

# Sample USERS' GUIDE and LESSON PLANS



## Super Star by Help Me 2 Learn

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

## Phonics 2a Intermediate Level

Blends, Digraphs, Rhyming, Diphthongs, Antonyms,  
Homonyms, Synonyms, Compound Words,  
Reading, Spelling & More

**Online, Network, and CD-ROM**

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# Phonics 2a – Intermediate Level

## Installation Instructions: PC and Mac

### For Network Installation

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

### Stand-a-lone Installation

#### System Recommendations:

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

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

**Installation Instructions for PCs:** Insert the CD-ROM disc into your CD-ROM drive. For best performance and to protect the CD-ROM we recommend that you install the program 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](mailto:techsupport@helpme2learn.com) or call 1-800-460-7001

# Phonics 2a

## Overview/ Helpful Tips

## **Super Star by Help Me 2 Learn: Phonics 2a – Intermediate Level**

(Appropriate for Grades 1 – 4, target grades 1 - 2)

Dear Teachers:

It is through you that students inherit their love of reading. The more children read, the more they will understand that there are rules about words that are an important aspect of reading. These rules will help the students perfect their reading skills and prepare them for the magical world of books that awaits them.

Phonics 2a – Intermediate Level is the next to the last in a series of four computer programs, which help you teach reading using a system of Phonics. This system is called the Super Star Phonics Reading System

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

Beginning reading

Blends

Digraphs

Diphthongs

Compound Words

Rhyming words

Antonyms

Synonyms

Homonyms

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 the concepts taught in this program.

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 9 tests, it should take about 18 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 with the "Speed Rounds." 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 8 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. Student's will understand how words are formed and how they relate to reading and spelling. 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 5 through 8 years. Although aimed at Grades 1 through 2, this software also works well with children learning English as a Second Language (ESL).
10. 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 2a, they can advance to our other titles including:

Letters and Numbers

Phonics 1a – Vowel Sounds

Phonics 1b – Consonant Sounds

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

## **WORD LISTS**

Kids can play, sing, and learn while using the Phonics 2a CD-ROM. They will also learn over 180 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.

# Phonics 2a – Intermediate Level

## Software –Table of Contents:

### Phonics Review

- What is Phonics?
- Talking Always Vowels
- Talking One Sound Consonants
- Talking Multi-sound Letters

### Blends

- Song: Blends Are Consonant Friends
- Learn the Blends: sn, sk, gl, fr
- Consonant Blends Game: sn, sk, gl, fr
- Learn the Blends: cl, pl, st, dr
- Consonant Blends Game cl, pl, st, dr

### Digraphs

- Two Letters Are Hanging Around Song
- Learn the Digraphs: sh, th, wh
- Buzz’s Digraph Jukebox
- Learn the Digraphs: ch, qu, kn
- Lily’s Digraph Jukebox

### Diphthongs

- The Diphthong Song
- Learn the Diphthongs
- Diphthongs oi, oy, ew, au

### Compound Words

- Song: The Butterfly and Bullfrog
- Learn the Compound Words
- Compound Word Game
- Butterfly and Bullfrog Coloring

### Rhyming Words

- Song: Rhyming Word Rule
- Learn the Words “an” Rhymes
- Words That Rhyme with “an” Game
- Learn the Words “at” Rhymes
- Words That Rhyme with “at Game

### Antonyms

- Song: The Antonym Naming Game
- Learn the Antonyms
- The Antonym Game

### Synonyms

- Song: Similar Synonyms
- Learn the Synonyms
- The Synonyms Game

### Homonyms

- Song: Blue and Blew
- Learn the Homonyms
- The Homonyms Game

### Review

- Skate Race Spelling Game
- Review Game

## **TEACHERS' AND PARENTS' SECTION**

### How to Use this Program

- Super Star System
- The Button Bar

### Activities Print Pages:

- Always Vowels
- One Sound Consonants
- Multi-sound Letters
- Consonant Blends - sn, sk, gl, fr
- Consonant Blends - cl, pl, st, dr
- Buzz's Digraph Jukebox
- Lily's Digraph Jukebox
- Diphthongs - oi, oy, ew, au
- Compound Word Game
- Butterfly and Bullfrog Coloring
- Words That Rhyme With "an"
- Words That Rhyme With "at"
- Antonym Game
- Synonyms Game
- Homonyms Game
- Spelling
- Review Questions

### Credits and Talents

### Student Management



# Lesson Plans for Phonics 2a Intermediate Level

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## **Lesson 1: A Phonics Review**

- The Alphabet and Sounds
- Letters and Sounds
- Phonics Rules
- Sounding out Words
- Spelling

### **OBJECTIVE**

The students will review their knowledge about basic phonics concepts with a little lesson from Scooter, Curly, Penny, Buddy and Jo. They will be prepared for more great phonics learning.

### **STANDARDS**

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Recognize and read grade-appropriate irregularly spelled words.
- Decode regularly spelled one-syllable words.

### **ACTIVITY**

All the students in the classroom have important information about the alphabet. Letters of the alphabet make sounds that make words. Most words follow the rules and sound the way they should. Words that don't sound like they look are called sight words and must be memorized.

Remind your students that the letters of the alphabets are very special. The vowels A, E, I, O, and U can make short or long sounds in words. Also the consonants have sounds. The consonants, C, G, and X make two different sounds and Y makes three sounds.

Click on the students in the classroom to hear about the alphabet and sounds. Then review the short and long vowel sounds, consonant sounds and special consonant sounds.

### **OTHER RELATED ACTIVITIES**

Divide your students into two teams. Take a round piece of cardboard and write SHORT on one side and LONG on the other side. Take turns and have the students spin the cardboard circle. If it lands on SHORT, everyone on that team needs to say a word with a short vowel in it. If it lands on LONG, everyone needs to say a long vowel word. They get a tally mark for every correct answer. The play continues as the other team spins. The team with the most tally marks wins.

Divide your class into 3 or 4 teams. Write a consonant on the board. Have the students write as many words as they can that begin with the consonant. After five

minutes have them read their list. The team with the most words wins. You can vary this game by having students write words that end with the consonant as well.

Sound sort: Write words with the different sounds for C, G, X, and Y. Have the students sort the words by sound on a pocket chart or on a table or floor.

## **Lesson 2: Long and Short Vowels Review**

- Review – Talking Letter Sounds – Vowels

### **OBJECTIVE**

Review your knowledge about long and short vowels, the sounds they make and how they are used in words.

### **STANDARDS**

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Decode regularly spelled one-syllable words.
  - Know final-e and common vowel team conventions for representing long vowel sounds.

### **ACTIVITY**

Mouse over each of the letters to hear its vowel sound. Then you can click on the letter where you will hear the letter name, the sound it makes and how it is used in various words. See if your class can come up with more words for each vowel sound. Do this for both the long vowel and short vowel sounds.

If you want, you can click on the “Movie” button at the bottom where you will see the same presentation as if you clicked on all of the vowels consecutively. This is a great tool to use if you want to see and hear the vowel concepts taught all together without having to click on each one individually.

(left blank for notes)

## **Lesson 3: One Sound Consonants Review**

- Review – Talking Letter Sounds – One Sound Consonants

### **OBJECTIVE**

Review your knowledge about one sound consonants and how they are used in words.

### **STANDARDS**

- 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.

### **ACTIVITY**

Mouse over each of the letters to hear its sound. Then you can click on the letter where you will hear the letter name, the sound it makes and how it is used in various words. See if your class can come up with more words for each consonant sound.

If you want, you can click on the “Movie” button at the bottom where you will see the same presentation as if you clicked on all of the letters consecutively. This is a great tool to use if you want to see and hear the one sound consonants taught all together without having to click on each one individually.

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## **Lesson 4: Multi-sound Consonants Review**

- Review – Talking Letter Sounds – Multi-sound Consonants

### **OBJECTIVE**

Review your knowledge about Multi-sound consonants and how they are used in words.

### **STANDARDS**

- Decode regularly spelled one-syllable words.

### **ACTIVITY**

Mouse over each of the letters to hear its sound. Then you can click on the letter where you will hear the letter name, the sound it makes and how it is used in various words. See if your class can come up with more words for each multi-sound consonant.

If you want, you can click on the “Movie” button at the bottom where you will see the same presentation as if you clicked on all of the letters consecutively. This is a great tool to use if you want to see and hear the multi-sound consonants taught all together without having to click on each one individually.

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## **Lesson 5: Consonant Blends sn, sk, gl, fr**

- Blends Are Consonant Friends song
- Learn the Words and Speed Round
- Consonant Blends sn sk gl fr game

### **OBJECTIVE**

The students will know what consonant blends are and will be able to read and write the blends sn, sk, gl, and fr.

### **STANDARDS**

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long and short vowels when reading regularly spelled single syllable words.

### **ACTIVITY**

You have three choices. You can play the “Blends Are Consonant Friends” song and encourage the students to sing along, or listen to the presentation, or both.

Click the “Next” button to go to the “Learn the Words” section. Slowly go over each word. 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. Be sure to point out to your students that all of the words have a consonant blend sound and have them practice consonant blend sounds with you. 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 which consonant blend is in the word shown, and then click on those letters 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.

Play the consonant blend game by dragging the correct consonant blend to fill in the blanks. You will hear the correct blend sounded out first and then it is up to the student to pick the right one.

Pass out the "Consonant Blends" 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**

Write the target consonant blends at the top of the chalkboard or overhead projector. You can choose 3 or more at a time. Then write words that contain blends, leaving out the blends and inserting a blank, such as \_\_og (omitting fr). Have students choose the correct blend to put in the blank to make one or more words. Variation: Put these partial words on cards and write the blends on other cards so students can make words using a pocket chart.

Use the words from the consonant blend list and include other words with blends written on cards. Have your students sort the words by blend and read to words to each other.

## Blends Are Consonant Friends

In a consonant blend  
you hear two sounds.  
Each letter wants a turn.  
You see each letter,  
Hear each letter,  
Consonant blends are heard.

C and L, C and L,  
Like in clown and clock  
and clam, or cloud  
or class, click or clear,  
Consonant blends you hear.

S and T, S and T,  
Like in stop and stone  
and store, or step  
or star, stack or steer,  
Consonant blends you hear.

D and R. D and R,  
Like in drape and drill  
and drip, or drizzle,  
drive, drink and drum,  
Consonant blends are fun.

P and L, P and L,  
Like in plane and plant  
and plow, or planet,

plum, please and play,  
Consonant blends - Hooray!

S and N. S and N,  
Like in snake and snow and  
snore,  
or snuffle, snooze, snuggle, sneer,  
Consonant blends you hear!

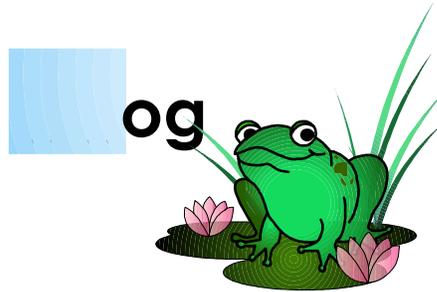
F and R. F and R,  
Like in freeze and friend and frog,  
Or fragrant, frozen, fruit and free,  
Consonant blends are seen!

S and K, S and K,  
Like in skate and skirt  
and sky, or skid, or skip, skunk, or  
ski,  
Consonant blends are seen!

G and L, G and L,  
Like in glass and glide  
and glad, or glimmer,  
glove, glow and glue,  
Consonant blends are two.  
Consonant blends are two.  
Consonant blends are two.  
(two sounds!)

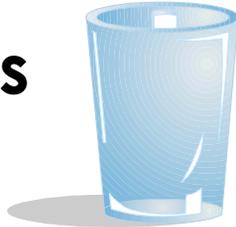
# Consonant Blends

Circle the correct consonant blend to help you spell the word that matches the picture.



sn sk gl fr

\_\_ \_ ass



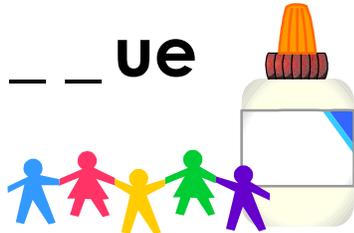
sn sk gl fr

\_\_ \_ ate



sn sk gl fr

\_\_ \_ ue



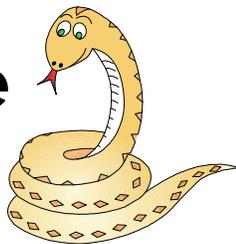
sn sk gl fr

\_\_ \_ uit



sn sk gl fr

\_\_ \_ ake



sn sk gl fr

\_\_ \_ unk



sn sk gl fr

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Words with consonant blends: sn, sk, gl and fr,  
used in Phonics 2a

**Consonant Blends (sn, sk, gl, fr)**

skunk

frog

glass

skate

fruit

glue

snake

**Additional consonant blends used in the "Blends Are  
Consonant Friends" song**

snow, snore, snuffle, snooze, snuggle and sneer,

freeze, friend, fragrant, frozen and free,

skirt, sky, skid, skip and ski,

glide, glad, glimmer, glove and glow

(left blank for notes)

## **Lesson 6: Consonant Blends cl, pl, st, dr**

- Learn the Words
- Consonants Blends cl pl st game

### **OBJECTIVE**

The students will be able to read and write the consonant blends cl, pl, st, and dr.

