

# **USERS' GUIDE and LESSON PLANS**



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

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

## **Language Arts Review 3a – Advanced Level with Sports**

Language Arts and Reading Improvement

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# Language Arts Review 3a – Advanced Level with Sports Overview/Helpful Tips

(Appropriate for Grades 2 – and up, target grades 3 - 4)

Dear Teachers:

You are now building on the skills your students have learned in earlier grades. These can be some of the most challenging times as some students seem to lose interest in learning. We have designed Language Arts Review 3b – Advanced Level II with sports to help you keep your students engaged and motivated.

This course was designed specifically from the standards for third grade language arts. It was also designed to help older students who are still struggling with reading by giving them clear instructions, a vocabulary builder and engaging sports games.

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

Word Families and Patterns

Syllables

Antonyms and Synonyms

Homophones and Homographs

Classifying and Sorting

Prefixes, Root Words, and Suffixes

Reading Comprehension

Spelling

And more!!!!!!

While we pride ourselves on making our courses easy-to-use and user friendly, we believe that our courses are most effective when used with the guidance of a teacher or a parent.

Language Arts Review 3a includes all the components necessary for effective learning:

1. Instruction - in the form of interactive animated "Coach Time" presentations.
2. "Learn the Words" and Speed Round – to build the vocabulary and reading skills needed to complete the activity or game. In Language Arts Review 3a we use syllables and sentences, instead of phonemes.
3. Engaging Activity or Game – a fun way to use the language arts lesson skills.
4. Pre-Test and Post-Test – proof of progress and mastery of the concepts of the lessons.

5. The Gold Medal Motivational and Data Tracking System – our more advanced version of the Super Star Motivational and Data Tracking System.
6. Teacher Features – to give teachers the controls and reports they need.

**Instruction** – Language Arts Review 3a features our sports coaches. Each coach presents a sports theme in a language arts lesson. These lessons are interactive, so students must interact with the coach to complete the lesson. Once a student completes a presentation, they will earn a training certificate of completion. The lessons use sports analogies to teach language arts. The lessons are animated so that they clearly explain the lesson showing relationships and examples that make the concepts very easy to understand and very interesting. The lessons are presented by adult coaches to young adult characters, so that the lesson will appeal to students of all ages.

**“Learn the Words” and Speed Round** - Teachers (or parents) can be most useful in helping kids with the parts of the lessons that are most difficult or not as much fun. Some kids find that our “Learn the Words” and Speed Rounds are not as much fun as the games. Hard to believe!

Our “Learn the Words” and Speed Rounds are one of the most unique and important component of our courses. These activities not only prepare students for the games or activities that follow, but they show how words are formed from syllables. The whole word is shown, then the syllables, then the word is used in a sentence to show the word in context. Students can mouseover each word or syllable to hear that word or syllable. Students can click on the speaker icon to hear the whole sentence read or they can click on the rules icon or definition icon.

Here are some suggestions and tips for using our “Learn the Words” and Speed Rounds:

- If possible, make the “Learn the Words” and Speed Rounds a whole class activity (you may want to create a new user account for class presentations; you can make this account active or inactive as needed). If you can, project the “Learn the Words” and Speed Rounds to a screen and lead the class through the words, asking the class to repeat the syllables, words, and sentences. You will find that the kids will be more engaged when they participate.
- The “Learn the Words” is followed by a Speed Round. When appropriate, let your kids compete the speed rounds by taking turns. You can let each student complete the speed round or you can create teams and let them take turns. You will find that this will encourage them to do the speed rounds on their own account.
- If a whole class activity is not possible or after the presentation, let the kids work on their own, but make sure that they are not skipping over the “Learn the Words” and Speed Rounds. Watch them complete the speed rounds and

make sure that they complete the speed round to the required level before going on. You have the option of setting this as the default from the Student Management section making the course progressive.

- 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" tab from the "Progress " page. Check the speed rounds tab to make sure that students are completing the speed rounds to the required level.
- Speed rounds are required to earn a bronze, silver, or gold star certificate of achievement. Students are encouraged to score 15 points or higher before going to the game.

**Engaging Activity or Game** – Each "Coach Time" and "Learn the Words" with a Speed Round is followed by a game. We hear it all the time how much the kids love Super Star and our games are the reason why. Language Arts Review 3a and 3b have some our most engaging and challenging games.

We do have special features for special needs students or students who just can't handle a challenging game. These features allow the student to complete the activity by answering questions in a multiple-choice quiz, instead of the game. Most of the games require reaching a score to earn a bronze, silver or gold medal.

Students who go directly to the games may find that they don't know the words or have the skills required to complete the games. If necessary, teachers can make the course progressive to require the student to complete each part of the lesson before going on.

Another reason that our games are among the best is that we offer a wide variety of games and game types. Our games not only require knowledge of the lesson concepts, but also require problem solving and critical thinking. If a student is unable to complete an activity of game to the gold medal level on the first try, they can repeat until they do earn a gold medal. Teachers also have the ability to set the game level difficulty, so that the games are appropriate for the student.

We also suggest that whenever possible, the games be used as a whole class activity or competition. We make several suggestions in our lessons to encourage teachers to use different methods of using our games as a whole class activity. When teachers are able to do this, it takes our lessons to a much higher level of engagement and fun, making the class and school exciting.

The main objective of the games is to engage the student in learning and give the student a way of applying and using the knowledge they have gained in the lesson. We love to hear that students are learning, but they think they are just playing

games. "Your kids will love learning with Super Star!" Isn't that what is all about, developing a love of learning?

**Pre-Test and Post-Tests program** – Language Arts Review 3a is really two programs; the instructional program and a Pre-Test and Post-Test program. We highly recommend that you take advantage of our pre and post-tests. These tests assess and give you a detailed report of each student's ability before and after they use our instructional program. All of the Pre-Tests should be given to your students prior to using our program or lesson, and the Post-Tests should be used after the lesson is completed. There are 8 sections and 25 random questions in each section. The student has a maximum of 2 minutes to complete each section, but if they complete the 25 questions before the 2 minutes is up that section will end, so the tests should not take longer than 20 minutes to complete. Once a student completes a segment, a check will appear on the main menu showing the pre-test was completed. A student cannot retake a pre-test but can retake a post-test. If a student retakes a post-test, only the last results will show.

The Pre-Test can be an important tool to determine if the student is ready for Language Arts Review 3a or if the student has already mastered the concepts of Language Arts Review 3a. If they are unable to complete the Pre-Test or complete it below a random guessing level, you should consider starting them in a lower level course.

To view the Pre-Test and Post-Test results, you will need to login using your teacher account and access the Student Management section from the Teachers & Admins button on the main contents screen of Language Arts Review 3a.

**Gold Medal Motivation and Tracking System** - This is a simple and effective way to keep track of your students as they progress through the activities. It keeps track of their right and wrong answers. By using positive reinforcement and a medal system, students are provided with incentives to get the correct answers. If students complete a game to the required level, they will earn a Bronze Medal, Silver Medal, or Gold Medal.

The Bronze, Silver, or Gold Medals that they have earned are displayed on the Super Star Progress page along with the student's name. The idea is stellar: students will go for the Gold as they successfully complete activities and master Language Arts Review 3a – Advanced Level with Sports!

If a student wants to earn a Gold Medal on an activity where a Bronze or Silver Medal was earned, they can replay the game. This motivational system allows teachers to track an individual student's progress. With your permission, once a student has a medal on every game, has completed all of the instruction and has

completed the speed rounds, they can print out the Bronze, Silver, or Gold Medal Certificate of Achievement, depending on their accomplishment.

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

## **Teacher Features**

### **Navigation:**

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

Simply use the “Next” and “Back” buttons to navigate through the program. You can also use the buttons on the main menu 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 main menu by clicking on the “Menu” button.

### **Class Management System:**

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

**Student Management System:** The Student Management features can be accessed from the Teachers & Admins button found on the main contents screen of Language Arts Review 3a. You must sign-in using your teacher account to access these features. From the Student Management screen, you have several options:

- Class Progress Course Report
- Class Pre-test and Post Test Report
- Feature Locks
- Users’ Guide and Lesson Plans

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



- Using your Super Star Online teacher account, be sure to explore our Teacher & Admins Resources course which has written and video tutorials of our teacher features.

**Print Pages:** Our courses features many print pages, which are designed to be a way for students to do the activities in our lessons on paper. You will find the print pages in each lesson of this guide or you can find them in our Student Management section of Language Arts Review 3a. Teachers have permission to print any or all of the pages of this guide and the activity print pages for use in their classroom (teachers may not sell or make the pages available for commercial purposes). Some teachers like to print the activity pages and laminate them so they can be reused.

Have fun!

We congratulate you for your dedication in teaching children through the wonders of technology. We know you will love this program, please consider some of our other titles:

Letters and Numbers

Beginning Reading with Phonics

Silly Pictures

Silly Sentences

Phonics 1a – Vowel Sounds

Phonics 1b – Consonant Sounds

Phonics 2a – Intermediate Level

Phonics 2b – Intermediate Level II

Language Arts Review 3b – Advanced Level II with Sports

Spanish 1a with Phonics/ Inglés 1a con Fonética

Games of Math 1 – Addition and Money

Games of Math 2 – Subtraction and more

Games of Math 3 – Multiplication

Games of Math 4 – Division and Fractions

Super Star Movies

Teachers and Admins Resources

Thank you,

The Help Me 2 Learn team

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# Lesson 1: Word Families and Patterns

- Coach Time
- Learn the Words – Speed Round
- Long Jump Game

## **OBJECTIVE**

Students will be able to recognize word families and patterns when reading, helping them learn new words.

## **STANDARDS**

- Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

## **ACTIVITY**

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

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

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game” and demonstrate how to play. In this game, the coach will say a word pattern, and the student clicks on the word that has that pattern from six choices. The goal is to get the right answers as quickly as possible, so the runner gains speed. At the end of one minute, the student clicks on the “Jump” button. The better the student answered the questions, the longer the jump will be, and if the performance was outstanding the student earns a gold medal.

### **OTHER RELATED ACTIVITIES**

Write word patterns such as “-tion” “-ion”, and “-ure” on cards. Tell your students that you are going to show them two words where one has the pattern, for instance “action” and opinion”. Ask individual students or the class as a whole which word uses the pattern, and how to pronounce the word. This helps them identify the pattern in a word, both for spelling and correct pronunciation.

