At-home Use

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

1. Send a letter home with your students advising the parents that Super Star Online is available and encouraging the parents to work with their child at home. We have a sample parent letter available at www.helpme2learn.com/support/online . 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.

Certificate of Achievement

_____ has been awarded the

Silver Star Award

for excellent work in Phonics 1a Vowel Sounds



Certificate of Achievement

_____ has been awarded the

Gold Star Award

for excellent work in Phonics 1a Vowel Sounds



Answer Key -- Short Vowels

Cat on a Mat -- Short "a"

bat
hat
flag
hand
ant
can

Fox in a Box -- Short "o"

knot
top
pot
frog
dog
sock
doll

Hen in a Pen -- Short "e"

ten
red
net
egg
web
bell

Bug on a Rug -- Short "u"

sun
duck
cup
drum
tub
rug

Pig in a Wig -- Short "i"

pink
six
mitt
pin
fish

Answer Key -- Long Vowels

Ape with a Cape -- Long "a"

cage
take
name
shape
cane
date
page
cake

Toad on a Road -- Long "o"

road bone cold hose
rope cone oat hole
throne home bowl toe
alone nose soap snow
pole note bow coat
robe moat row

Seal made a Deal -- Long "e"

beach
leaf
meal
reach
heat
read
she

Mule with a Rule -- Long "u"

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

Mice with Advice -- Long "i"

long i
ice
pipe
wife
rice
five
size

short i
dig
wish
pill
mitt
fish
six

Y as Long "i"

sky why try shy
my dry fly spy
buy fry cry guy

Y as Long "e"

berry candy funny happy
penny puppy daisy lady
city lazy baby bunny

Answer Key -- Vowel Review

Review Sheet 1

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

Review Sheet 2

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

Review Sheet 3

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

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