### **STANDARDS**

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Decode regularly spelled one-syllable words.
- Distinguish long and short vowels when reading regularly spelled single-syllable words.

### **ACTIVITY**

Slowly 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. Be sure to point out to your students that all of the words have a consonant blend sound and have them practice consonant blend sounds with you. 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 which consonant blend is in the word shown, and then click on those letters 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.

Play the consonant blend game by dragging the correct consonant blend to fill in the blanks. You will hear the correct blend sounded out first and then it is up to the student to pick the right one.

Pass out the “Consonant Blends” 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.

# Consonant Blends

Circle the correct consonant blend to help you spell the word that matches the picture.

\_\_ \_\_ own



cl pl st dr

\_\_ \_\_ ums



cl pl st dr

\_\_ \_\_ ar



cl pl st dr

\_\_ \_\_ airs



cl pl st dr

\_\_ \_\_ ant



cl pl st dr

\_\_ \_\_ ane



cl pl st dr

\_\_ \_\_ eam



cl pl st dr

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Words with consonant blends: cl, pl, st and dr,  
used in Phonics 2a

**Consonant Blends (cl, pl, st, dr)**

drums  
clown  
star  
stairs  
plane  
plant  
dream

**Additional consonant blends used in the “Blends Are  
Consonant Friends” song.**

clock, clam, cloud, class, click and clear,  
stop, stone, store, step, stack and steer  
drape, drill, drip, drizzle, drive and drink  
plow, planet, plum, please and play

## **Lesson 7: Digraphs**

- Two Letters Are Hanging Around song
- Learn the Words (Buzz's Digraph Jukebox) and Speed Round
- The Digraph Game (Buzz)
- Learn the Words (Lilly's Digraph Jukebox) and Speed Round
- The Digraph Game (Lilly)

### **OBJECTIVE**

The students will be able to read and write the digraphs ch, qu, kn, sh, th, and wh.

### **STANDARDS**

- Know the spelling-sound correspondence for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long and short vowels when reading regularly spelled single-syllable words.

### **ACTIVITY**

You can play the "Two Letters Are Hanging Around" song for your class and encourage them to sing along, or listen to the presentation, or both.

Slowly 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. Be sure to point out to your students that all of the words contain digraphs and have them practice their digraphs with you. 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.

In this activity, a word will be presented. If the word begins with a digraph, drag the word to the jukebox to see how well Buzz and Lily can dance. If the word does not begin with a digraph, drag the word to the trashcan.

Pass out Buzz and Lily's digraph worksheets. (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**

Create a paragraph with missing words that contain digraphs. Put a blank where the words belong and have the students help put the words in the paragraph.

Have students use the words from the digraph word list to use as flash cards. They can take turns reading the words and keep the card if they read it correctly. The student with the most cards wins.

## Two Letters Are Hanging Around

A digraph only makes one sound.

Although two letters are hanging around.

A digraph only makes one sound.

That is what I've found.

Sh, Sh, in sheep and ship.

Sh, Sh, in shell and shoe.

S and H together make

A digraph with one sound.

Th, Th, in thin and thick.

Th, Th, in thank and thin.

T and H together make

A digraph with one sound.

Ch, Ch, in chair and chain.

Ch, Ch in cheese and chalk.

C and H together make

A digraph with one sound.

Wh, Wh, in wheel and whale.

Wh, Wh, in why and white.

W and H together make

A digraph with one sound.

Qu, Qu, in quack and quick.

Qu, Qu, in quiet and queen.

Q and U together make

A digraph with one sound.

Kn, Kn, in knife and knee.

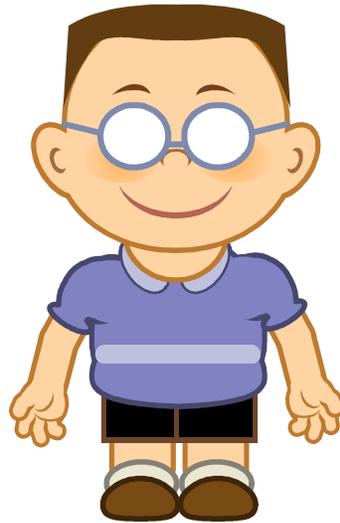
Kn, Kn, in knot and know.

K and N together make

A digraph with one sound.



Circle the words that have a digraph.



**sheep**

**skate**

**shell**

**whale**

**shoe**

**why**

**glass**

**thick**

**fruit**

**thin**

**glove**

**ship**

**clown**

**thank**

**dream**

Words with digraphs sh, th and wh,  
used in Phonics 2a:

sheep  
whale  
thin  
\* show  
thick  
thank  
shell  
why  
ship  
white  
\* glass  
\* skate  
\* glove  
\* fruit

\* wrong answers

**Additional digraphs used in the “Two Letters Are Hanging  
Around” song.**

shoe, thin, and wheel



Circle the words that have a digraph.



**chicken**

**star**

**cheese**

**drums**

**knee**

**quiet**

**quack**

**quick**

**plane**

**knife**

**chalk**

**queen**

**clown**

**stairs**

**know**

**chain**

**knot**

**plant**

Words with digraphs ch, qu and kn,  
used in Phonics 2a:

chicken

\* drums

quack

\* clown

knife

\* star

chain

\* stairs

knee

\* plane

\* quick

chalk

knot

cheese (s/b z)

quiet

queen

know

\* wrong answers

**Additional digraph used in the "Two Letters Are Hanging  
Around" song.**

chair

(left blank for notes)

## **Lesson 8: Diphthongs**

- The Diphthong Song
- Learn the Words and Speed Round
- Diphthongs oi, oy, ew, au game

### **OBJECTIVE**

The students will be able to read and write the diphthongs oi, oy, ew, and au.

### **STANDARDS**

- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know spelling-sound correspondence for additional common vowel teams.
- Recognize and read grade-appropriate irregularly spelled words.

### **ACTIVITY**

Play the "Diphthong" song for your class and encourage them to sing along, or listen to the presentation, or both.

Slowly 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. Be sure to point out to your students that all of the words contain diphthongs and have them practice their diphthongs with you. 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.

In this activity, click on the correct letters to complete the diphthong in each word.

Pass out the diphthongs oi, oy, ew and au 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.

## The Diphthong Song

We have learned all the vowels and consonants too.

We have learned even blends and what letters can do.

But now it's time to explore in this song.

Listen as I tell you all about diphthongs.

Start with a vowel - Then add another.

O and I make a special sound, like in join and coin and oil and point.

We have learned all the vowels and consonants too.

We have learned even blends and what letters can do.

I want you to learn when a vowel is around,  
How that vowel can make a special sound.

Let's start with E - Then W.

E and W make a special sound, like in  
flew and new and threw and grew.

We have learned all the vowels and consonants too.

We have learned even blends and what letters can do.

Vowels can make letters do funny things.

Listen and I'll show you just what I mean.

Let's take an A then add a U.

A and U make a special sound, like in  
auto, auction, and author, too.

We have learned all the vowels and consonants too.

We have learned even blends and what letters can do.

Diphthongs are letters that make special sounds

When two little vowels start hangin' around.

Let's take an O, then add a Y.

O and Y make a special sound,  
like in toy and boy and even enjoy.

We have learned all the vowels and consonants, too.

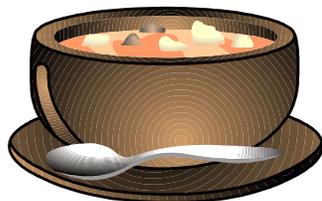
We have learned even blends and what letters can do.

Now after we've sung this little bitty song.

We know all about those vowel diphthongs.

Circle the correct diphthong to help you spell the word that matches the picture.

st\_ \_



au oi oy ew

t\_ \_s



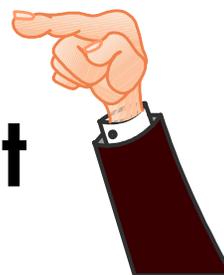
au oi oy ew

\_ \_to



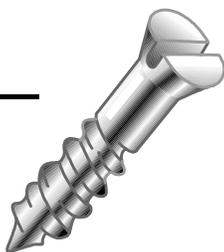
au oi oy ew

p\_ \_nt



au oi oy ew

scr\_ \_



au oi oy ew

b\_ \_



au oi oy ew

c\_ \_n



au oi oy ew

l\_ \_ndry



au oi oy ew

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## **Diphthongs oi, oy, ew and au used in Phonics 2a**

coin  
point  
voice  
noise  
stew  
screw  
flew  
new  
threw

auto  
laundry  
author  
caught  
faucet  
toys  
boy  
enjoy  
joy

**Additional diphthongs used in the “The Diphthong Song”  
song.**

**join, oil, flew, new, threw, grew, auction,  
author and enjoy**

(left blank for notes)

## **Lesson 9: Compound Words**

- The Butterfly and the Bullfrog Song
- Learn the Words and Speed Round
- Bullfrog and Butterfly Coloring

### **OBJECTIVE**

The students will be able to predict the meaning of compound words.

### **STANDARDS**

- Use knowledge of the meaning of individual words to predict the meaning of compound words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.

### **ACTIVITY**

Play the "Butterfly and the Bullfrog" song for your class and encourage them to sing along, or listen to the presentation, or both.

Slowly 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. Be sure to point out to your students that all of the words are compound words and have them practice compound words with you. 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.

In this activity, you will need to drag 2 of the words on the left to the blank spaces on the right. For example, the word "tooth" will need to be placed on the left blank space and the word "brush" will need to be placed on the right. When the compound word has been built correctly, it will appear behind the doors at the top.

The coloring activity is just for fun! There are no stars for the coloring activity.

Pass out the compound words worksheets. (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**

Divide your class into small teams. Tell them to think of as many compound words as they can. Have them write their compound words on a piece of paper. After five minutes have each team read the words to the class and give them a point for each correct compound word. The team with the most words wins.

Play the Clue Game. The teacher or students give clues and everyone else guesses what compound word they are thinking of. For example: I'm thinking of something you build in the winter. (Snowman). The student with the right answer can give the next clue.

## The Butterfly and the Bullfrog

The butterfly and bullfrog lived  
outside  
And ate popcorn in the summertime.  
They played hopscotch most any  
place or time  
And chased a dragonfly.

They chased a dragonfly,  
And a grasshopper, my, oh my.  
Anywhere, anyplace or anytime,  
They chased a dragonfly.

Now the dragonfly, he said to the  
butterfly!  
"Meet me in the highlands along the  
hillside.  
You can't chase me and grasshopper  
all the time  
So meet me at the hillside."

The grasshopper will be right by my  
side.  
So meet me at the hillside."

The butterfly and bullfrog went  
halfway.  
Turned around and went downhill so  
far away.  
These scaredy-cats were overcome  
with fear.  
Decided to just stay clear.  
They decided to just stay clear.

For the dragonfly they now feared.  
These scaredy-cats were overcome  
with fear.  
And decided to just stay clear.