Put four or five different patterns on the blackboard. Then, say a syllable out loud that when added to one of the patterns makes a word. Have a student who knows the correct answer go to the board, and write the complete word and say the definition of the word.

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

## Learn the Words: Word Families and Patterns

<b>-tion</b>		
sta – tion	1. the place or position where a person or thing stands, 2. a regular stopping place	I will pick you up at the bus station.
ac – tion	The doing of something	The movie had a lot of action.
mo-tion	1. the act of changing place or position 2. a formal plan or suggestion for action 3. to direct or signal by movement or sign	Will you motion to me when it is my turn?
do – na- tion	1. giving a gift without charge	I gave a donation of five dollars to the club.
lo – tion	1. a liquid preparation used on the skin as a cosmetic or for healing	I need to put lotion on my dry feet.
na – tion	1. a community of people with its own territory and government 2. a country	The U.S.A is a great nation.
<b>-ion</b>		
mil-lion	1. 1,000,000 2. one thousand thousands 3. a very large number	I wish I had a million dollars.
bil-lion	1. 1,000,000,000 2. one thousand million 3. a very large number	A billion dollars is a lot of money.
on-ions	1. the edible bulb of a plant that has a sharp odor	I like to put onions on my hamburgers.
o-pin-ion	1. a judgment about a person, place or thing 2. a belief based on experiences or facts 3. a statement by an expert after careful study	In my opinion, pizza is better than chicken.
<b>-ture</b>		
pic-ture	1. an image of something a clear description (as in a word picture) 2. to form a mental image	Did you take a picture of me with that camera?

frac-ture	1. injury caused by breaking 2. breaking or being broken into small pieces (as in a broken bone)	Did you fracture your elbow by falling off your bike?
fix-ture	1. something permanently attached	I broke the light fixture when I threw the ball.
mois-ture	1. a small amount of liquid that causes moistness	There is moisture on the ground after it rains.
tex-ture	1. the feel, structure and appearance of something	The texture of the wall feels weird.
<b>-ous</b>		
fam-ous	1. very well known	When I grow up I want to be famous.
de-li-cious	1. good or great flavor to taste and smell	Ice cream Sundays are delicious.
cu-ri-ous	1. eager to learn or explore 2. looking odd, strange or unusual	Cats are very curious.
am-bi-tious	1. possessing ambition 2. eager to strive for success	The girl who won the spelling bee is very ambitious.
nu-tri-tious	1. the act or process of providing nourishment 2. having a high level of nutrients	Broccoli is very nutritious.
<b>-ought</b>		
bought	1. the past tense of buy having purchased something	I bought you a present.
ought	1. used to show duty 2. used to show what is expected or correct	You ought to go home now.
brought	1. the past tense of bring 2. to have caused something to be taken along	I brought you some candy.
<b>-aught</b>		
caught	1. the past tense of catch 2. to have captured something in motion 3. to have become affected by something	I caught a mouse in my house.
taught	1. the past tense of teach 2. to have shown how 3. to have guided a student 4. to have given a lesson	I taught him how to add.

<b>-ause</b>		
cause	<ol style="list-style-type: none"> <li>1. a person or thing that brings about a result</li> <li>2. a good enough reason for doing something</li> <li>3. something deserving support</li> </ol>	Don't cause me to laugh when I am drinking.
be-cause	<ol style="list-style-type: none"> <li>1. the reason for something</li> </ol>	I like you because you are funny.
pause	<ol style="list-style-type: none"> <li>1. a temporary stop</li> <li>2. a sign above a musical note to rest</li> </ol>	Push the pause button on the VCR.
ap-plause	<ol style="list-style-type: none"> <li>1. approval shown by clapping hands</li> </ol>	The applause of the crowd was loud.
<b>-ack</b>		
track	<ol style="list-style-type: none"> <li>1. a mark left by something that has gone by.</li> <li>2. a course laid out for racing</li> </ol>	Let's race around the track.
stack	<ol style="list-style-type: none"> <li>1. a pile of objects usually one on top of the other</li> <li>2. to arrange in or form a stack</li> <li>a large number or amount</li> </ol>	Stack the books up over here.
back	<ol style="list-style-type: none"> <li>1. the opposite or away from the front part of something. located at the back ( the back door)</li> <li>2. to give support or help to : uphold</li> <li>3. to move away from</li> </ol>	Go to the back of the line.
black	<ol style="list-style-type: none"> <li>1. the opposite of white</li> <li>2. a black dye or pigment</li> <li>3. very dark (a black night)</li> </ol>	I have a black cat.
<b>-ain</b>		
train	<ol style="list-style-type: none"> <li>1. a connected series of railway cars usually hauled by a locomotive</li> <li>2. a moving line of persons , vehicles, or animals</li> <li>3. a part of a gown that trails behind the wearer</li> <li>4. to give or receive instruction, discipline, or drill</li> </ol>	I liked the train ride.
plain	<ol style="list-style-type: none"> <li>1. no pattern or decoration ( a plain wall)</li> <li>2. open and clear view</li> <li>3. not hard to do : not complicated</li> <li>4. a large area of level or rolling treeless land</li> </ol>	I ate a plain cheese pizza.

brain	1. the organ of thought and central control point for the nervous system that is inside the skull 2. someone who is very smart	My brain hurts from thinking too much.
pain	1. a feeling that is caused by something harmful 2. to cause pain in or to give or feel pain	I was in a lot of pain after I fell.
<b>-eam</b>		
team	1. a group of persons who work or play together 2. to form a team 3. to haul with or drive a team	Our team won first place.
steam	1. the vapor into which water is changed when heated to the boiling point 2. the mist formed when water vapor cools 3. to rise or pass off as steam	Look at the steam coming from the pot.
stream	1. a body of water flowing on the earth 2. a steady series following one another	Let's go fishing in the stream.
<b>-ow</b>		
cow	1. mature female of cattle or of an animal of which the male is called bull	Go and milk the cow.
now	1. the present time 2. at this time immediately before the present time. 3. used to express command or introduce an important point	I have to go home now.
how	1. in what manner or way 2. the way or manner in which 3. a question about manner or method	How did you get here so fast?
snow	1. small white crystals of ice formed directly from water vapor of the air	We went sledding in the snow.

know	<ol style="list-style-type: none"> <li>1. to have understanding of</li> <li>2. to recognize the nature of</li> <li>3. to be acquainted or familiar with</li> <li>4. to have information or knowledge</li> </ol>	Do you know why the sky is blue?
row	<ol style="list-style-type: none"> <li>1. to move a boat by means of oars</li> <li>2. to travel or carry I a rowboat</li> </ol> to act or instance of rowing	Let's row the boat over there.



## Word Families and Patterns

Find the words that match each word pattern and write them on the lines provided.

<b>-tion</b> _____ _____ _____	<b>-ion</b> _____ _____ _____	<b>-ture</b> _____ _____ _____	<b>-ous</b> _____ _____ _____
<b>-ought</b> _____ _____ _____	<b>-ause</b> _____ _____ _____	<b>-ack</b> _____ _____ _____	<b>-ain</b> _____ _____ _____

<b>onion</b>	<b>cause</b>	<b>brain</b>	<b>million</b>
<b>picture</b>	<b>motion</b>	<b>curious</b>	<b>delicious</b>
<b>action</b>	<b>back</b>	<b>texture</b>	<b>because</b>
<b>bought</b>	<b>stack</b>	<b>opinion</b>	<b>fracture</b>
<b>plain</b>	<b>train</b>	<b>pause</b>	<b>famous</b>
<b>station</b>	<b>brought</b>	<b>track</b>	<b>ought</b>



## Word Families and Patterns

Draw a line from each word to its word pattern.

donation

pain

stream

taught

know

ambitious

fixture

billion

nation

**-ture**

**-ow**

**-tion**

**-aught**

**-ion**

**-ous**

**-eam**

**-ain**

**-ause**

snow

applause

lotion

moisture

low

team

nutritious

rain

caught



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## **Lesson 2: Syllables**

- Coach Time
- Learn the Words – Speed Round
- Syllables Board Breaking Game

### **OBJECTIVE**

Students will understand basic ways to break words into syllables, to help them spell and learn new words.

### **STANDARDS**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.

### **ACTIVITY**

Click on the Coach Time icon and then on “start” and listen to the presentation. Have your class listen and have them help you answer the questions. Be sure to remind the class that they shouldn’t try to break real boards without proper instruction.

Click on “Next” and then “Start” to go to the Learn the Words section. Mouse over the word twice, having your students say it, and then do the same for the syllables. Now mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Emphasize how complex the rules are for syllables, and have the class say the words within this section, showing how they are examples of respective rules. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words. (skip over words the students already know)

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game”, and demonstrate how to play. Students break words by “karate chopping” boards. After clicking all the correct divisions to show the word’s syllables, the board is broken! Or, you can also lead the students as a group through a 50-question quiz.

### **OTHER RELATED ACTIVITIES**

Create cards with a multi-syllable word on each of them. Divide your students into small groups of three or four, and give them magic markers to divide the words by syllables. Encourage them to say the words out loud to each other in groups. Go around to each group to check their progress and answer any questions, ensuring that the small groups are getting at least some correct answers. As a variation of this, have students rip the card halfway where they think the syllable breaks occur. Take two or three cards from each group. Then rejoin the class and show these cards, having everyone pronounce the syllables in each word, and the word as a whole.

Have a "Syllable Trade" in the class. Give each student two syllables, and a definition of a word that includes one of the syllables. However, the other syllable won't be part of the word. Students have to talk with each other and find a classmate who has the syllable they need to complete their word, and give away the syllable not in their word to someone to complete their word.

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

## Learn the Words: Syllables

<b>Syllables</b>	<b>Definition</b>	<b>Sentence</b>
ap-ple	1. The oval fruit with a red, yellow or green skin that comes from an apple tree	I ate an apple.
car-pet	1. A heavy fabric used as floor covering	Look at the new carpet.
mys-ter-y	1. Something not understood or beyond understanding. 2. profound , inexplicable, or secretive quality or character	That is a mystery to me.
ti-ger	1. a large Asian flesh-eating animal of the cat family that is light brown with black stripes	I saw a tiger at the zoo.
cab-bage	1. a garden plant related to the turnips that has a firm head of leaves used as a vegetable.	I do not like to eat cabbage.
be-cause	1. for the reason that 2. the fact that	Close the door because it is too cold.
fan-tas-tic	1. wonderful 2. barely believable	Computers are fantastic.
con-test	1. a struggle for superiority or victory. 2. a competition in which each contestant performs without direct contact with or interference from his competitors	Did you win the contest?
cos-tume	1. style of clothing, ornaments, and hair used wpecially during a certain period, in a certain region, or by a certain class or group 2. special or fancy dress: as for wear on the stage or at a masquerade	Are you wearing that costume?
cour-age	1. the strength of mind that makes one able to meet danger and difficulties with firmness	It takes courage to talk in front of many people.
bas-ket-ball	1. a game between two teams of usually five players each who score by tossing an inflated ball through a raised basketlike goal 2. the ball used in basketball	Do you like to play basketball?
al-most	1. very nearly but not exactly or entirely	I am almost done.

<b>Syllables</b>	<b>Definition</b>	<b>Sentence</b>
a-part-ment	1. a room or set of rooms used as a home 2. a building divided into individual apartments	I live in an apartment.
bet-ter	1. more than half 2. to a higher or greater degree	This is better than that.
en-joy-ment	1. something that gives pleasure 2. the action or condition of enjoying something	I get enjoyment from reading.
eve-ry-bod-y	1. every person: everyone	Everybody listen up.
hur-ry	1. to speed up 2. to carry or cause to go with haste	Hurry up we are late.
in-sect	1. any of invertebrate animals (spiders, centipedes) 2. a small and often winged animal that has six jointed legs and a body formed of three parts	How many legs does an insect have?
laugh-ter	1. a sound of laughing	What is all the laughter about?
li-brar-y	1. a place where literary, musical, artistic, or reference materials(as books, manuscripts, recordings, of films) are kept for use but not for sale.	I got this book from the library.
mu-sic	1. vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony	What is your favorite music?
<b>Syllables</b>	<b>Definition</b>	<b>Sentence</b>
or-ange	1. a color between red and yellow	Orange is my favorite color.
ov-en	1. a heated chamber (as in a stove) for baking, heating, or drying	Put the cake in the oven.
par-ty	1. a social gathering or the entertainment provided for it 2. a group of persons who take one side of a question or share a set of beliefs	Are you going to the party?
ther-mom-e-ter	1. an instrument for measuring temperature usually in the form of a glass tube with mercury or alcohol sealed inside and with a scale marked in degrees on the outside	Check the thermometer for the temperature.
tor-toise	1. any of a families of turtles that live on land	I saw a tortoise in the park.

im-por-tant	1. marked by or indicative of significant worth or consequence	This is very important.
-------------	--	-------------------------

Read the words below and write down the number of syllables each word has.

**tiger** \_\_\_\_\_

**everybody** \_\_\_\_\_

**know** \_\_\_\_\_

**apple** \_\_\_\_\_

**because** \_\_\_\_\_

**fantastic** \_\_\_\_\_

**stream** \_\_\_\_\_

**apartment** \_\_\_\_\_

**basketball** \_\_\_\_\_

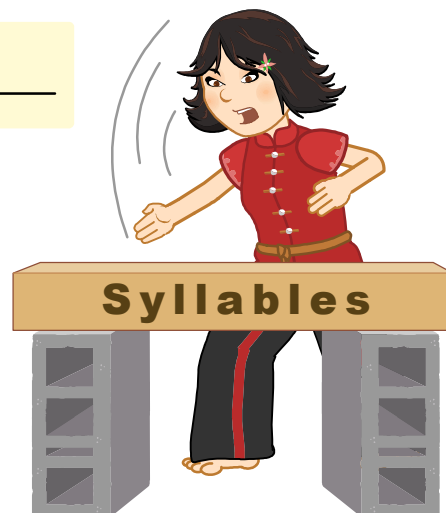
**party** \_\_\_\_\_

**music** \_\_\_\_\_

**how** \_\_\_\_\_

**mystery** \_\_\_\_\_

**thermometer** \_\_\_\_\_



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## Syllables

Draw a line between the syllables in each word.

**i n s e c t**  
**c o n t e s t**  
**e n j o y m e n t**

**m u s i c**  
**b e c a u s e**  
**t i g e r**

**c a r p e t**  
**c a b b a g e**  
**h u r r y**

**a l m o s t**  
**a p p l e**  
**b e t t e r**



**b a s k e t b a l l**  
**l a u g h t e r**  
**l i b r a r y**

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## **Lesson 3: Antonyms and Synonyms**

- Coach Time
- Learn the Words – Speed Round
- Down Hill Ski Game

### **OBJECTIVE**

Students will be able to identify and use common antonyms and synonyms.

### **STANDARDS**

- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### **ACTIVITY**

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

Click on “Next” and then “Start” to go to the Learn the Words section. Mouse over each antonym or synonym twice and have your students say them. Now mouse over each word in the sentence and have your students say the words along with the program, and then have the class say the entire sentence. Also, ask them if they can think of additional sentences using the same two antonyms or synonyms. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game”, and demonstrate how to play. For the down hill ski game, the student skis down one of three courses, hears and sees a word, and goes through flags that are the antonym or synonym for a word at the top of the screen. They will also jump ramps to earn extra points, and try to avoid boulders that subtract points.

You can also take the students through the 50-question quiz, challenging them to quickly answer which words are synonyms or antonyms to the words listed.

### **OTHER RELATED ACTIVITIES**

Divide the class into two groups. Create a stack of cards that have a word on each of them. Hold up a card, and alternate calling a student from each team to name a synonym/antonym for that word. See which team does better, and offer the team that wins a choice of a reward.

Give each student a card with a word on it. Have them mingle among their classmates and find the person with the synonym for their word. When all students have found their word, regroup the class and go through the words, seeing if the people found their correct synonym. You can also have the students find antonyms.

Do a "Hollywood Squares" type game with antonyms and synonyms. Two students compete, trying to get tic-tack-toe with students who sit on the floor or at desks. You play the host. When a student picks a "square" to try and get an X or O, you say two words, and the person in the square says they are antonyms or synonyms. The contestant playing then agrees or disagrees with that. The two students keep playing until one gets tic-tack-toe.

## Learn the Words: Antonyms and Synonyms

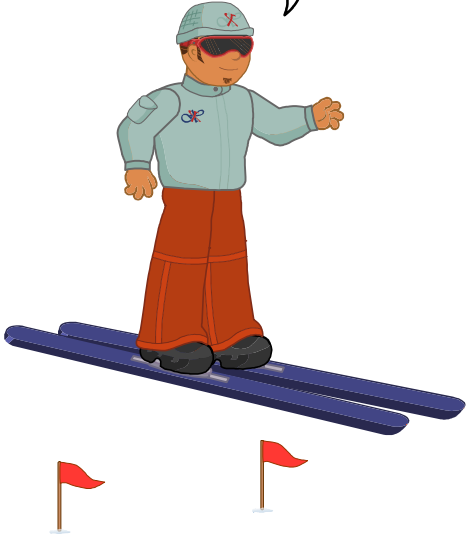
<b>Antonyms – Opposites</b>		
Ex-it - En-trance	Exit – a way of getting out of a place Entrance – a way of entering a place	Go out the exit not the entrance.
Thin – Fat	Thin – having little size Fat- having a large or thick size	He is thin not fat.
Dull – Sharp	Dull – not sharp in edge or point Sharp – having a thin keen edge or fine point	This knife was sharp but now it is dull.
Sell – Buy	Sell – to give up (such as property) to another for money or other valuable consideration Buy – to get by paying for	When you sell that, I will buy it.
Lost – Found	Lost – not used, won, or claimed Found – to come upon, whether through looking for, or unintentionally	I found this lost puppy.
Up – Down	Up – in or into a higher position or level Down – in a direction opposite to up	A yo-yo goes up and down.
Fast – Slow	Fast – moving , operating, or acting quickly Slow – moving, flowing, or going at less than the usual speed	Is the train fast or slow?
Left – Right	Left –relating to or being a bodily part as the heart Right- relating to, located on, or being the side of the body away from the heart.	Should I make a left or a right?
Ar-rive – De-part	Arrive- to reach the place one started out from/ to reach a destination Depart – to go away or go away from; leave	Is this where people arrive or depart?

Lit-tle – Big	Little – small in size, quantity or degree Big – large in size	I have one little dog and two big dogs.
Go – Stop	Go – to continue in course of action Stop – to halt the movement or progress	Go on green and stop on red.
Yes – No	Yes – an affirmative reply No - not so – used to express disagreement or refusal	Was the answer to question five yes or no?
Here – There	Here – to or into this place There – in or at that place	I am here and you are there.
This – That	This – being the one present, near, or just mentioned That – the one seen, mentioned, or understood	Do you want this or that?
First – Last	First – before any other Last – at the end	She came in first and left last.
Short – Tall	Short – not long or tall Tall – great height	I am short now, but one day I will be tall.
Front – Back	Front – the forward part of a surface Back – the part of something that is opposite or away from the front part	Is this the front or the back of the line?
Com-ing – Go-ing	Coming – to move forward Going – to leave	Sometimes I don't know if I am coming or going.
Hel-lo – Good-bye	Hello – used as a greeting Good-bye – a farewell remark	Goodbye Sam! Say hello to Amy for me!
Be-gin – End	Begin – the point of which something begins End – the first or last part of a thing	Tell me where to begin reading and where to end.
hard - soft	Hard – not soft Soft – having a pleasing or comfortable effect	My bed is hard and yours is soft.
<b>Synonyms – Similar</b>		
Hur-ry – Rush	Hurry – to move with haste Rush – a burst of activity or speed	You might run if you are in a hurry or in a rush.

Hap-py – Glad	Happy – feeling or showing pleasure Glad – being joyful	A hug can make you happy and glad.
Fast - Quick	Fast – moving operating, or acting quickly with great speed Quick – very swift	Tom can run fast, he is very quick.
Pret-ty – Love-ly	Pretty – pleasing by delicacy or grace Lovely – very pleasing	Ann looks lovely in her pretty blue dress.
Walk – Stroll	Walk- a going on foot Stroll – to walk in a leisurely manner	Jane loves to stroll along the beach when she takes her walks.
Care-ful – Cau-tious	Careful – marked by an effort to avoid errors or omissions Cautious – showing or using caution	You can't be too careful because it pays to be cautious.
Bend – Curve	Bend – curved or angular rather than straight or flat Curve – to turn or change from a straight line.	As I drove around the bend, I could see another curve in the road.
Gone – De-part-ed	Gone – to have departed Departed – to go away or go away from	Tim left about ten minutes ago and departed on a bus.
Left – Gone	Gone – to have departed Left – the past tense of leave	By noon she left and had gone home.
Wait – Stay	Wait – to stay in place Remain – to continue unchanged	Will you stay here and wait for me?
Stay – Re-main	Wait – to stop going forward; pause Remain – to continue unchanged	I will remain here and stay with you until noon.
Dazed – Stunned	Dazed – to be stunned, especially by a blow Stunned – to be made dizzy or senseless by or as if by a blow	Greg was stunned and dazed when he hit his head.
Stunned –Shocked	Stunned – to be made dizzy or senseless by or as if by a blow Shocked – a sudden and violent disturbance of mind or feelings (a shock of surprise)	I was shocked and stunned to hear that I won first place.
Real – Gen-u-ine	Real – not artificial Genuine – being just what it seems to be	I thought it was real gold because it looked genuine.