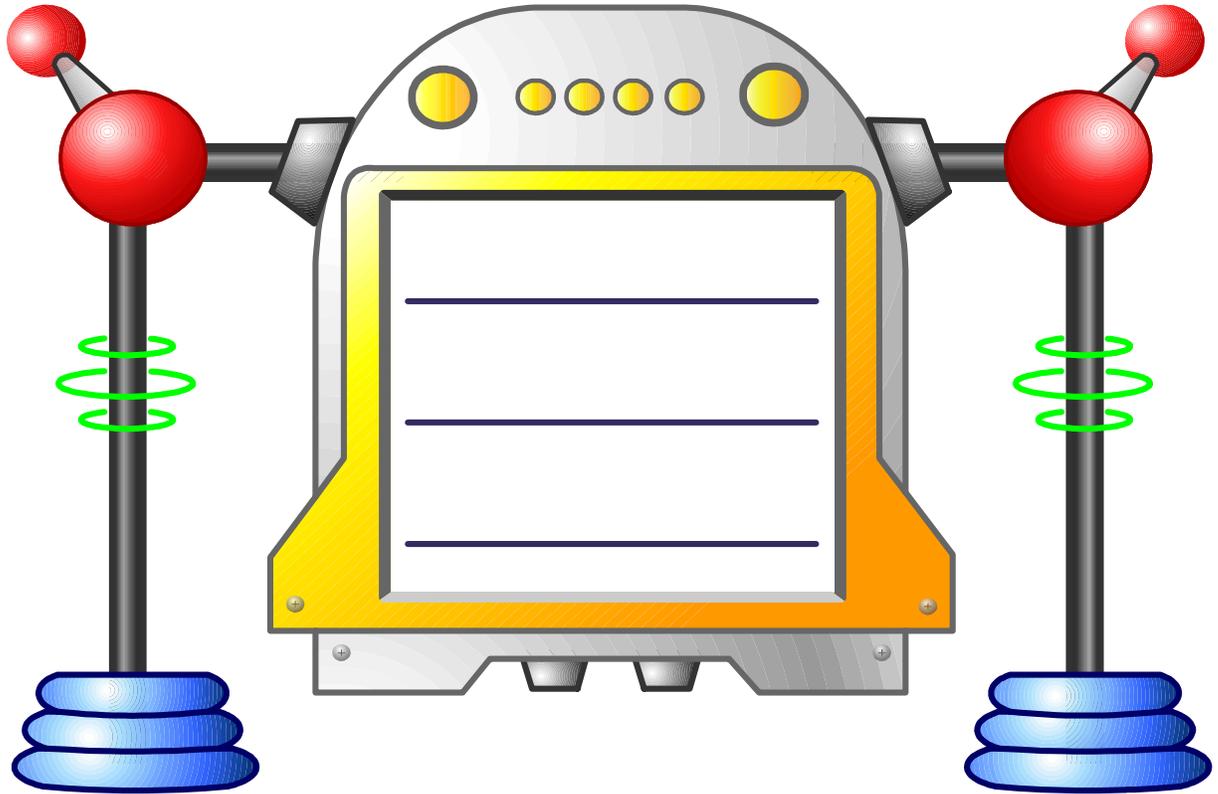
But the dragonfly knew just where to  
find them both,  
Hidden along the wetland's  
overgrowth.  
He ran and scared the socks off the  
butterfly  
And the bullfrog started to cry.

The bullfrog started to cry,  
And the butterfly, my, oh my.  
The dragonfly, knew just where to  
find them both,  
Near the wetland's overgrowth.

The butterfly and bullfrog had  
learned a lot.  
Chasing dragonflies they now would  
not.  
They all made friends and played  
outside  
And ate popcorn in the summertime.

They ate popcorn in the  
summertime,  
Made friends and played outside.  
The butterfly and bullfrog had  
learned a lot  
And never chased a dragonfly.

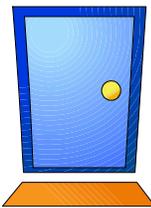
Draw a line between each pair of words that make up a compound word.  
Then write the compound words on the lines below.



**tooth**



**door**



**brush**



**pot**



**flower**

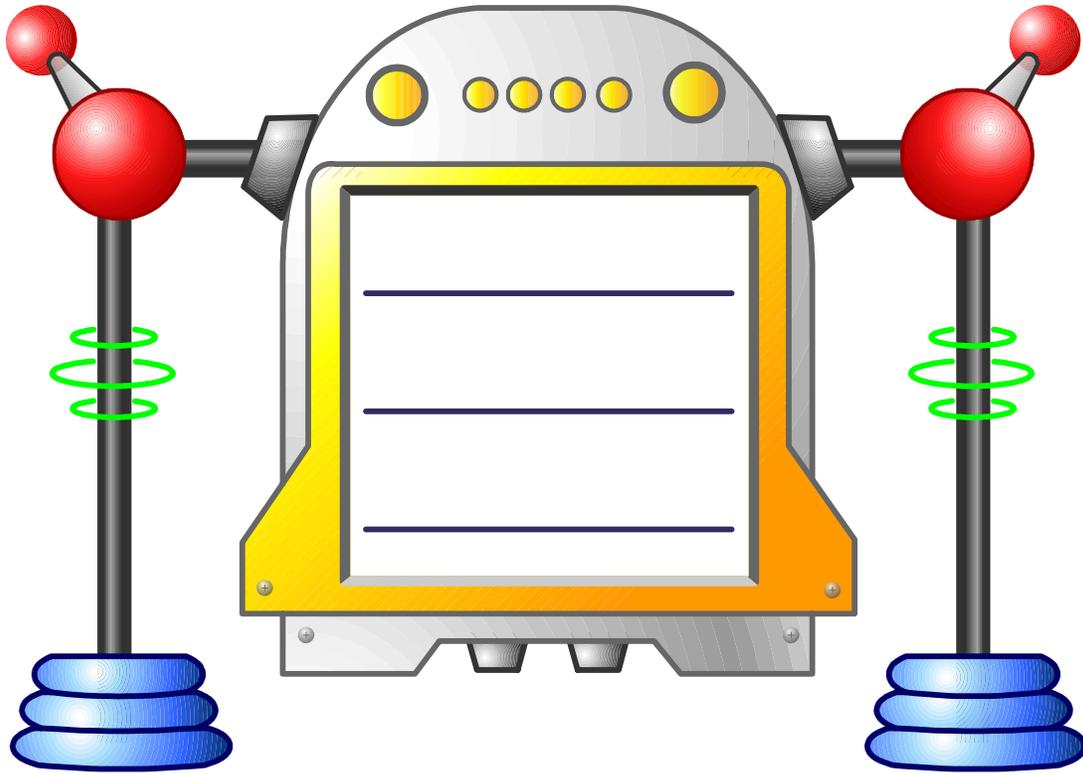


**bell**



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Draw a line between each pair of words that make up a compound word.  
Then write the compound words on the lines below.



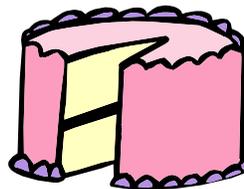
**brush**



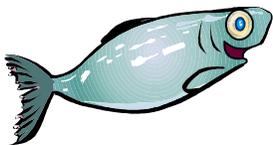
**pan**



**cake**



**fish**



**star**

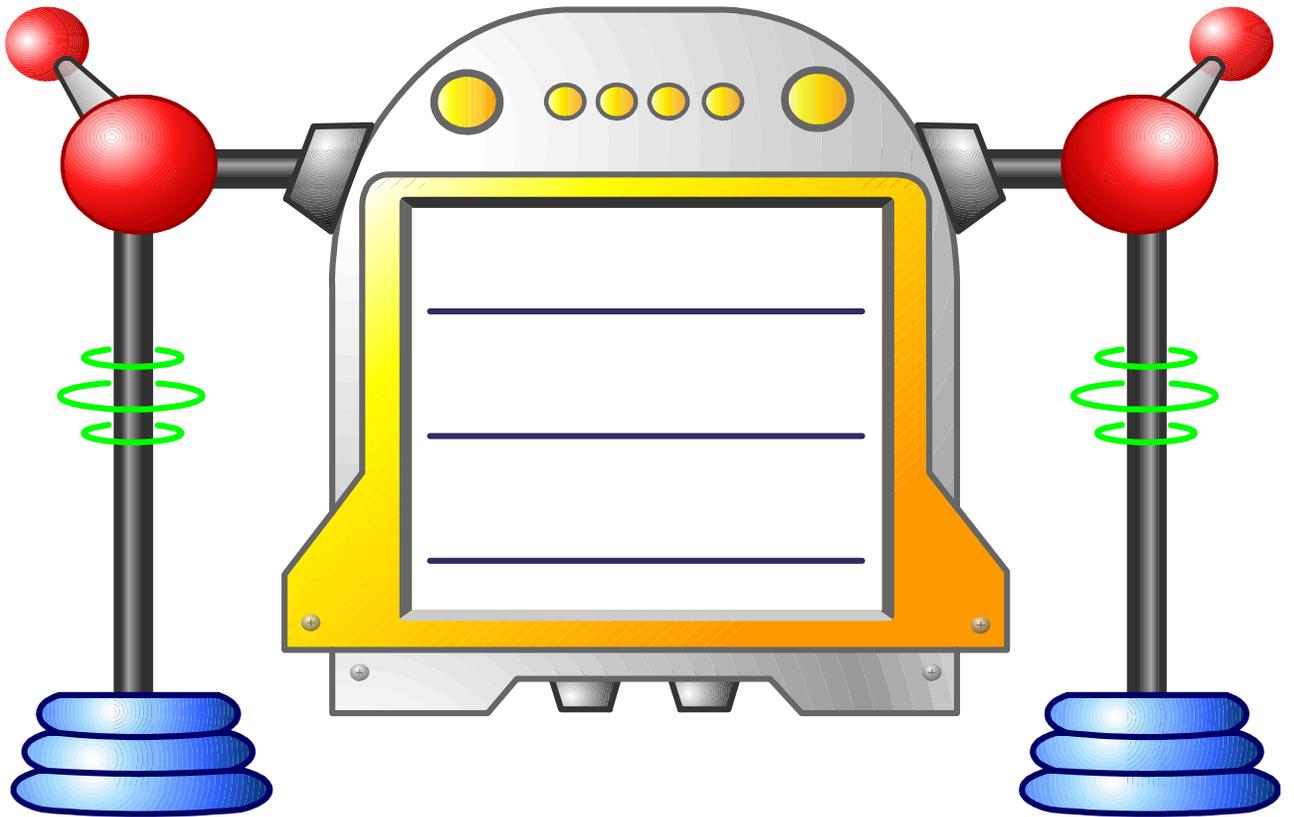


**paint**

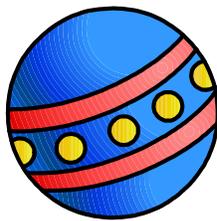


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Draw a line between each pair of words that make up a compound word.  
Then write the compound words on the lines below.



**ball**



**house**



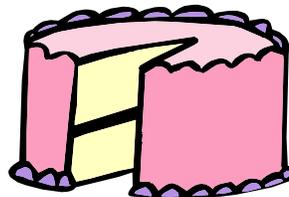
**basket**



**doll**



**cake**

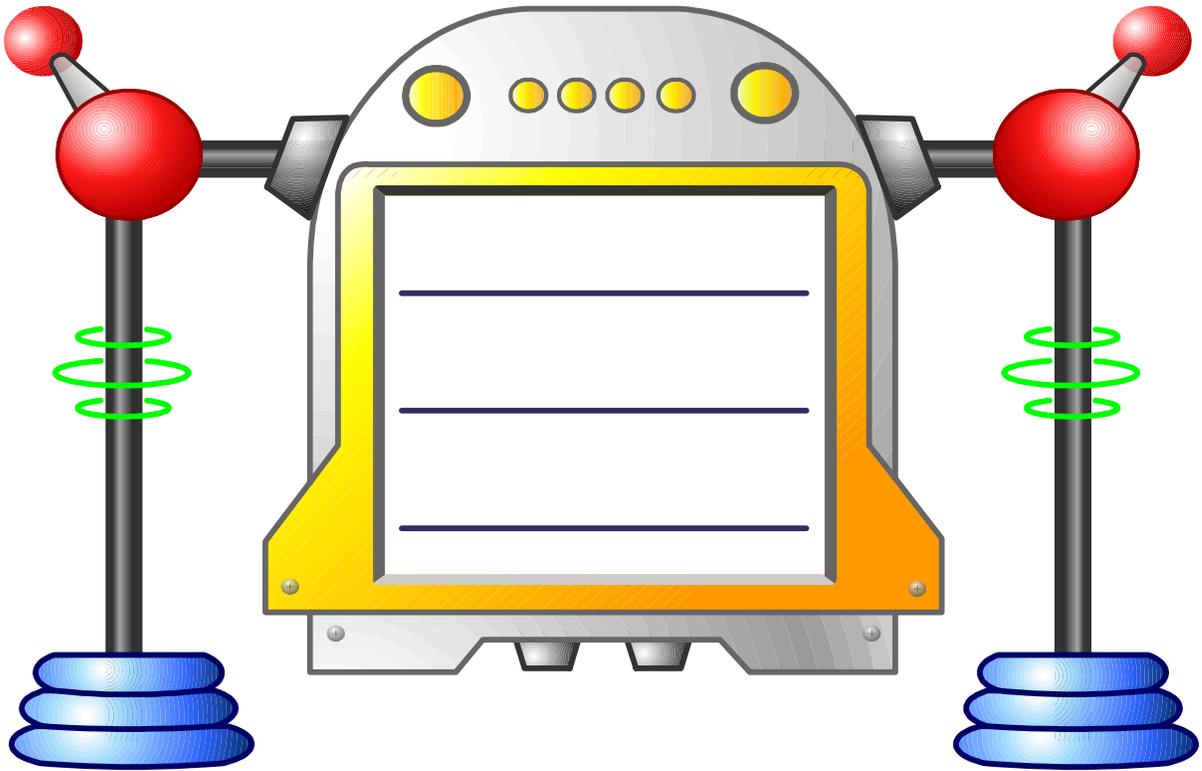


**cup**



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Draw a line between each pair of words that make up a compound word.  
Then write the compound words on the lines below.