Gen-u-ine – Au-then-tic	Genuine – being just what it seems to be Authentic – being really what it seems to be	The painting must be genuine if the signature is authentic.
Fake – False	Fake – a person or thing that is not really what is pretended False – not true, genuine, honest or misleading manner	False diamonds feel fake when you touch them.
Fake – Coun-ter-feit	Fake – a person or thing that is not really what it appears to be Counterfeit – made in exact imitation of something genuine and meant to be taken as genuine	The counterfeit money had a fake serial number.
Tired – Ex-haust-ed	Tired – weary, fatigued Exhausted – to be tired out	I was tired of running so I stopped before I got exhausted.
fa-tigued – sleep-y	Fatigued – to be tired with work or exertion Sleepy – an inactive state; tired	I was so sleepy that I felt too fatigued to get out of bed.

Draw a line from each word to its synonym.



## Synonyms

- |                |                 |
|----------------|-----------------|
| <b>happy</b>   | <b>pretty</b>   |
| <b>walk</b>    | <b>stay</b>     |
| <b>fast</b>    | <b>cautious</b> |
| <b>lovely</b>  | <b>glad</b>     |
| <b>careful</b> | <b>curve</b>    |
| <b>bend</b>    | <b>quick</b>    |
| <b>wait</b>    | <b>genuine</b>  |
| <b>real</b>    | <b>stroll</b>   |

## Antonyms

- |               |                 |
|---------------|-----------------|
| <b>exit</b>   | <b>sharp</b>    |
| <b>thin</b>   | <b>fat</b>      |
| <b>arrive</b> | <b>going</b>    |
| <b>hello</b>  | <b>entrance</b> |
| <b>dull</b>   | <b>buy</b>      |
| <b>sell</b>   | <b>goodbye</b>  |
| <b>here</b>   | <b>depart</b>   |
| <b>coming</b> | <b>there</b>    |

Draw a line from each word to its antonym.





# Synonyms



Look at each word and circle its synonym inside the snowball.

**hurry**

slow  
rush  
tired

**remain**

stay  
genuine  
leave

**stunned**

bored  
dazed  
stand

**fake**

real  
sleepy  
false

**tired**

slow  
exhausted  
authentic

**fatigued**

tired  
awake  
stunned

**gone**

stay  
stop  
departed

**small**

little  
big  
huge

**fast**

slow  
quick  
fake

**genuine**

real  
fake  
gone

**begin**

end  
again  
start

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# Antonyms



Look at each word and circle its antonym inside the snowball.

**lost**

found  
gone  
lose

**down**

below  
around  
up

**fast**

quick  
slow  
left

**left**

right  
wrong  
lose

**this**

there  
that  
his

**front**

false  
back  
up

**last**

first  
lost  
end

**hard**

rock  
soft  
down

**begin**

start  
big  
end

**yes**

no  
up  
on

**stop**

last  
go  
right

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## **Lesson 4: Homophones and Homographs**

- Coach Time
- Learn the Words – Speed Round
- Tricky Word Tennis Game

### **OBJECTIVE**

Students will understand and be able to use the basic rules for identifying homophones and homographs, and the difference between the two.

### **STANDARDS**

- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### **ACTIVITY**

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

Click on "Next" and then "Start" to go to the Learn the Words section. When mousing over words, for homophones point out how each sounds alike but is spelled differently, and has a different meaning. For homographs, show how they are spelled alike, and may sound the same or sound different, and have different meanings. Mouse over each word in the sentence and have your students say the words along with the program, and then have them say the sentence together. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the "speed round" button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on "Play the Game" and demonstrate how to play. When the student answers a series of questions correctly as they assist a reporter writing a news story on tennis players, they can then play tennis games as a reward. Depending on how well the student fared, they will have the choice to play tennis pros of different levels.

### **OTHER RELATED ACTIVITIES**

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

Hold up cards with two words, for instance, "sea" and "see". Ask the class if these words are sound alike or spelled alike words.

Write a sentence on the blackboard, leaving out one or more words. Say to them that you want a word in the sentence that means "cry". Then have a student who answers write the word on the board in the sentence. Check the spelling, whether they correctly wrote "bawl" or "ball". Repeat with other sound alike words.

Divide students into pairs. Give each group a list of sentences, with each sentence using spelled alike words, for instance, "I told the referee I would contest the results of that contest". Have one student then read a definition to the other, asking which "contest" in the word that definition is for.

## Learn the Words: Homophones and Homographs

<b>Homophones – words that sound alike but have different meanings</b>		
Bare Bear	Bare – having no covering Bear – large heavy mammal	A bear with no hair is bare.
Red Read	Red – one of the 16 primary colors Read – to understand language through written words	I read the red book.
Root Route	Root – part of a plant that stores food and holds the plant in place Route – a course of travel	I tripped on a tree root when I was on my paper route.
Buy by	Buy – to purchase By – in proximity to; near	You can buy fruit by at the store by the library.
By bye	By – in proximity to; near Bye – used to express farewell	I said bye to him by the school.
Here Hear	Here – in or at this place Hear – to listen to with attention	You can hear the music better if you stand here.
Four For	Four – one more than three For – taking into account	I have had four cats for two years.
No Know	No – not so – used to express disagreement or refusal Know – to have understanding of	There is no way I would know the answer to that.
Sea See	Sea – a great body of water that covers much of the earth See – view with eyes	I can see many birds by the sea.
Waste Waist	Waste – material left over or thrown away Waist – the part of the body between the chest and the hips	Ralph never let any food go to waste, so he ended up with a large waist.
Peek Peak	Peek – to take a quick glance Peak – the pointed top of a hill or mountain	At the peak of the mountain you can peek through the trees and see for miles.
Cor-al Cho-ral	Coral – a dark pink Choral – of, relating to, or sung or recited by a chorus or choir or in chorus	The choral group was wearing coral colored dresses.

Stares Stairs	Stares – to look at hard and long often with wide-open eyes Stairs – a series of steps going from one level to another	People gave us stares as we walked up the stairs.
Peer Pier	Peer – to look curiously or carefully Pier – a structure built out into the water for use as a place to land or walk.	I saw you peer at the boy on the pier.
Pear Pare	Pear – the fleshy fruit that grows on a tree related to the apple and is commonly larger at the end Pare – to cut or shave off the outside or the ends of	You can pare the skin off this pear with a knife.
Pair Pear	Pair – a set of matching things Pear – the fleshy fruit that grows on a tree related to the apple and is commonly larger at one end	Jenny got pear juice on her new pair of pants
Sail Sale	Sail – a sheet of fabric used to catch enough wind to move boats through the water Sale – an exchange of goods or property for money	The sail of the sailboat was for sale.
Ring Wring	A circular band worn as an ornament Wring – to twist or press so as to squeeze out moisture	Take off your ring before you wring out the clothes.
Pale Pail	Pale – light color in shade Pail – usually round container with a handle	The pail is a pale blue color.
So Sew	So – apparently; well, then. Used in expressing astonishment, disapproval, or sarcasm Sew – to work with needle and thread	So, I heard you want to learn how to sew.
Heard Herd	Heard – to listen Herd – a number of animals of one kind kept or living together	I heard the herd coming over the hill.
There Their	Their – of or relating to themselves or as objects of an action There – in or at that place	Their house is over there.
They're There	They're – they are There – in or at that place	They're over there by the theater.
New Knew	New – not old Knew – past of know	I knew those were new shoes.
Too To	Too – More than was wanted or needed To – in the direction of	That shirt was too tight so I gave it to Anna.

To Two	To – in the direction of Two –one more than one	I want to buy two trees for my yard.
Write Right	Write – to make up and set down for others to read Right – relating to, or being the side of the body away from the heart	Write your name on the right side of the paper.
<b>Homographs – words that look alike but have different meanings</b>		
Dove	Dove – a small bird in the pigeon family Dove – the past tense of dive; to have plunged headfirst into water)	As I dove into the water I saw a dove fly by.
Refuse	Refuse – trash Refuse – unwillingness to do something	I refuse to throw away refuse for you.
Desert	Desert – a dry barren region with little water Desert – to leave without intending to return	I had to desert the hot and dry desert for the beach.
Lead	Lead – to guide or show the way Lead – a kind of metal	I will lead you to the place where I found the lead.
Wind	Wind – to turn or twist something Wind – Moving air	I will wind up the toy as soon as the wind stops.
Bass	Bass – A freshwater fish Bass – A low-pitched sound, instrument or singer	I am going to play my bass guitar instead of fishing for bass.
Bow	Bow – A weapon used to shoot arrows Bow – To bend downward as a greeting or to show submission	Joe picked up his bow and arrow and took a bow.
Present	Present – to offer or give Present – a gift	I want to present you with this present.
Read	Read – to understand the meaning of written words; past tense Read – to understand the meaning of written words; present tense	Can I read the book that you just read?
Record	Record – to set down in writing or on tape Record – outstanding among other like things	I want to record my long jump record in my notebook.

Tear	Tear – rip apart Tear – a drop of salty liquid that keeps the eyes moist	I had to reject the broken toy that was a reject.
Leaves	Leaves – to go away from Leaves – the flat, green parts that grow from a plant stem; plural of leaf	He always leaves when he sees too many leaves on the ground.
Lock	Lock – a small bunch of hair or fiber Lock – a fastening device with a key	I got a lock of my hair caught in the lock of my diary.
Bark	Bark – to make the short loud cry of a dog Bark – the outside covering of the trunk, branches and roots of a tree	The dog likes to bark at the bark on the tree.
Bank	Bank – the rising ground at the edge of a river, lake or sea Bank – a place of business that lends, exchanges, takes care of or issues money	I walked along the river bank on my way to the bank.
Ring	Ring – a circular band worn as an ornament, usually on the finger Ring – to sound a bell	I lost my gold ring right before I heard the school bell ring.
Stern	Stern – hard and severe in nature or manner Stern – the back end of the boat	The stern looking sailor stood at the stern of his ship.
Bear	Bear – to put up with Bear – a large, heavy mammal with a shaggy coat and short tail	I can't bear to see a bear cry.