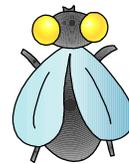
**candle**



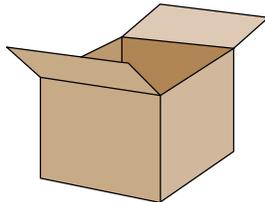
**mail**



**fly**



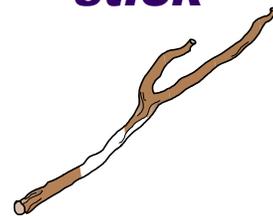
**box**



**fire**



**stick**

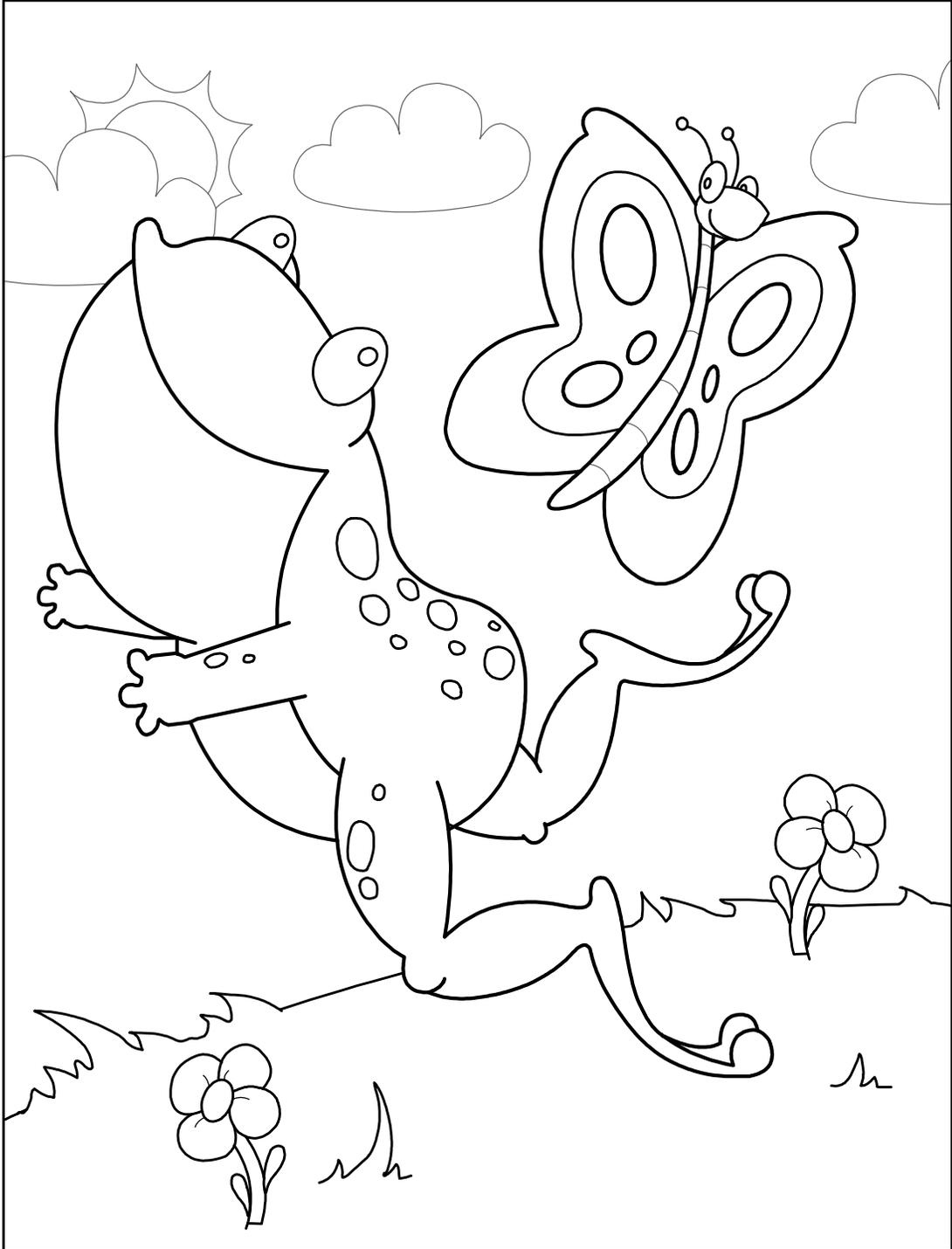


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## Compound Words used in Phonics 2a

Toothbrush  
flowerpot  
doorbell  
mailbox  
basketball  
cupcake  
pancake  
paintbrush  
starfish  
candlestick  
dollhouse  
firefly

**Bullfrog and Butterfly Coloring Page**



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## **Lesson 10: Rhyming Words**

- Rhyming Word Rule Song
- Learn the Words (simple rhymes) and Speed Round
- Rhyming Painter
- Learn the Words (complex rhymes) and Speed Round
- Poem Builder

### **OBJECTIVE**

The students will be able to identify and produce rhyming words.

### **STANDARDS**

- Recognize and produce rhyming words.
- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long and short vowels when reading regularly spelled single-syllable words.

### **ACTIVITY**

Play the “Rhyming Word Rule” song for your class and encourage them to sing along, or play the presentation, or both.

Slowly 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. Be sure to point out to your students that all of the words rhyme and have them practice rhyming words with you. 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.

Play the Rhyming Painter game. Click on one of the words on a paint can and then click on the word in the painting that rhymes with it. In the Poem Builder game help Scooter write a poem. Click on the words that rhyme to complete each line of the poem.

Pass out the rhyming words worksheets. (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.

## The Rhyming Word Rule

A rhyming word stays the same at the end,  
The same at the end,  
The same at the end.  
A rhyming word stays the same at the end.  
You only change the beginning.

Cat and bat are rhyming words.  
Hat and mat are rhyming words.  
The only letter that was changed  
Is found at the beginning.

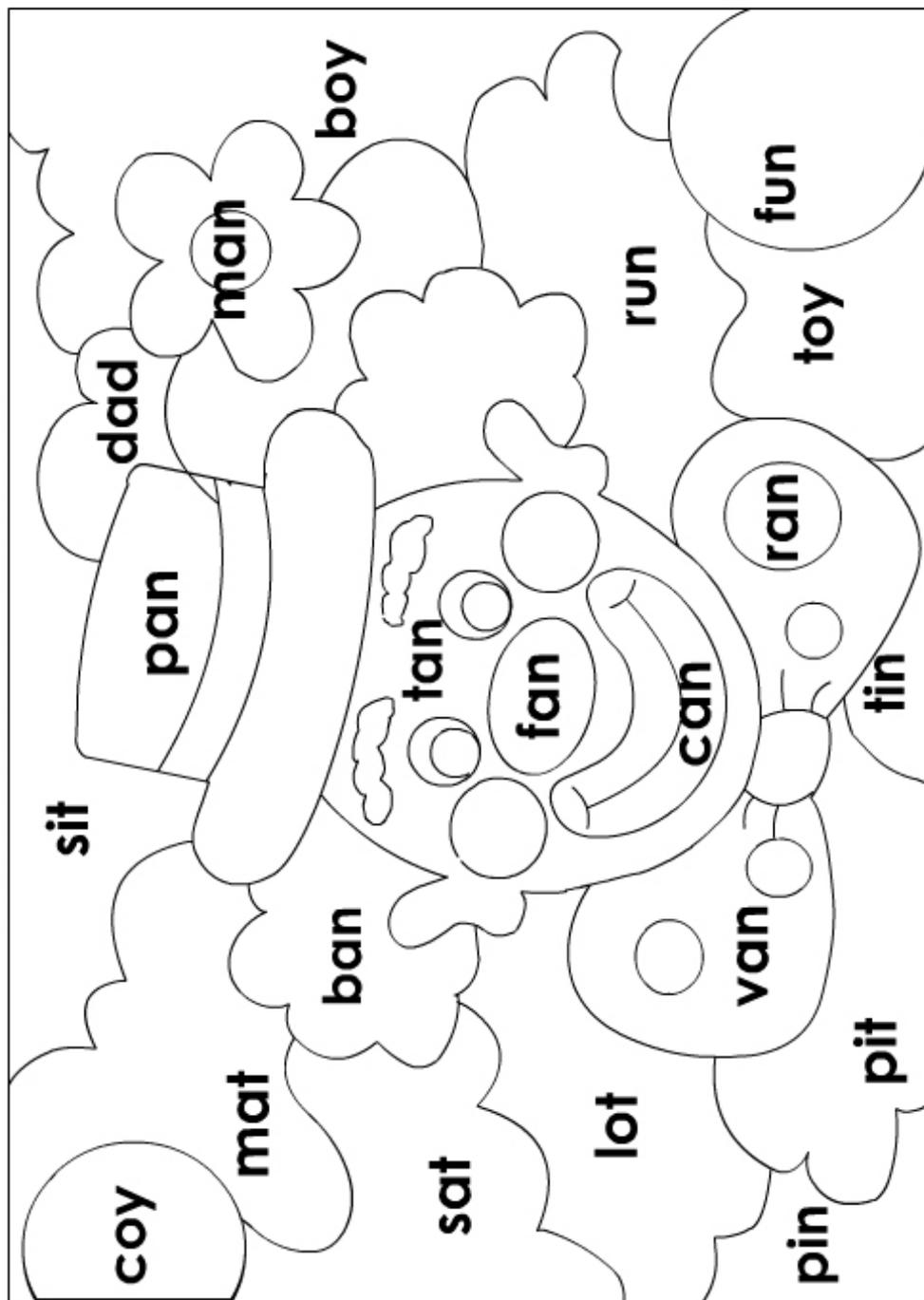
Dog and frog are rhyming words.  
Jog and hog are rhyming words.  
The only letter that was changed  
Is found at the beginning.

Pan and man are rhyming words.  
Fan and van are rhyming words.  
The only letter that was changed  
Is found at the beginning.

Bee and see are rhyming words.  
Knee and tree are rhyming words.  
The only letter that was changed  
Is found at the beginning.

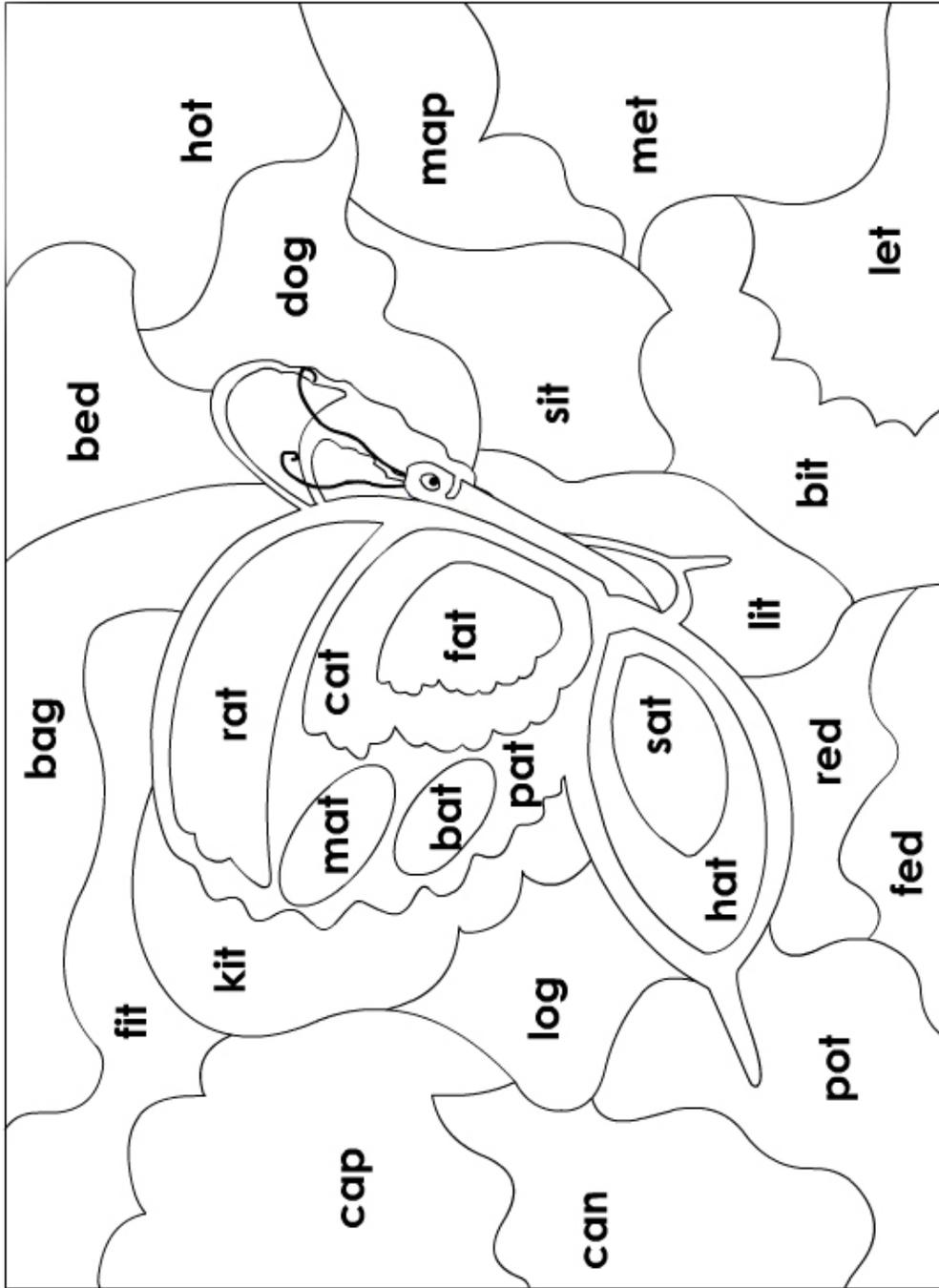
Coat and goat are rhyming words.  
Boat and float are rhyming words.  
The only letter that was changed  
Is found at the beginning.

Color the words that rhyme with "an".



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Color the words that rhyme with "at".



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## Simple Rhymes

Draw a line connecting the words that rhyme.



cat	pot
boy	bat
ran	map
fun	dad
fit	win
red	let
hot	sit
pet	can
lap	hog
dog	bed
flag	bag
pin	toy
sad	run



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## Complex Rhymes

Write the words under the word that they rhyme with.

**ate**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**kite**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**eye**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**note**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

white

skate

wrote

buy

high

eight

light

boat

pie

coat

right

bait

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## Poem

Finish Scooters Poem. Make the last word of the line you write rhyme with the line above it. If you want to, you can use the words at the bottom of the page to help you rhyme. Make up the last two lines yourself! Have fun.

	The Cat
○	I saw a cat with a brown eye.
	_____
	The cat jumped five feet!
	_____
	Through the air the cat flew,
○	_____
	_____
	_____
○	buy new high eat you zoo pie
	heat sky street cry blue two meat



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Words used in "Rhyming Painter"  
in Phonics 2a

rat	hot	lap	pin
cat	lot	log	tin
bat	met	dog	win
fit	pet	hog	run
sit	let	can	fun
bit	joy	man	sun
fed	boy	ran	dad
red	toy	bag	sad
bed	cap	tag	bad
pot	map	flag	

Words used in "Poem Builder"  
in Phonics 2a

late	heat	phone
ate	zoo	bone
skate	you	goat
eight	blue	boat
bait	flew	coat
kite	new	note
white	two	wrote
write	wood	vote
night	good	eye
right	could	buy
sunlight	bird	sky
feet	word	cry
street	lizard	high
meat	own	pie

(left blank for notes)

## **Lesson 11: Antonyms**

- The Antonym Naming Game Song
- Learn the Words and Speed Round
- Antonym Game

### **OBJECTIVE**

The students will be able to relate words to their opposite.

### **STANDARDS**

- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long and short vowels when reading regularly spelled single-syllable words.

### **ACTIVITY**

Play the "Antonym Naming Game" song for your class and encourage them to sing along. Click "Next" to go to the activity.

Slowly 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. Be sure to point out to your students that all of the words are antonyms and have them practice antonyms with you. 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.

Play the game. In this activity, the student will attempt to match the antonyms. Click on a gopher hole and try to find the antonym to match the word that the gopher gives you. The student will not only have to know their antonyms, but they will also have to remember where the match is placed.

Pass out the Antonym worksheets. (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**

Print antonyms on cards for the number of students you have in your class. Mix up the cards and pass them out to your students. Have them find their opposite and stand together. They then read their antonym cards.

Create sentences using antonyms. These sentences can be dictated to the teacher or written by the students. For example:

- A lion is fast but a snail is slow.
- The sun is hot but the snow is cold.
- Sally is first in line but Billy is last.

## The Antonym Naming Game

(Chorus)

Opposite antonyms,  
Opposite antonyms,  
Opposite antonyms,  
Their meanings are not the  
same.

I know, I know, I know their  
meanings are not the same.  
I know, I know, I know it's the  
antonym naming game.

Big or small, new or old,  
Big or small, new or old,  
Big or small, new or old,  
Are antonyms, I'm told.

Near or far, more or less,  
Near or far, more or less,  
Near or far, more or less,  
Are antonyms I guess.

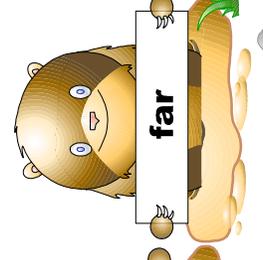
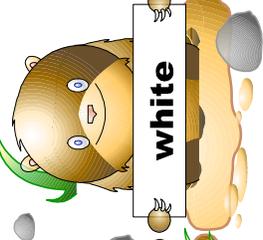
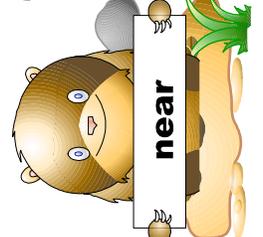
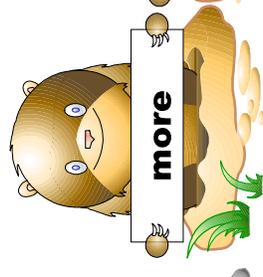
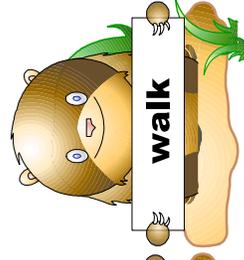
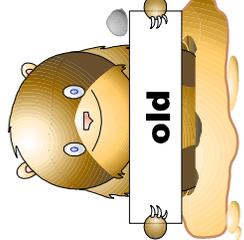
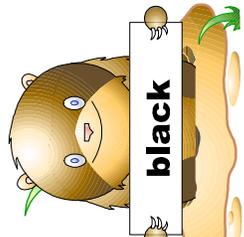
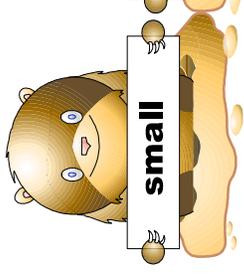
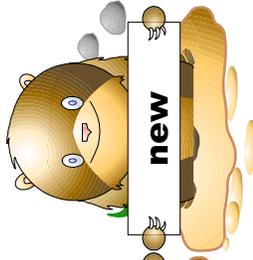
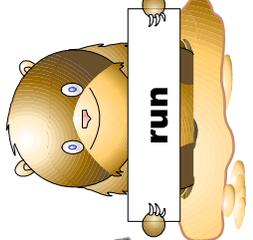
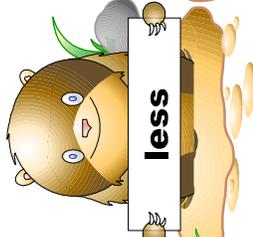
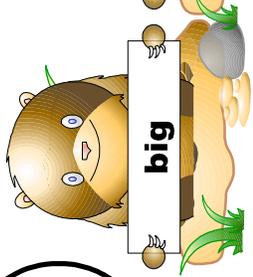
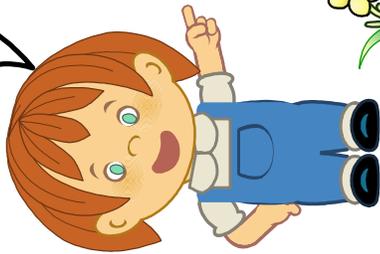
(Chorus)

Strong or weak, walk or run,  
Strong or weak, walk or run,  
Strong or weak, walk or run,  
Yes, antonyms are fun.

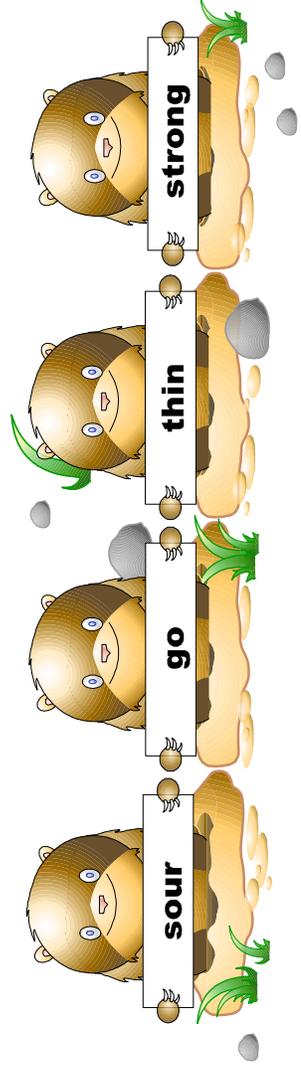
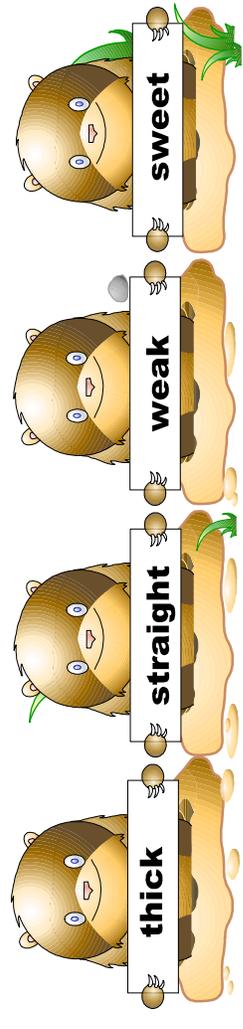
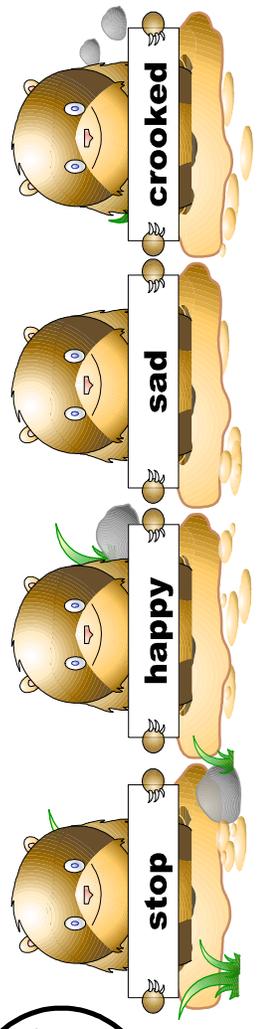
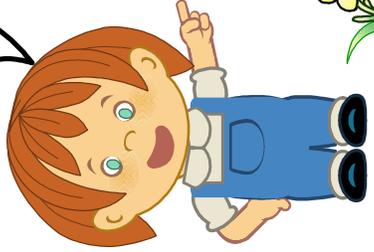
Black or white, sour or sweet,  
Black or white, sour or sweet,  
Black or white, sour or sweet,  
Boy, antonyms are neat!

(Chorus)

Draw a line between each pair of words that are antonyms.