# Homophones - sound-alike words

Circle the word that matches each definition.

**to purchase**

**by      bye**  
**buy**

**to listen**

**hear   here**

**not old**

**knew   new**

**a body  
of water**

**see   sea**

**the top of  
a mountain**

**peak   peek**

**steps**

**stairs   stares**

**a fruit**

**pair   pear**





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## Homophones - sound-alike words


Write the correct homophone in each blank space to complete the sentences.


 **There are \_\_\_\_\_ many people \_\_\_\_\_.**  
(to, too) (here, hear)

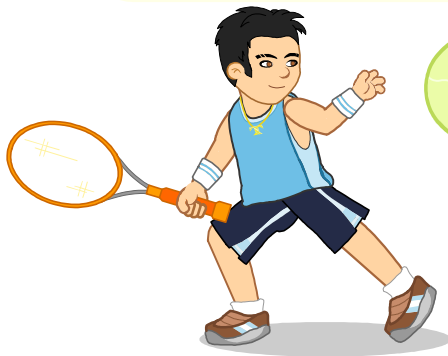
\_\_\_\_\_ **your name on the \_\_\_\_\_ side of the paper.**   
(write, right) (write, right)


 \_\_\_\_\_ **house is over \_\_\_\_\_.**  
(there, their) (there, their)


\_\_\_\_\_ **going to go swimming in the \_\_\_\_\_.**   
(their, they're) (sea, see)

 **We \_\_\_\_\_ the school bell \_\_\_\_\_.**  
(heard, herd) (ring, wring)

**Do you \_\_\_\_\_ if this car is for \_\_\_\_\_?**   
(no, know) (sail, sale)



 **I have \_\_\_\_\_ dogs.**  
(for, four)

**Meet me \_\_\_\_\_ the tree.**   
(bye, by, buy)

## **Lesson 5: Classifying and Sorting**

- Coach Time
- Learn the Words – Speed Round
- Slam Dunk Basketball Game

### **OBJECTIVE**

Understand how to classify and sort words, and be able to sort words into classification groups.

### **STANDARDS**

- Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

### **ACTIVITY**

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

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

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game”, and demonstrate how to play. When the arrows line up over the basket for the classification that goes with a word, the student can shoot to make a basket. Depending on whether they chose the correct classification, and how well they lined the arrow up, the student makes a shot that first hits the rim, or a swish, or a slam dunk!

You can also lead the students through a 50-question quiz, challenging them to call out the correct classification for each word or term.

### **OTHER RELATED ACTIVITIES**

Create four or five classifications, then 8-10 words for each classification. Write all the words on individual cards and put all the cards in a big fishbowl or jar. Have students individually or in groups reach in, grab a random card, then put the card in the box of one of the classifications. After all the cards have been picked and put in a box, take each box and go through the words put in it, explaining the

correct/incorrect cards in the box, and if incorrect, which box that card should have been sorted into.

On the blackboard, list classifications such as “writing utensils”, “reading materials”, etc. that are in the classroom. Call on students to say which items go in which classification, and list them there.

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

## Learn the Words: Classifying and Sorting

<b>Classification – Sports</b>		
Word	Definition	Sentence
Bas-ket-ball	1. a game in which two teams try to throw a round inflated ball through a hoop 2. the ball used in basketball	I played basketball today and we won the game.
Foot-ball	1. a game played with a blown up oval ball on a large field by two of eleven players that move the ball by kicking, passing, or running with it 2. the ball used in football	I like to play football with my friends.
Golf	1. a game played by driving a small ball with one of a set of clubs around an outdoor course and into various holes in as few strokes as possible.	My dad plays golf every weekend.
Track	Sports events usually on an oval running track or on an enclosed field	I tried out for the track team and made it!
Ski-ing	To travel or glide on skis	It is fun to go skiing with my family.
Kay-ak-ing	A boat consisting of a light wooden frame covered with watertight skins except for a single or double opening in the center, and propelled by a double-bladed paddle.	We hit a rock while we were kayaking and fell into the water.
<b>Classification – Basketball</b>		
Drib-ble	To move a ball with short bounces	To play basketball you must practice on how to dribble the ball.
Hoop	A circular band of metal; the basket	Throw the basketball into the hoop to score points.
Score-board	A board keeping record of points made or lost	The scoreboard tells you which team is winning.

Court	A space arranged for playing a certain game	The high school finally has a basketball court.
Slam Dunk	A dramatic forceful dunk shot with a basketball	Not only tall people can slam dunk.
Half-time	The intermission between halves in games of certain sports, such as basketball and football	The coach yelled at the team during halftime.
<b>Classification – Emotions</b>		
Hap-py	Feeling or showing pleasure	I was so happy to see you at the party.
Sad	Causing or showing sorrow or gloom.	The cloudy day made me feel sad.
An-gry	Feeling or showing anger.	I got so angry when I missed my bus.
Anx-ious	characterized by extreme uneasiness of mind or brooding fear about something	I get anxious when I see a scary movie.
Jeal-ous	Feeling resentment toward someone more successful than oneself	Mike was jealous of his neighbor because he had a new bike.
Bored	To be weary and restless by being uninteresting	I got bored when I had to wait for you.
<b>Classification – Colors</b>		
Or-ange	A color between red and yellow	Danny is wearing an orange shirt.
Pur-ple	A color between violet and red	Purple is my favorite color.
Blue	A color between green and purple	The sky and the sea are blue.
Red	A color resembling that of blood or a ruby	My best friend has red hair.
Pink	A pale red color	Pink is a pretty color.
Yel-low	One of the three primary colors which is between orange and green	You know that the bananas are ready to eat when they turn yellow.
<b>Classification – Places</b>		
School	A place for teaching and learning	School is very important if you want to have a good career.

Home	The house in which one or one's family lives	I like to go home after school and have a snack.
Post Of-fice	A local office where mail is received, sorted, and delivered, and where stamps and other postal materials are sold.	I dropped off the mail at the post office.
Park	An area of land set aside for recreation or for its beauty	The park is a nice place to relax.
Of-fice	A place where business is done or a service is supplied	I work in a big office.
Mu-seum	A building in which are displayed objects of interest in one or more of the arts or sciences	I saw a mummy at the museum.
Class-room	A room in a school or college in which classes meet	Our classroom has lots of artwork on the walls.
Gym	Gymnasium; a large room used for various indoor sports	We play basketball in the gym.
Desk	A piece of furniture with a flat or sloping surface for use in writing or reading	My desk is right next to the window.
Pen-cil	A device for writing or drawing consisting of a stick of graphite enclosed in wood, plastic, or metal	My pencil broke so I had to borrow one from Jen.
Re-port Card	A report of a student's progress presented periodically to a parent or guardian.	I like to get good grades on my report card.
<b>Classification – Actions</b>		
Play	To occupy oneself in amusement, sport, or other recreation	I like to play outside.
Run	To move swiftly on foot so that both feet leave the ground during each stride.	Alex can run faster than Josh.
Leave	To go out of or away from	What time did you leave the party?

Laugh	To express certain emotions, especially delight, by a series of spontaneous, usually unarticulated sounds often accompanied by corresponding facial and bodily movements.	I like to be around people who make me laugh.
Throw-ing	To send forth by means of propelling through the air with a motion of the hand or arm	My baby brother likes throwing his toys.
Fal-ling	To drop or come down freely under the influence of gravity	I kept falling down when we went ice skating.
<b>Classification – Transportation</b>		
Bus	A long motor vehicle for carrying passengers, usually along a fixed route.	The bus is always crowded so I usually walk.
Train	A series of connected railroad cars pulled or pushed by one or more locomotives.	I took the train into the city.
Truck	Any of various heavy motor vehicles designed for carrying or pulling loads.	The truck got a flat tire on the freeway.
Air-plane	Any of various winged vehicles capable of flight, generally heavier than air and driven by jet engines or propellers.	I have never been on an airplane.
Ship	A vessel of considerable size for deep-water navigation	The ship was lost at sea.
Boat	A relatively small, usually open craft of a size that might be carried aboard a ship	We went fishing on a small boat.
<b>Classification – Clothes</b>		
Shirt	A garment for the upper part of the body, typically having a collar, sleeves, and a front opening.	I got my white shirt dirty at the park.

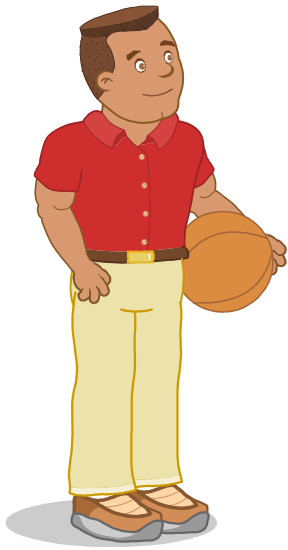


Pants	A garment extending from the waist to the knee or ankle covering each leg separately	I got a new pair of pants when we went shopping.
Socks	A short stocking reaching a point between the ankle and the knee.	My socks were white until I jumped in the mud puddle.
Sweat-er	A jacket or pullover made especially of knit, crocheted, or woven wool, cotton, or synthetic yarn.	A moth made a small hole in my sweater.
Jeans	Pants made of denim, or another durable fabric	My favorite jeans got ruined when I went camping.
Coat	A sleeved outer garment extending from the shoulders to the waist or below	I have a big coat that keeps me warm in the winter.
<b>Classification – Animals</b>		
Dog	A domesticated carnivorous mammal	The dog barked all night.
Cat	A small carnivorous mammal domesticated since early times as a catcher of rats and mice and as a pet.	My cat likes to sit by the window.
Horse	A large hooved mammal having a short-haired coat, a long mane, and a long tail, domesticated since ancient times and used for riding and for drawing or carrying loads.	The horse is my favorite animal.
Rab-bit	Any of various burrowing animals of the family Leporidae having long ears and short tails; some domesticated and raised for pets.	Rabbits are so cute and soft.

El-e-phant	Either of two very large herbivorous mammals, of south-central Asia or Africa, having thick, almost hairless skin, a long, flexible, prehensile trunk, upper incisors forming long curved tusks of ivory, and, in the African species, large fan-shaped ears.	We took a picture of the elephant at the zoo.
Mon-key	Any of various of long-tailed primates, including the macaques, baboons, guenons, capuchins, marmosets, and tamarins.	There was one monkey who liked to hang upside down.
<b>Classification – Foods</b>		
Steak	A slice of meat, typically beef, usually cut thick and across the muscle grain and served broiled or fried.	I like my steak to be well done.
Sal-ad	A dish of raw leafy green vegetables, often tossed with pieces of other raw or cooked vegetables, fruit, cheese, or other ingredients and served with a dressing.	I like to have ranch dressing on my salad.
Gar-lic Bread	French or Italian bread sliced and spread with garlic butter then crisped in the oven.	I like having garlic bread with my spaghetti.
Oat-meal	A porridge made from rolled or ground oats.	The oatmeal was cold so I didn't eat it.
Ice Cream	A smooth, sweet, cold food prepared from a frozen mixture of milk products and flavorings and eaten as a snack or dessert.	The ice cream melted and dripped on my pants.
Sand-wich	Two or more slices of bread with a filling such as meat or cheese placed between them.	I had a sandwich for lunch yesterday.
<b>Classification - Camping Gear</b>		

Tent	A portable shelter, as of canvas, stretched over a supporting framework of poles with ropes and pegs.	We all helped dad put up the tent before it started to rain.
Flash-light	A small portable battery-powered electric lamp.	Everyone should carry their own flashlight.
Sleep-ing Bag	A large, warmly lined, usually zippered bag for sleeping, especially outdoors	The zipper on my sleeping bag is broken.
Back-pack	A knapsack that is worn on a person's back, used to carry things such as camping supplies or school books.	I carried extra snacks in my backpack.
Lan-tern	An often portable case with transparent or translucent sides for holding and protecting a light.	The lantern stayed on all night.
Bug spray	Any of numerous commercial products of insecticides that are dispensed in a fine jet of liquid from a pressurized container.	The bug spray helped keep mosquitoes away.
<b>Classification – in the Kitchen</b>		
Sink	A water basin of wood, stone, iron, or other material, connected with a drain, and used for receiving filthy water.	There were too many dirty dishes in the sink.
Bowls	A hemispherical vessel, wider than it is deep, used for holding food or fluids.	We have no clean bowls.
Dish-es	An open, generally shallow concave container for holding, cooking or serving food.	We used paper plates so we didn't have to wash any dishes.
Fork	A utensil with two or more prongs, used for eating or serving food.	I dropped my fork on the ground.
Stove	An apparatus in which electricity or a fuel is used	The stove was dirty after using it to cook all that food.

	to furnish heat, as for cooking or warmth.	
Re-frig-er-a-tor	An appliance, cabinet, or room for storing food or other substances at a low temperature.	Our refrigerator broke so we had to buy a new one.
Dish-wash-er	A person hired to wash dishes in a restaurant	The dishwasher helps mom keep the dishes clean.



## Classifying & Sorting

Cross out the word in each list that doesn't belong.

tennis  
basketball  
happy  
football

blue  
yellow  
orange  
school

run  
salad  
laugh  
play

bus  
train  
airplane  
pants

pencil  
office  
home  
park

horse  
elephant  
desk  
dog

happy  
play  
sad  
angry

fork  
jeans  
sweater  
socks

# Classifying & Sorting

Write each word from the list below under the correct category.

<b>sports</b> _____ _____ _____	<b>colors</b> _____ _____ _____	<b>camping gear</b> _____ _____ _____	<b>emotions</b> _____ _____ _____
<b>in the kitchen</b> _____ _____ _____	<b>clothes</b> _____ _____ _____	<b>at school</b> _____ _____ _____	<b>food</b> _____ _____ _____



**basketball**  
**sink**  
**tent**  
**red**  
**jealous**  
**classroom**  
**shirt**  
**kayaking**

**coat**  
**garlic bread**  
**flashlight**  
**sad**  
**orange**  
**pencil**  
**sleeping bag**  
**oatmeal**

**desk**  
**dishes**  
**purple**  
**golf**  
**sweater**  
**ice cream**  
**happy**  
**refrigerator**

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## **Lesson 6: Prefixes, Root Words, and Suffixes**

- Coach Time
- Learn the Words – Speed Round
- Cross Country Game

### **OBJECTIVE**

Students will be able to identify and use basic prefixes, root words, and suffixes in reading and writing.

### **STANDARDS**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode words with common prefixes and suffixes.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Identify and know the meaning of the most common prefixes and derivational suffixes.

### **ACTIVITY**

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

Click on “Next” and then “Start” to go to the Learn the Words section. Mouse over the prefix, root word, or suffix at the top of the screen, having the students say it with you. Then mouse over the syllables, having the class pronounce them. Next mouse over each word in the sentence and have your students say the words along with the program. You can click on the green icon to have the program read the sentences. You can also go over the rules and the definitions by clicking on the face and the book icons. Click on the gold arrow to go to the next word. Continue until you have gone through all of the words.

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game”, and demonstrate how to play. For this cross country race, students show their skill in a race with several stages. The student’s speed and correct answers determine the runner’s speed on the trail. First, they click on the letters for the part of the word the coach says; in the next part of the course, they click on the prefix or suffix that goes with the coach’s definition; and

finally, the coach gives the definition for a word, and students drag the correct prefix or suffix to the root word to complete it.

You can also take the students through the 50-question quiz, challenging them as a group to correctly identify the prefixes, root words, and suffixes.

### **OTHER RELATED ACTIVITIES**

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

Have students put a big card on their chest that reads prefix, root word, or suffix. Then have them mingle in the classroom and find other students with whom they can form words. Challenge students to work with their classmates to form as many words as they can within a period of 15 minutes, making a list of their words. To get a word, students need to stand next to each other so that the word is spelled. Afterward the class re-joins, and the teacher sees what words the students formed. Every student earns a gold sticker for participating in the activity.

Give students lists of words that all use the same root word, with different prefixes and suffixes added to them. On the other side of the paper, have definitions listed for the words. Have students match the word to the correct definition by drawing lines with erasable markers.



## Learn the Words: Prefixes, Root Words and Suffixes

<b>Prefixes</b>		
<b>Un- can mean: not or non</b>		
Un-lock	to unfasten the lock	Unlock the door.
Un-cov-er	to remove the covering	Uncover the pool before you go swimming.
Un-safe	exposed or exposing to danger	It is unsafe to ride your bike at night.
Un-load	to take a load from	Unload the furniture from the truck.
Un-stack	to remove, or take away from a stack	I need to unstack these boxes.
Un-stead-y	not firm or solid	The ladder was unsteady.
Un-for-get-ta-ble	memorable; earning a permanent place in the memory	I had an unforgettable time at the park.
<b>Re- can mean: again</b>		
Re-fuel	to provide with or take on more fuel	The airplane had to stop to refuel.
Re-start	to move again into being or action	I had to restart my computer.
Re-build	to construct again	They had to rebuild their house after the fire.
<b>Pre- can mean: before</b>		
Pre-school	Nursery school	My little sister just started pre-school.
Pre-test	a test taken beforehand to see how much one already knows.	My teacher gave us a spelling pre-test to see what words we already knew.
Pre-pare	to make ready for something	I can prepare for my math test by studying hard.
<b>Post - can mean: after</b>		
Post-script	a note added at the end of a finished letter or book	I added a postscript to the end of my letter.
<b>Dis – can mean: opposite, not or expel from</b>		
Dis-cov-er	to find out, see, or learn of especially for the first time	There is a lot to discover about the earth.
Dis-ap-pear	to stop being visible or stop existing	I was so embarrassed that I wished I could disappear.

Dis-ad-van-tage	something that makes it hard for a person to succeed or do something	I am at a disadvantage when we play basketball because I am short.
<b>Mid – can mean: middle</b>		
Mid-night	twelve o'clock at night	I went to bed at midnight.
Mid-day	The middle part of the day; noon	I woke up midday.
<b>Super – can mean: above, over or superior</b>		
Su-per-hu-man	going beyond normal human power, size or ability	That man is so strong that he seems to have superhuman power.
Su-per-in-ten-dent	a person who looks after or manages something as in schools or a building	The school superintendent decided that there would be no school this Friday.
<b>De – Remove or reduce</b>		
De-frost	to thaw out	I need to defrost the meat for dinner.
De-tour	a roundabout way that temporarily replaces part of a regular route	We took a detour around the lake.
De-hy-drate	to take water from; to lose water or body fluids	If you dehydrate a grape it turns into a raisin.
<b>Sub– can mean: under or below</b>		
Sub-ze-ro	Below 0 degrees in temperature indicated by a thermometer.	Alaska has subzero temperatures.
Sub-ma-rine	a naval ship designed to operate underwater	The submarine went deep into the ocean.
<b>In– can mean: not, into or toward</b>		
In-vis-i-ble	being out of sight	If I was invisible no one could see me.
<b>Non- can mean: not</b>		
Non-sense	words or signs having no intelligible meaning	Are you talking nonsense again?
Non-skid	designed to prevent or inhibit skidding	My shoes have nonskid soles.
<b>Im- can mean: not</b>		
Im-pass-a-ble	impossible to pass, cross, or overcome	The snow on the mountain road made it impassable.
Im-pos-si-ble	incapable of being or of occurring	It is impossible to score a goal with my eyes closed.
<b>Semi- can mean: half</b>		

Sem-i-cir-cle	a plane figure with the shape of half a circle	The kids formed a semicircle around the teacher.
Sem-i-fi-nal	coming before the final round in a tournament	We will be happy if we win at least one semifinal game.
<b>Root Words</b>		
<b>Stack: a pile of objects on top of each other.</b>		
Un-stack-ing	to reverse, or undo an orderly pile	She was unstacking the books when they fell.
Re-stack-ing	again; anew an orderly pile.	She saw a spider when she was restacking the boxes.
<b>Appear: to be or come in sight</b>		
Dis-ap-pear	to stop being visible	I better eat a cookie before they all disappear.
Re-ap-pear	to appear again	I will reappear at the end of this magic trick.
Dis-ap-pear-ance	to pass out of sight or existence without explanation	The disappearance of the boy surprised everyone.
<b>Care: a concern or to be concerned about something</b>		
Care-ful	marked by attentive concern and solicitude	I am very careful when I drive.
Care-less	carefree, not taking proper care	There are some careless drivers on the road.
Ski	A narrow strip of wood used to glide over snow or the act of gliding on skis	
Ski-er	someone who skis	The American skier got first place.
Ski-ing	to be traveling or gliding on skis.	Skiing is a lot of fun.
<b>Spray: a burst of fine mist</b>		
Spray-ing	a liquid dispersing into a fine mist	Spraying plants with water can help them stay green.
Sprayed	to disperse (liquid) in a mass or jet of droplets.	My brother sprayed me with the hose when I went outside.
<b>Thank: to express gratitude to</b>		
Thank-ing	showing gratitude	He is thanking them for the nice present.
Thank-ful	aware and appreciative of a benefit; grateful	I am thankful for my family.