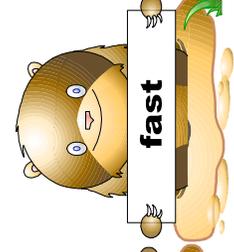
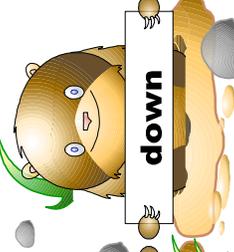
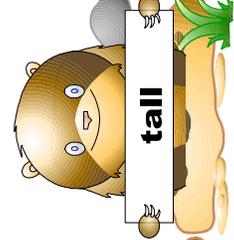
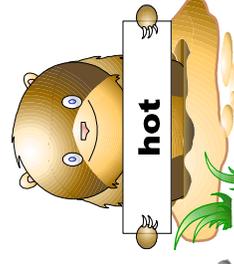
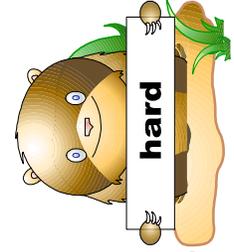
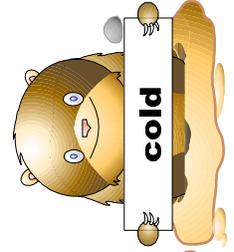
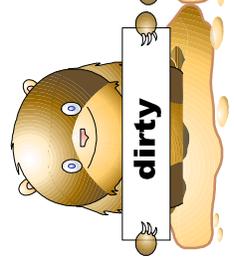
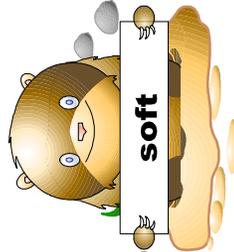
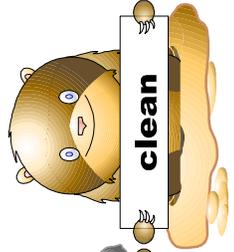
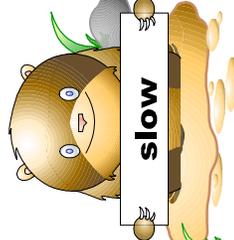
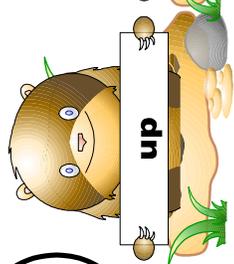
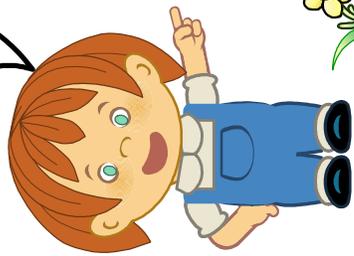


Draw a line between each pair of words that are antonyms.



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Draw a line  
between each pair  
of words that  
are antonyms.



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## **Antonym words used in Phonics 2a**

straight  
slow  
clean  
soft  
sour  
short  
cold  
thick  
weak  
more  
small  
up  
stop  
happy  
old  
far

crooked  
fast  
dirty  
hard  
sweet  
tall  
hot  
thin  
strong  
less  
big  
down  
go  
sad  
young  
near

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## **LESSON 12: Synonyms**

- Similar Synonyms Song
- Learn the Words and Speed Round
- Synonyms Game

### **OBJECTIVE**

The students will demonstrate an understanding of words by being able to identify and produce synonyms.

### **STANDARDS**

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Know the spelling-sound correspondence for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **ACTIVITY**

Play the "Similar Synonyms" song for your class and encourage them to sing along, or listen to the instructions, or both.

Slowly 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. Be sure to point out to your students that all of the words are synonyms and have them practice synonyms with you. 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.

Play the game. In this activity, find the synonym for the word on the cloud and then drop your magnet on it.

Pass out the synonym 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**

### **Synonym Baseball**

Divide your class into two teams and have them line up on each side of the teacher. Tell them that they are going to play baseball and that the bases are located where you indicate around the room. The teacher says a word such as small and the first student from either team to tap the table gets to say a synonym for the word. If they are right they proceed around the room to first, second and third base and back to home, where the teacher is. They proceed to the next base when another player gets on base. Players from both teams can be going around the bases during the game. When they come home they put a tally mark on the chalkboard by their team. The team with the most tally marks wins.

Create a story or sentences using synonyms. Have the students circle or underline the synonyms in each sentence.

## Similar Synonyms

(Chorus)

Synonyms are similar.

Synonyms are similar.

Synonyms are similar.

Their meanings are the same.

If you're happy then you are glad.

If you're happy then you are glad.

If you're happy then you are glad.

The meaning is the same.

To be quick means to be fast.

To be quick means to be fast.

To be quick means to be fast.

The meaning is the same.

If it's difficult it is hard.

If it's difficult it is hard.

If it's difficult it is hard.

The meaning is the same.

(Chorus)

If you're bashful, then you are shy.

If you're bashful, then you are shy.

If you're bashful, then you are shy.

The meaning is the same.

If it's loud, then it is noisy.

If it's loud, then it is noisy.

If it's loud, then it is noisy.

The meaning is the same.

## Synonyms

Draw a line connecting the words to the chests that have the same meaning.

easy

filthy

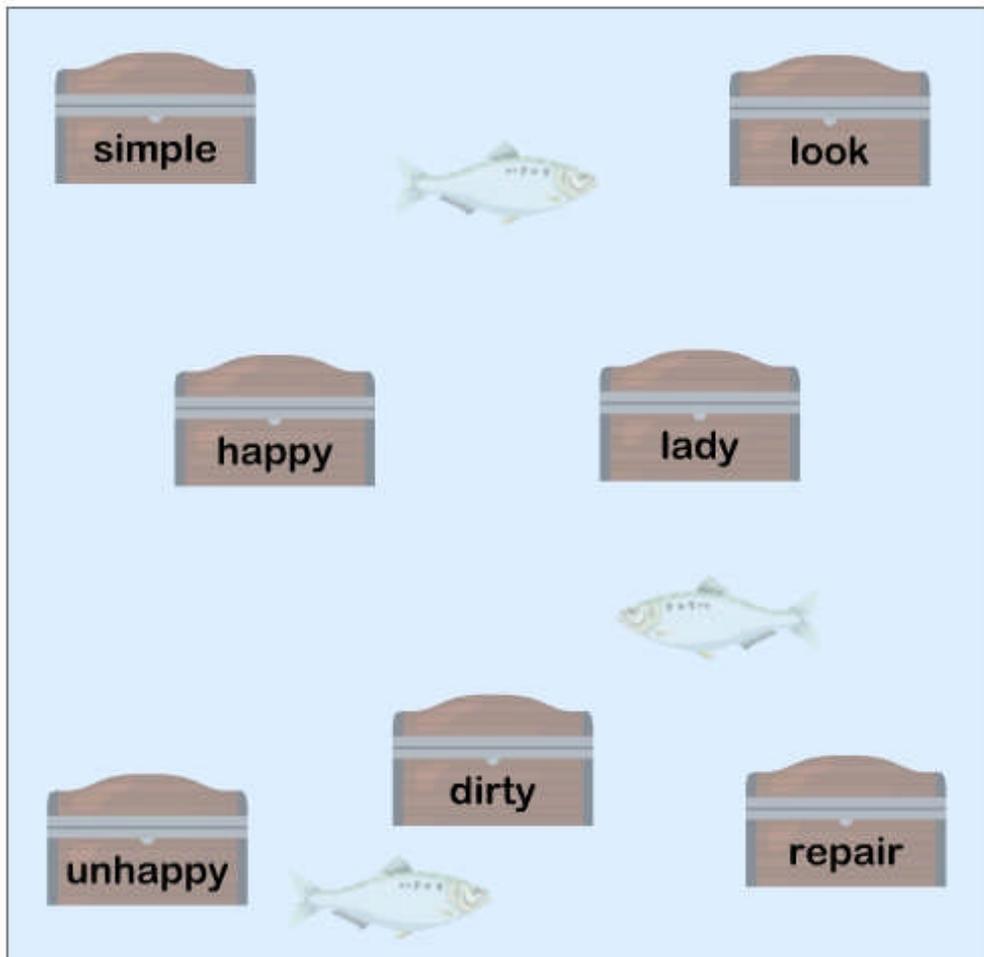
woman

see

sad

glad

fix



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## Synonyms

Draw a line connecting the words to the chests that have the same meaning.

little

pretty

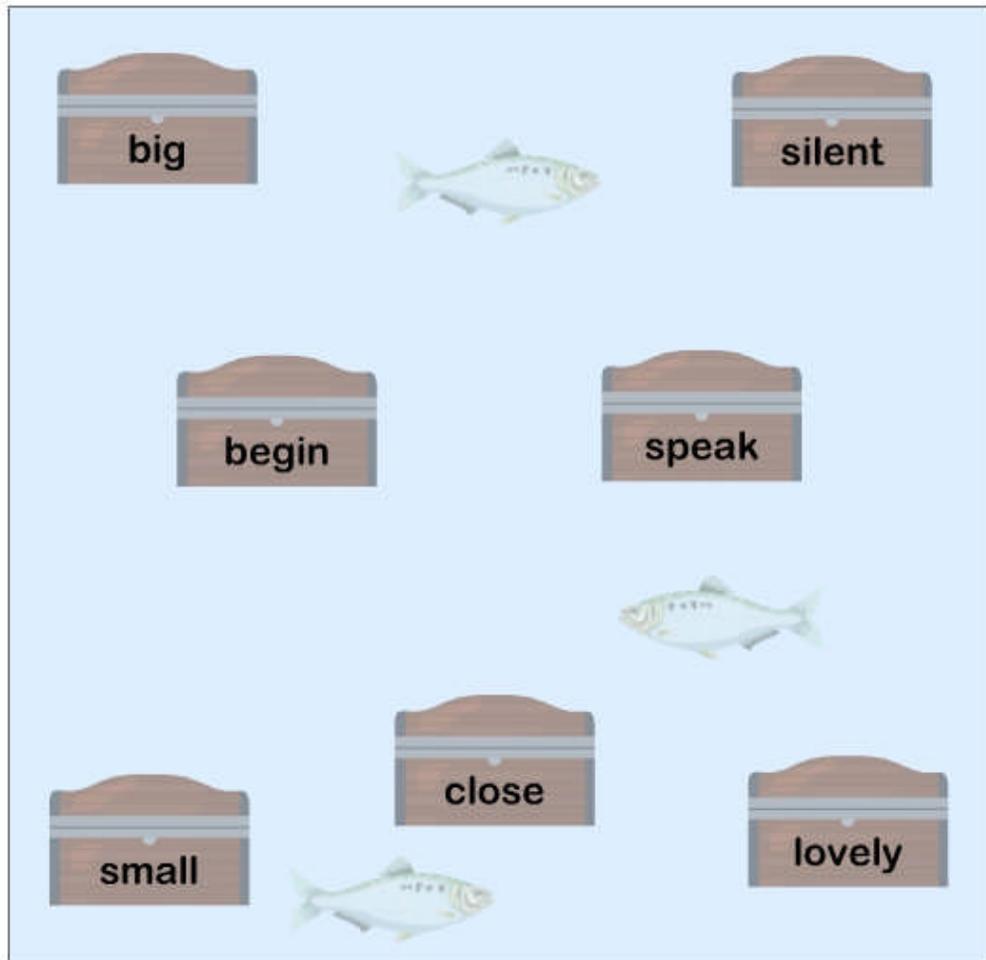
large

quiet

start

near

talk



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## **Synonyms used in Phonics 2a**

easy / simple

see / look

filthy / dirty

pretty / lovely

large / big

little / small

sad / unhappy

glad / happy

woman / lady

repair / fix

speak / talk

near / close

start / begin

silent / quiet

## **LESSON 13: Homonyms**

- Blue and Blew Song
- Learn the Words and Speed Round
- Homonyms Game

### **OBJECTIVE**

The students will show word knowledge by being able to identify and produce homonyms.

### **STANDARDS**

- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long and short vowels when reading regularly spelled single-syllable words.

### **ACTIVITY**

Play the "Blue and Blew" song for your class and encourage them to sing along, or listen to the presentation, or both.

Slowly 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. Be sure to point out to your students that all of the words are homonyms and have them practice homonyms with you. 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.

Play the game. In this activity, drag the homonym pairs to the correct spots to complete the sentences.

Pass out the homonym 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.

## Blue and Blew

(Chorus)  
Homonyms, they sound alike.  
Homonyms, they sound alike.  
Homonyms, they sound alike,  
But they have different meanings.  
(Repeat Chorus)

Blue and blew are homonyms.  
Blue and blew are homonyms.  
Blue and blew are homonyms,  
But they have different spellings.

One describes the color blue.  
One the wind and how it blew.  
Blue and blew are homonyms,  
But they have different meanings.

See and sea are homonyms.  
See and sea are homonyms.  
See and sea are homonyms,  
But they have different spellings.

Eyes we use to S\_E\_E.  
The water sea is S\_E\_A.  
See and sea are homonyms,  
But they have different meanings.

Red and read are homonyms.  
Red and read are homonyms.  
Red and read are homonyms,  
But they have different spellings.

One describes the color red.  
The other 'bout a book you've read.  
Red and read are homonyms,  
But they have different meanings.

Son and sun are homonyms.  
Son and sun are homonyms.  
Son and sun are homonyms,  
But they have different spellings.

A male child is called a son.  
Up in the sky you'll see the sun.  
Son and sun are homonyms,  
But they have different meanings.

(Chorus) (Repeat Chorus)

They have different spellings.  
They have different meanings.  
But they sound alike!

Circle the homonyms in each sentence.