<b>Wonder: Something extraordinary or to feel surprise or amazement</b>		
Won-der-ing	to feel curiosity or be in doubt about	I was wondering what happened to my friend.
Won-der-ful	Surprising, strange or astonishing	It is wonderful to see my friends again.
<b>Joy: a feeling of pleasure or happiness that comes from success, good fortune, or a sense of well-being</b>		
En-joyed	to have a pleasurable or satisfactory time	I enjoyed playing video games with you.
Joy-ful	full of joy; having or causing joy; very glad; as, a joyful heart	The band was making a joyful noise.
En-joy-ment	the action or condition of enjoying something	The music is for your enjoyment.
En-joy-ing	to receive pleasure or satisfaction from	The crowd was enjoying themselves.
<b>Scare: to be or become frightened suddenly</b>		
scar-y	to be frightful	That mask makes you look scary.
scar-i-er	to be more frightful than something else	That movie was scary but this one is scarier.
scar-i-est	to be the most frightful	That is the scariest ride in the park.
<b>Sleep: a natural periodic loss of consciousness during which the body rests and refreshes itself</b>		
sleep-y	to need rest or to go to sleep	I get sleepy when I stay up too late.
sleep-i-er	to need more rest than before	I am sleepier today than I was yesterday.
sleep-i-est	to need more rest than ever before or to be more sleepy than someone else	I stayed up all night and this is the sleepest I have ever been.
<b>Wear: to make tired</b>		
wear-y	to be worn out	I felt really weary after our hike.
wear-i-er	to be more worn out than before	I was wearier after playing tennis than I was running two miles.
wear-i-est	to be more worn out than ever before	After all that exercise this is the weariest I have ever felt.

<b>Cloud: a visible mass of tiny bits of water or ice hanging in the air usually high above the earth</b>		
cloud-y	Overcast with clouds	It sure is cloudy today.
cloud-i-er	to be more overcast than before	It was cloudier yesterday than it was today.

<b>Suffixes</b>		
<b>-er: a suffix used in comparing two things or referring to someone who does something</b>		
Great-er	larger in size than others of the same kind	Ten is greater than five.
Fast-er	indicating a time somewhat ahead of the actual time	I run faster than my brother.
Slow-er	behind in time; indicating earlier than the true time	The turtle is slower than the hare.
High-er	having a relatively great elevation; extending far upward	Planes can fly higher than the clouds.
Low-er	a low level, position, or degree	I got a lower grade on my test than you did.
Surf-er	One who engages in the sport of surfing	That surfer is at the ocean everyday.
<b>-est: compares all things</b>		
Great-est	more than ordinary in degree; very considerable in degree	She is the greatest soccer player I have ever seen.
High-est	tallest or of greatest degree	Jack got the highest grade in the class.
Steep-est	making a large angle with the plane of the horizon; ascending or descending rapidly with respect to a horizontal line or a level; as, a steep hill or mountain.	That is the steepest hill in the whole park.
fast-est	acting, moving, or capable of acting or moving quickly; swift.	I am the fastest runner in my class.

Slow-est	not moving or able to move quickly; proceeding at a low speed	Bob is the slowest runner.
<b>-ing: refers to the present</b>		
drink-ing	to swallow anything liquid, for quenching thirst or other purpose.	I am drinking a milkshake.
div-ing	to plunge into water headfirst	I had a lot of fun diving in the swimming pool.
Run-ning	to move swiftly on foot so that both feet leave the ground during each stride.	I like running down the hill.
Climb-ing	to move oneself upward, especially by using the hands and feet.	I had a hard time climbing that rock.
Un-wrap-ping	to undo an enclosed package by peeling of the paper	Unwrapping presents is a lot of fun.
De-part-ing	going away, leaving	Departing from friends is hard.
<b>-ed: refers to the past</b>		
Climbed	to have moved oneself upward, especially by using the hands and feet	I climbed up that tree.
O-pened	to change or move from a closed position	Who opened the door?
Locked	to have secured an opening with a device such as a lock	I tried to come in but the door was locked.
Un-load-ed	to have removed the load or cargo from	He unloaded my luggage from the van.
<b>-ful: to be full of</b>		
Col-or-ful	to be full of colors	The flower garden is very colorful.
Skill-ful	having knowledge and experience at doing a particular job	That ballet teacher is very skillful.

<b>-ness: state of being or condition</b>		
Good-ness	the quality or state of being good	He helped her out of the goodness of his heart.
Sick-ness	the state of being sick	Her sickness made her tired.
<b>-less: without</b>		
Care-less	carefree, not taking proper care	There are some careless drivers on the road.
Hair-less	without hair	Baby mice are hairless.



# Prefixes, Root Words & Suffixes

Circle the **prefix** in each word.

<b>unstack</b>	<b>invisible</b>	<b>semicircle</b>
<b>preschool</b>	<b>disappearance</b>	<b>rebuild</b>
<b>submarine</b>	<b>unsteady</b>	<b>nonsense</b>

Circle the **root word** in each word.

<b>careless</b>	<b>disadvantage</b>	<b>goodness</b>
<b>impossible</b>	<b>restack</b>	<b>skillful</b>
<b>unwrapping</b>	<b>enjoyment</b>	<b>unloaded</b>

Circle the **suffix** in each word.

<b>slower</b>	<b>careless</b>	<b>steepest</b>
<b>opened</b>	<b>sickness</b>	<b>running</b>
<b>departing</b>	<b>joyful</b>	<b>surfer</b>



# Prefixes, Root Words & Suffixes

Change each word to match the definition by adding the correct prefix or suffix.

to open a lock

**lock**

re un ed

to start again

**start**

re un dis

to be the most slow

**slow**

ed est ful



below zero

**zero**

un pre sub

not visible

**visible**

in im un

not possible

**possible**

in un im

half a circle

**circle**

semi non re



full of color

**color**

less ful er

a person who skis

**ski**

er ed est

middle of the night

**night**

semi non mid

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## **Lesson 7: Reading Comprehension Strategies**

- Coach Time
- Learn the Words – Speed Round
- Kayaking Adventure Game

### **OBJECTIVE**

Students reading comprehension skills by reading short stories, and then by answering who, what, where, when, and how questions about the stories.

### **STANDARDS**

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Know and apply grade-level phonics and word analysis skills in decoding words
- Identify words with inconsistent but common spelling-sound correspondences.
- Read on-level text with purpose and understanding.
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### **ACTIVITY**

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

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

Click on the “speed round” button. Listen to the direction and then click on start. Have your students direct you where to click.

Click on “Play the Game”, and demonstrate how to play. For the kayaking game, students first answer questions from several reading passages. Then depending on their score, they get to choose from one or more kayaking games to play, from a relaxing trip down a gentle stream, to a raging river!

### **OTHER RELATED ACTIVITIES**

First, have everyone read a short passage, either fiction or non-fiction. Then divide the class into two groups for a comprehension contest. A student from each team goes to the front of the room, where bells function as buzzers. The students could face each other in a "Family Feud" type way. Ask a question from the story, then whoever knows the answer rings in first – with points deducted if they ring in just to be quick, but don't know the answer. Whoever gets the answer first scores points for their team.

Have everyone in the class read a fairy tale such as "Goldilocks" or "Hansel and Gretel". Then go over who, what, where, when, and how for each of these stories, calling on students. Or, break the students into smaller groups, each group getting flashcards with who, what, etc., and they quiz each other on the story.

## Learn the Words: Reading Comprehension Strategies

<b>Comprehension Strategies</b>		
Man-y	being one of a large indefinite number, numerous	There are many fish in the Kern River.
Dif-fer-ent	1: unlike in form, quality, amount, or nature 2: dissimilar	I like to try different types of food.
Rea-son	the motive for an action, decision, or conviction	Being sick is a good reason not to go to school.
Peo-ple	humans considered as a group or in indefinite numbers	There are many people who like to swim.
Kay-ak-ing	an Inuit or Eskimo boat consisting of a light wooden frame covered with watertight skins except for a single or double opening in the center, and propelled by a double-bladed paddle	I go kayaking whenever I can.
break	1: to snap off or detach 2: to stop or rest	We worked two hours before we took a break.
Pad-dling	to use an implement (usually wooden) having a blade to propel a canoe or small boat	Paddling a kayak is fun.
Week-end	the last, (Saturday) and first day of the week, (Sunday).	I am going to the river next weekend.
stream	a flow of water in a channel or bed, as a brook, rivulet, or small river	We ate our lunch next to the stream.
Wild-life	animals and vegetation, living in a natural, undomesticated state	The mountains are full of beautiful wildlife.
Morn-ing	the first or early part of the day, lasting from midnight to noon or from sunrise to noon	I eat breakfast every morning.
Bin-oc-u-lars	a hand-held instrument for seeing at a distance	I used my binoculars to see the eagles soar.
Drink-ing	swallowing anything liquid, for quenching thirst or other purpose	I was drinking water when a fly landed on my nose.

Edge	the line where a surface ends	I did not want to stand too close to the edge of the cliff.
Rain-bow-trout	a freshwater game fish native to western North America, having a reddish longitudinal band and black spots	Rainbow trout can swim upstream.
White wa-ter	Frothy, rough water as in rapids, caused by rocks and swift water	Paddling through white water can be fun and exciting.
Sweat-er	a jacket or pullover made especially of knit, crocheted, or woven wool, cotton, or synthetic yarn	I got chilly so I put my sweater on.
Be-hind	in, to, or toward the rear	I could hear a lot of yelling behind me.
Rap-ids	an extremely fast-moving part of a river, caused by a steep descent in the riverbed	We were going very fast over the rapids.
Flipped	to throw or toss with a light brisk motion	Dad flipped the pancakes over.
Soak-ing	immersed, or saturated in water/liquid for a period of time	I fell into the river and got soaking wet.
Bush-es	a thick low shrub with many branches	I could see a rabbit in the bushes.
Bare feet	feet without shoes	I took my socks off so I could see my bare feet.
Ex-cit-ing	creating or arousing reaction or emotion	Kayaking is a very exciting sport.
Back-pack	a container made to be carried on the back for easier use of transporting belongings	I can carry three books in my backpack.
Sun-glass-es	eyeglasses with tinted or polarizing lenses to protect the eyes from the sun's glare	The sun was very bright so we put on our sunglasses.
Bag lunch	a meal carried in a paper sack or other container	We brought a bag lunch with a sandwich and an apple.
Plas-tic bag	a sack made of a polysynthetic material	I put my sandwich in a plastic bag to keep it dry.