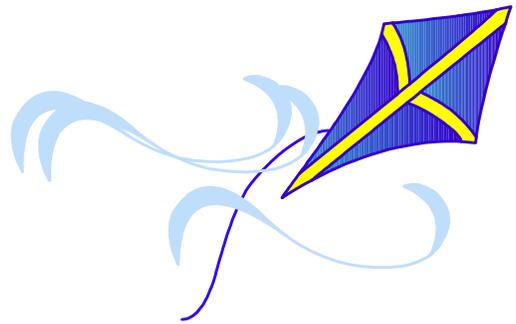
Would you chop some wood for me?



My aunt stepped on an ant hill.



The boy ate eight cookies



The wind blew the blue kite.



I have been weak for a week.



He got a sail for his boat at a sale.

## Homonyms used in Phonics 2a

would (sight)

wood

aunt

ant

ate

light (long i)

blew

blue

weak

week

sail

sale

hare

hair

flour

flower

stare

stair

plane

plain

four

for

won

one

## **LESSON 14: Spelling**

- Skate Race spelling game

### **OBJECTIVE**

The students will use common spelling patterns to spell words.

### **STANDARDS**

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Generalize learned spelling patterns when writing words.

### **ACTIVITY**

In this activity, you will be challenged to quickly spell words that are displayed. You will get to be a skateboarder and can even choose which skateboarder they want to be. The faster you spell, the faster your skateboarder goes and the more tricks they will do as well. There are 3 levels of difficulty. There is a practice level, a Silver Star level and a Gold Star level. There is also a high score list that is a true motivator.

You can print out and make copies of the spelling list provided in this manual or print them out from your computer.

### **OTHER RELATED ACTIVITIES**

Have a class Spelling Bee. Use the previous word lists and give each student a word to spell. If they spell it correctly, they can stay in but if they spell it incorrectly they sit down. You can give stickers or other items for the winners. Have several rounds at one time.

Divide your class into two teams. Use previous words on cards to have a relay race with your students. You start with one side and if they read the word correctly, you place it face down in a pile. After you have gone through all the words, see which side has the larger pile.

Spelling Baseball: See Lesson 12: Synonyms, modify the game to be a spelling game. Students tap if they think they can spell the word and if correct go around the bases in the classroom.

## Spelling List

cup	apple	skate	foot
stick	flag	glue	kite
candle	sock	star	key
lip	coin	cloud	hand
sun	shark	whale	pants
frog	car	bell	skunk
clown	basket	plane	fish
broom	cake	boat	pet
clock	flower	train	fan
bee	bat	bone	hat
tree	house	dog	balloon
snake	hammer	cat	button
goat	hose	wagon	king
clam	chair	stamp	belt
net	box	lamp	glass
pan		fork	

# LESSON 15: Review

- Review Game

## **OBJECTIVE**

The students will show their understanding of the concepts taught in this program.

## **STANDARDS**

- Recognize and read grade-appropriate irregularly spelled words.
- Decode regularly spelled one-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long and short vowels when reading regularly spelled single-syllable words.
- Know the spelling-sound correspondence for common consonant digraphs.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Recognize and produce rhyming words.
- Use knowledge of the meaning of individual words to predict the meaning of compound words.

## **ACTIVITY**

This is a board game where you click on the spinner and watch the frog hop the number of spaces landed on. You will be prompted to a question and answer screen where you will be asked a question based on one of the concepts learned in this program. There will be 4 answer choices and only 1 of them will be the right answer. Click on the correct answer to advance back to the board game. Continue to spin and answer the questions until you get to the finish line.

You can print out and make copies of the review questions provided in this manual or print them out from your computer.

## Review Questions

1. How many sounds do you hear in a consonant blend?
  - A. One
  - B. Two
  - C. Three
  - D. Four
  
2. What letters make the consonant blend sound in the words "stop" and "stone"?
  - A. N and E
  - B. S and T
  - C. T and O
  - D. O and P
  
3. How many sounds does a digraph make?
  - A. One
  - B. Two
  - C. Three
  - D. Four
  
4. How many letters are there in a digraph?
  - A. One
  - B. Two
  - C. Three
  - D. Four
  
5. What two letters make one sound in the digraph words "quack" and "queen"?
  - A. e and e
  - B. a and c
  - C. e and n
  - D. q and u

6. Diphthongs make a special sound when what kind of letters are combined?
- A. A vowel and a consonant
  - B. Two consonants
  - C. Two vowels
  - D. A consonant and a vowel
7. Which word is an example of a diphthong?
- A. star
  - B. planet
  - C. frog
  - D. auto
8. Which word is not an example of a diphthong?
- A. oil
  - B. frog
  - C. flew
  - D. toy
9. Which of the following words is a compound word?
- A. sheep
  - B. clam
  - C. dragonfly
  - D. frog
10. Which of the following words is not a compound word?
- A. butterfly
  - B. bullfrog
  - C. popcorn
  - D. chased

11. Which of the following sets of words rhyme?
- A. drape and drill
  - B. stop and star
  - C. dog and frog
  - D. snake and snow
12. Which of the following sets of words rhyme?
- A. cat and bat
  - B. plane and frog
  - C. glad and glove
  - D. please and play
13. What part of a rhyming word stays the same?
- A. the beginning
  - B. the middle
  - C. the end
  - D. the vowels
14. The meaning of an antonym is:
- A. the same
  - B. the opposite
  - C. the same ending sound
  - D. two words combined to make one word
15. Which word set is an example of an antonym?
- A. big and huge
  - B. clock and clown
  - C. kid and child
  - D. sweet and sour

16. Which is a homonym for the word "blue"?

- A. blow
- B. blew
- C. red
- D. purple

17. Which is a homonym for the word "red"?

- A. sing
- B. sea
- C. blue
- D. read

18. The sound of a homonym is:

- A. alike
- B. different
- C. opposite
- D. made up of two words

19. Synonyms are:

- A. different
- B. similar
- C. hard
- D. antonyms

20. Which is a synonym for the word "happy"?

- A. sad
- B. mad
- C. glad
- D. shy

21. Which is a synonym for the word "tidy"?

- A. messy
- B. mad
- C. cool
- D. neat

22. Which is a synonym for the word "cold"?

- A. chilly
- B. hot
- C. warm
- D. neat

23. Which word is spelled correctly and completes the sentence:

I \_\_\_\_\_ out the candles on my birthday cake.

- A. blue
- B. blew
- C. blowing
- D. blows

24. Which word has two consonant blends?

- A. clown
- B. clap
- C. hand
- D. blast

25. What compound word names something you cannot eat?

- A. cupcake
- B. popcorn
- C. butterfly
- D. milkshake

26. Which words have the same diphthong sounds?
- A. slaw and haul
  - B. boy and blew
  - C. Stew and spoil
  - D. Autumn and joy
27. Which word is spelled correctly and completes the sentence:  
It is very hot in the bright, yellow \_\_\_\_\_ .
- A. son
  - B. sun
  - C. moon
  - D. light
28. What word is the antonym for "inside"?
- A. outside
  - B. under
  - C. behind
  - D. over
29. Which word set is an example of homonyms?
- A. high and low
  - B. in and out
  - C. happy and glad
  - D. pear and pair
30. Which sentence does not have homonyms in it?
- A. She blew out the blue candle
  - B. He read the red book.
  - C. The maid made the bed
  - D. The boy made a blue kite.

31. Find the word set that contains synonyms for the word "big".
- A. huge and tiny
  - B. long and short
  - C. huge and gigantic
  - D. silly and funny
32. Replace the underlined word in the sentence with a synonym.  
Mary was unhappy when she fell down.
- A. sad
  - B. glad
  - C. mad
  - D. happy
33. Find a word that rhymes with "stamp".
- A. stump
  - B. plant
  - C. hand
  - D. lamp
34. Which word set does not rhyme?
- A. car and star
  - B. hand and stand
  - C. up and cup
  - D. must and mist
35. What compound word names something you see in winter?
- A. dragonfly
  - B. snowman
  - C. buttercup
  - D. butterfly

36. Which word has two digraphs?

- A. church
- B. splash
- C. sharp
- D. much

37. Find the word spelled correctly to complete the sentence:

Did he fly the \_\_\_\_\_ in the sky?

- A. plain
- B. playing
- C. plane
- D. plate

38. Which diphthong is missing from this word?

s \_ \_ l

- A. ew
- B. au
- C. oy
- D. oi

39. Which words are antonyms?

- A. blue and blew
- B. small and little
- C. first and last
- D. under and below

40. Which word is not a synonym for "small"?

- A. little
- B. tiny
- C. funny
- D. short

41. Which word goes with "play" to make a compound word?

- A. man
- B. ground
- C. cup
- D. light

## **ADDITIONAL CLASSROOM ACTIVITIES**

1. Have your students stand in a circle. Write the consonants on separate cards. Mix them up and put them in a box or bag. The students pass the bag and pull out a consonant letter. They say a word that begins or ends with that consonant. If they are correct, they keep the letter. Continue around the circle.
2. Use the frame on the next page to make up a matching worksheet for your students to complete. They will draw a line to connect the words that match such as homonyms, synonyms, antonyms and compound words.
3. Create a BINGO game to play in your classroom. On your computer or on a piece of paper draw a grid for the game. Depending on the phonics skill you want to practice, fill in the boxes on the grid. Remember to vary the cards. Pass out the paper cards and play the game. You can use blends, digraphs, diphthongs, homonyms, synonyms, antonyms and compound words as suggestions. You can also use long and short vowel words.

sh	th	ch
ch	sh	ch
th	sh	th

This is an example of BINGO for digraphs. You would write words that have these digraphs and the students would cover the space that contained the digraph in the word.

Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Word Match

Find the word in the second column that goes with the word in the first column. Draw a line between the words.

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

**Bonus:** Write more words that match on the back of this paper.

4. Give the class a word that contains a Digraph. Have each student come up with 2 – 3 more words that start with the same digraph as the example. By having each child read off his/her word, write a list of all of the different words that they come up with on the

board. You can go over these words in class the next day and see if you can come up with new words to be used the following day...etc....

(for example: The teacher says, "Chair". The kids can come up with as many words that begin with "ch" as possible.)

5. Show the children a group of items. The names of some of the items will start with a consonant blend and some will not. Discuss which ones start with the consonant blend and which do not.
6. Play the Diphthong basketball game – The teacher will hold up a piece of paper that has a word on it. There are 2 wastebaskets a good distance from the teacher. One waste-basket is labeled "DIPHTHONG" and the other waste basket is labeled "NOT A DIPHTHONG." The teacher calls one student at a time to come up and tell her if he thinks the word contains a diphthong or not. If the student is correct, he/she is given the piece of paper with the word on it and is allowed to crumple it up and given 1 try to make it into the appropriate wastebasket.
7. Play the Diphthong song for your class to get them familiar with the concept of Diphthongs and how they are used. Do this before trying the activities.
8. Have your students look around the classroom. If they see something that is a compound word, have them write it down. After a designated period of time, have them read their answers. If you know of some that they did not get, inform them, (chalkboard, doorway, backpack, tabletop...).
9. Have the children make their own flash cards. They can write the compound word and then cut the word in half at the intersection of the compound word. They can then mix them up and then put them back together in the proper order.
10. Play the Butterfly and Bullfrog song before you do the activities. This will help them become familiar with the concept of compound words.

11. Have 2 teams. One team is the "at" team, and the other team is the "an" team. Have each team come up with as many words that end with their given ending. Then, the teacher will choose 2 words from each team to create one rhyming sentence. (i.e.: I will pat the cat that is next to the man with the fan that wears a red cap and holds a map.) Let each team pick the next 2 words to create a sentence.
12. See if anyone in the class has rhyming names (Kate and Nate, Jenny and Benny, Rob and Bob, Lisa and Teresa)
13. See if there are rhyming items around the classroom.
14. The teacher can display "\_at" on the chalkboard. Then, the kids see how many words they can make by filling in the blank with a different letter. (fat, hat, cat, bat....etc...)
15. Play the Rhyming Word Rule Song first before you begin the activities.
16. Say a word (Hot) then have the class come up with an antonym for your word (Cold). See how many different antonyms they can come up with for each word. (i.e.: Hot – cold, freezing, frosty, icy, etc...)
17. Play The Antonym Naming Game Song first before you begin the activity. This way, they will be familiar with the concept of Antonyms.
18. Have one student say a word and see if another student can come up with a word to make it a synonym. See how many other students can come up with a different synonym. See how many different synonyms you can come up with overall.
19. Play the Similar Synonyms before you begin the activity. This will allow the students to become familiar with the concept of Synonyms.

20. Have the children make their own flash cards. They can write a sentence on one side and 2 homonyms on the other. Only one word will be the correct word for that sentence.
21. You can also make the flash cards with a homonym on one side and its definition on the other. This will teach the children the correct usage of that word.
22. Play the "Blue and Blue" song before you do the activities. This will give the students a better understanding of the concept of homonyms.
23. Give children a riddle for a compound word, using clues that include the word parts, and have them guess the word. For example, "I am made of corn. You pop me. What am I?" (*popcorn*) Have the children take turns giving riddles to a partner or to the whole group.
24. Read a story and tell the class to listen carefully while you read. For every time you hear a compound word read, they are to raise their hands. For the child who has his hand raised, ask them what the word was that he heard. If the child who raised their hand is incorrect, tell them that word is not a compound word and continue reading. If the child is correct, write his/her name on the board. Whoever has his/her name on the board the most at the end of the reading period gets a prize.
25. Have children cut pictures out of magazines that start with consonant blends. They can paste the pictures on a piece of construction paper and make their own consonant blend collage.

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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 2a - Intermediate Level. 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 2a - Intermediate Level is research based. You can review our research and effectiveness studies at: <http://helpme2learn.com/school/research> .

State Standards Correlations – Phonics 2a – Intermediate Level 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 9 tests, it should take about 18 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

Class Report		Student Name: DAN		Phonics 2		Print	
Gold Stars: 16		Silver Stars: 2					
WHAT IS PHONICS	TALKING ALWAYS VOWELS	TALKING ONE SOUND CONSONANTS	TALKING MULTI SOUND LETTERS	BLENDERS ARE CONSONANT FRIENDS		GOLD	
CONSONANT BLENDS BK SK QL PR	CONSONANT BLENDS CL PL ST DR	TWO LETTERS ARE HANGING AROUND	BUZZ'S DIGRAPH JUNE BOX	LULLY'S DIGRAPH JUNE BOX		GOLD	
THE DIPHTHONG SONG	DIPHTHONGS OL OY EW AU	THE BUTTERFLY AND THE BELLFROG	COMPOUND WORD GAME	RHYMING WORD RULE		GOLD	
WORDS THAT RHYME WITH "AN"	WORDS THAT RHYME WITH "AT"	THE ANTONYM NAMING GAME	ANTONYM GAME	SIMILAR SYNONYMS		GOLD	
SYNONYMS GAME	BLUE AND BLUE	HOMONYMS GAME	SKATE RACE SPELLING GAME	REVIEW GAME		GOLD	
Speed Round Total: 34							
BLENDERS BK SK QL PR	BLENDERS CL PL ST DR	DIGRAPHS SH TH WH	DIGRAPHS CH QU XN			29	
DIPHTHONGS	COMPOUND WORDS	RHYMES WITH "AN"	RHYMES WITH "AT"			0	
ANTONYMS	SYNONYMS	HOMONYMS				5	

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 2a and Phonics 2b. You might also have a class called "Ms. Teacher B" with 8 students and access to Phonics 3a for more advanced students.

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

## Student Management System – Super Star Online

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



Teachers & Admin button



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

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



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

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



The Class & Student Settings menu has four buttons:  
1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must earn a Gold Star in the activity they are working on before going

on to the next activity), controls for the difficulty level, assignment of stars, and activity locks.

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

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

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



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

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

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



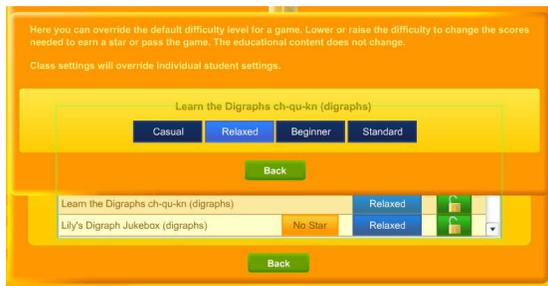
Individual Student Game Settings – click on the Individual Student Game Settings button to start. The first screen shows a list of the students in the class, click on the name of the student that you want to apply the individual setting to.



Game 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 possible that a teacher might want to award a student a Gold Star if they believe the student has earned one.



The Difficulty level setting can be changed to help make the course more appropriate for the student. Our default star system awards a student a Gold Star for listening to 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.

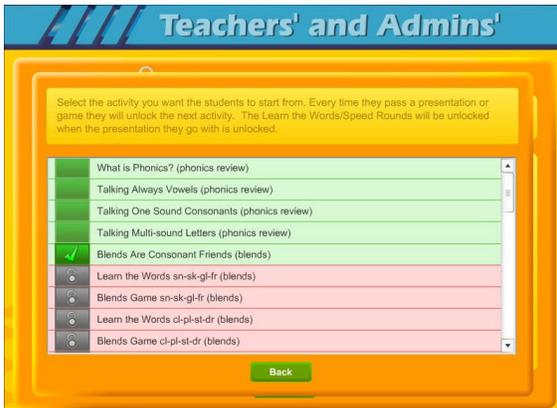


The final setting is the Lock, here teachers can lock or unlock specific activities. The most common activity to lock would be the Coloring Game which is a "just for fun" activity that does not earn the student a star. Click on an unlocked (open green lock) to lock it (turns red locked). Generally, you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



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

starting place button to change the starting place.

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



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

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

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

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



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



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

## Parent Mode



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

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

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

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



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

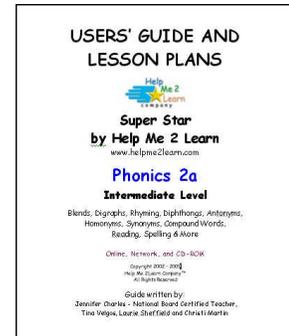
you can paste text into the box (keyboard command: control + V). You should remember that all parents will see the same message and that you will need to change the message from time to time. Don't forget to click on Save to save the message.

	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 2 min	0 hr 12 min	21%
Marshall Elfstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	3%
David Peterson	0 hr 0 min	0 hr 0 min	0%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 0 min	0 hr 0 min	0%
John Stippick	0 hr 0 min	0 hr 0 min	0%
Maureen Sheffield	0 hr 0 min	0 hr 0 min	0%
Brea Craig	0 hr 0 min	2 hr 21 min	74%
Collin Craig	0 hr 0 min	0 hr 0 min	0%
Sheila 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.

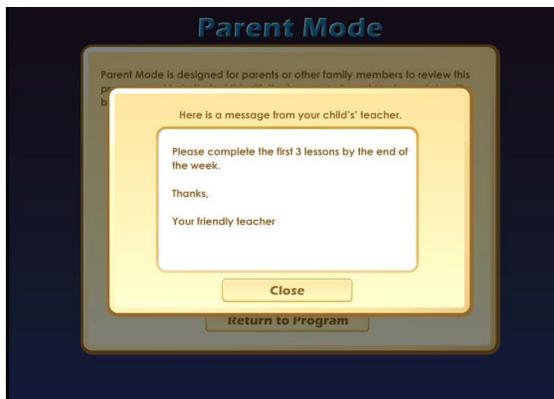
The final button on this menu resets all of the class settings to the default. Use this button if you have made some settings that are giving you some problems or if you just want a fresh start for your class settings.

**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.

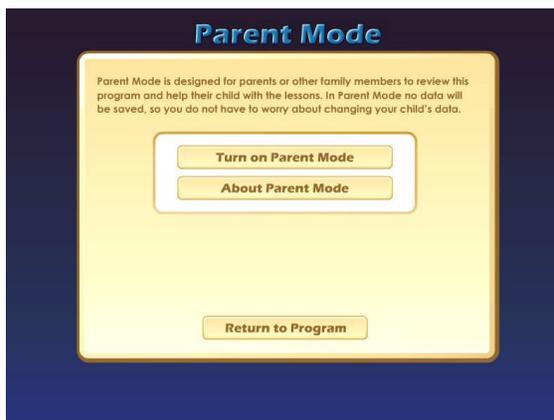


### Understanding the Parent Mode

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.



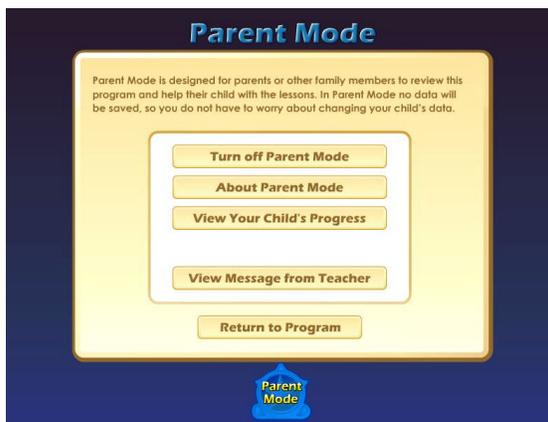
Message from the Teacher – if the teacher has written a message, the parents will see the message when they first enter the Parent Mode. If the teacher has not written a message, this screen will not appear. The purpose of this screen is to give parents some guidance as to what lessons the child is working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

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

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



feature on).

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



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

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

### At-home Use

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

1. Send a letter home with your students advising the parents that Super Star Online is available and encouraging the parents to work with their child at home. We have a sample parent letter available at [www.helpme2learn.com/support/online](http://www.helpme2learn.com/support/online) . Please use this letter as a guide. To complete this letter you will need the user name and password of each student, you should be able to get these from your school's site administrator. You will use the same URL (web address) that you use in your classroom.
2. Remind your students to ask their parents to work with them at home.
3. After a couple of weeks, run a report to see how many parents have logged in and are using the program in the Parent Mode. You may need to send a follow up letter to parents who are not working with their child at home.

4. Whenever you have an open house or meeting with parents, let them know about Super Star Online and how they can use it to work with their child.
5. Suggest to your school administration that they hold a special Super Star Online night where your school explains the use of the program to the parents. You might be able to incorporate this as part of a back to school night or PTA meeting.
6. Use the message center and write a message on a regular basis to your parents. Let them know what lessons you are working on and what to expect from their child.

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

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

## Answer Key

### Consonant Blends sn, sk, gl, fr

frog  
glass  
skate  
glove  
fruit  
snake  
skunk

### Consonant Blends cl, pl, st, dr

clown  
drums  
star  
stairs  
plant  
plane  
dream

### Buzz's Digraph Jukebox

sheep	thank
whale	shell
thin	why
shoe	ship
thick	

### Lily's Digraph Jukebox

chicken	chalk
quack	knot
knife	cheese
chain	quiet
knee	queen
quick	know

### Diphthongs oi, oy, ew, au

coin	flew	caught
point	new	faucet
voice	threw	toys
noise	auto	boy
stew	laundry	enjoy
screw	author	joy

### Compound Word Game

toothbrush	paintbrush
doorbell	pancake
flowerpot	starfish
basketball	candlestick
dollhouse	mailbox
cupcake	firefly

## Answer Key

### Simple Rhymes

---

rat	fed	met	cap	can	pin	dad
cat	red	pet	map	man	tin	sad
bat	bed	let	lap	ran	win	bad
fit	pot	joy	log	bag	run	
sit	hot	boy	dog	tag	fun	
bit	lot	toy	hog	flag	sun	

### Complex Rhymes

---

late	kite	feet	zoo	wood	bird	own
ate	white	street	you	good	word	phone
skate	write	meat	blue	could	lizard	bone
eight	night	heat	flew			
bait	right		new			
	sunlight		two			

---

bone	eye
goat	buy
boat	sky
coat	cry
note	high
wrote	pie
vote	

## Answer Key

### Antonym Game

---

big, small	stop, go	up, down
less, more	happy, sad	slow, fast
run, walk	crooked, straight	clean, dirty
new, old	thick, thin	soft, hard
black, white	weak, strong	short, tall
near, far	sweet, sour	cold, hot

### Synonym Game

---

nice, kind	sad, unhappy
loud, noisy	pretty, lovely
easy, simple	filthy, dirty
little, small	see, look

### Homonym Game

---

would, wood	blew, blue	hare, hair	plane, plain
aunt, ant	weak, week	flour, flower	four, for
ate, eight	sail, sale	stare, stair	won, one

## Answer Key

### Review Questions

---

1. B	6. C	11. C	16. B
2. B	7. D	12. A	17. D
3. A	8. B	13. C	18. A
4. B	9. C	14. B	19. B
5. D	10. D	15. D	20. C
21. D	26. A	31. C	36. A
22. A	27. B	32. A	37. C
23. B	28. A	33. D	38. D
24. D	29. D	34. D	39. C
25. C	30. D	35. B	40. C
			41. B

**Certificate of Achievement**

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

**Silver Star Award**

**for excellent work in Intermediate Phonics**



**Certificate of Achievement**

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

**Gold Star Award**

**for excellent work in Intermediate Phonics**



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