First aid	care or treatment of an injured person before regular medical help arrives	You can use first aid to help someone who is hurt.
Crash	1: to hit something with force	At the beach we saw the waves crash on the shore.
Prac-ti-cal	1: designed for use rather than for style 2: relating to action or work rather than ideas or thought	Her fancy shoes were not practical for hiking.
Lift-ed	to pick up or to have raised to a higher elevation	I lifted my kayak onto the top of the car.
Bob-bing	moving with a quick jerky motion	We saw a bottle bobbing up and down in the river.
Par-al-lel	lying or moving in the same direction as another object but always the same distance apart	The highway runs parallel to the river.
Im-por-tant	1: having significance and value	It is important to wear a helmet when riding a bike.
Les-son	a reading or exercise designed for study or learning	My first kayak lesson was so much fun.
Passed	1: to go by or move beyond 2: to be approved of	I passed my first aid test the first time I took it.
Fish-er-man	a person who catches or tries to catch fish	The fisherman caught five fish.
Wa-ter-fall	a place where water falls from a higher height	I saw a waterfall that was over thirty feet high.
Scar-ing	to cause to be frightened	Quit scaring away the birds.
Hun-gry	having a strong desire (often to eat)	I was still hungry after eating my sandwich.
Cur-rent	1: occurring in the present time 2: a body of fluid moving in a specific direction	I love to paddle with the current of the river.
Slow-er	moving or reacting with less speed	I am slower than my big sister.
Ad-ven-ture	a trip or action that involves unknown risks or danger or an unusual experience	Every kayaking trip is an adventure.

Float-ing	Remaining suspended within or on the surface of a fluid or the air without sinking or falling	Floating down the river in a raft is so much fun.
Bend	1: to make a straight object curved or angular 2: a place on a river or road that is curved	Try not to bend the pages of that book.
Scratch-ing	injuring, scraping, or itching with nails, claws or an object	I was scratching a lot because I had a rash.
Down-stream	a place on a stream or river that is down current	We paddled downstream to the bridge.
Forc-ing	1: making a person to do something 2: using power or strength to move or place an object	Mom was forcing us to eat our vegetables.

# Comprehension Strategies

Read the story and then answer the questions.



My brother and I walked to the lake last weekend to go fishing.

**Who is the sentence about?** \_\_\_\_\_

**Where did they go?** \_\_\_\_\_

**When did they go to the lake?** \_\_\_\_\_

**What did they do at the lake?** \_\_\_\_\_

**How did they get there?** \_\_\_\_\_

Sara likes to swim so every morning her mom drives her across town to the pool so she can practice.

**Who is the sentence about?** \_\_\_\_\_

**What does she like to do?** \_\_\_\_\_

**When does she go to the pool?** \_\_\_\_\_

**Where is the pool?** \_\_\_\_\_

**How does she get there?** \_\_\_\_\_



## Comprehension Strategies

Read the story and then answer the questions.

Every weekend Josh and his brother Jacob go down to the creek to play. One morning they had an exciting adventure. Jacob was walking along the creek when he saw a bottle bobbing up and down in the water. He picked it up and inside was a treasure map. They followed the map over the creek, around the big oak tree and into the forest until they found the right spot to start digging. Soon they uncovered a small box. They opened the box and inside was a dollar! Under the dollar was a note:



*For Josh and Jacob. I hope you had fun going on a treasure hunt. Here's a dollar to buy some lemonade at the store when you get thirsty. Love, Mom*

As they ran to the store, they talked about how much fun they had on their adventure.

**Who plays at the creek?** \_\_\_\_\_

**What was in the bottle?** \_\_\_\_\_

**When do they go to the creek?** \_\_\_\_\_

**Where was the note?** \_\_\_\_\_

**How did they get to the store?** \_\_\_\_\_

## Comprehension Strategies

Read the story and then answer the questions.



Emily likes to go kayaking, but her kayak is old and it has a big hole in it. One day she decided to try to patch the hole with some tape and go for a short kayak trip down the river. She was paddling along with no problems at first, but then she hit some rapids and water started pouring into the kayak. She looked down and realized that the tape came off. It was only a short distance to the bridge so Emily paddled as hard as she could to reach it before the kayak filled with water. She grabbed onto the bridge and pulled herself up, out of the sinking kayak. She looked down and saw her old kayak disappearing into the river. Emily was very happy to be safe on dry ground, and realized that you should never go in a kayak that has a hole in it.

**Who likes to go kayaking?** \_\_\_\_\_

**What does she patch the hole with?** \_\_\_\_\_

**When does the water start coming in the kayak?**  
\_\_\_\_\_

**Where did she paddle to after the tape came off?**  
\_\_\_\_\_

**How does she get out of the kayak?** \_\_\_\_\_  
\_\_\_\_\_

## Lesson 8: Review Games

- Motocross Race
- Sports Game Show

### **OBJECTIVE**

Students will be able to spell words correctly and quickly, first when seeing and hearing them, and then hearing them only.

Students will be able answer questions based on the all of the previous lessons.

### **STANDARDS**

- Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### **ACTIVITY**

In the spelling game, students are challenged to quickly click or type words correctly, to make their Motocross racer ride like lightning while performing amazing stunts! Students can choose their rider, and choose three levels of difficulty: the bronze, silver, and gold medal races. The bronze and silver medal games have hints. For the bronze level, students see the word, and for the silver level, they can click hint to reveal the word. But for the gold medal race, students hear the word only. The faster players spell the words, the faster the motocross racer goes, and the more tricks they will do as well. Also, there is a high score list to help motivate high achievement.

In the review activity covering all topics in the course, you choose to play a bronze, silver, or gold medal level player in a football game show. A host asks a question—it could be about syllables, classifying and sorting, antonyms, anything in the course. If you click the buzzer first, you then have five seconds to answer the question. If correct, on a big “video screen”, your football team makes progress toward a touchdown. But if you are incorrect on the next question, you fumble and your opponent has the chance to advance their team down the field. The first contestant to score a touchdown wins!

### **OTHER RELATED ACTIVITIES**

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

students tap and spell the words. Both teams will have players going around the bases. When they get 'home', they put a tally mark under their team name. Play continues until all words are used. The team with the most tally marks wins.

## Review Questions

1. Which one of these words has the same word pattern as this word: action

station

apple

picture

2. What is a synonym of this word? curve

remain

stroll

bend

3. What word matches this definition? twelve o'clock at night

midday

midnight

preschool

4. What group does this word belong to? cafeteria

places

sports

colors

5. What word matches this definition? not taking proper care

careless

careful

carefully

6. What word matches this definition? to unfasten the lock

unlock

relock

locked

7. Which one of these words has the same word pattern as this word: bought

curious

brought

cause

8. Which one of these words has the same word pattern as this word: caught

ambitious

brought

taught

9. What word pattern do all of these words have in common?

donation, nation, station

tion

ture

ought

10. Which one of these words has the same word pattern as this word: track

because

black

brought

11. What word pattern do all of these words have in common? opinion, onion, billion

ture

ion

ought

12. Which one of these words has the same word pattern as this word: cause

because

black

brought

13. Which one of these words has the same word pattern as this word: cow

stream

now

big

14. What word pattern do all of these words have in common?

fixture, moisture, fracture

tion

ack

ture

15. What is the correct way to break up this word into syllables? carpet

ca-rpet

car-pet

c-ar-pet

16. What word pattern do all of these words have in common?

nutritious, ambitious, curious

tious

tion

ous

17. Which one of these words has the same word pattern as this word: million  
unlock  
onion  
music

18. Which one of these words has the same word pattern as this word: picture  
popcorn  
nation  
fixture

19. Which one of these words has the same word pattern as this word: train  
stack  
tape  
plain

20. Which one of these words has the same word pattern as this word: famous  
nutritious  
fable  
moisture

21. What word pattern do all of these words have in common? plain, train, brain  
tion  
ain  
ous

22. What word pattern do all of these words have in common? bought, ought,  
brought  
ought  
ous  
ause

23. What is the correct way to break up this word into syllables? apple  
ap-ple  
app-le  
a-pple

24. What is the correct way to break up this word into syllables? apartment  
apart-ment  
a-part-ment  
a-part-me-nt

25. What is the correct way to break up this word into syllables? batter  
ba-tt-er  
batt-er  
bat-ter

26. What is the correct way to break up this word into syllables? mystery  
my-stery  
myst-ery  
mys-ter-y

27. Which one of these words has the same word pattern as this word: team  
steam  
snow  
plain

28. What is the correct way to break up this word into syllables? tiger  
ti-ger  
ti-g-er  
tig-er

29. What is a synonym of this word? cautious  
pretty  
dazed  
careful

30. What is an antonym of this word? there  
their  
here  
hear

31. What word matches this definition? exposed to danger  
prepare  
unsafe  
disappear

32. What is the correct way to break up this word into syllables? enjoyment  
en-joy-ment  
enjoy-ment  
en-joy-me-nt



33. What group does this word belong to? grades  
colors  
at school  
emotions

34. What group does this word belong to? jeans  
clothes  
actions  
at school

35. What group does this word belong to? leave  
at school  
actions  
animals

36. What is the correct way to break up this word into syllables? insect  
in-se-ct  
ins-ect  
in-sect

37. What is the correct way to break up this word into syllables? almost  
alm-ost  
al-most  
almo-st

38. What is an antonym of this word? found  
arrive  
find  
lost

39. What is an antonym of this word? exit  
entrance  
buy  
depart

40. What is an antonym of this word? sharp  
fast  
dull  
right

41. What group does this word belong to? jealous  
emotions  
places  
animals

42. What is a synonym of this word? rush  
slow  
hurry  
pull

43. What is an antonym of this word? arrive  
entrance  
depart  
down

44. What is a synonym of this word? lovely  
beautiful  
curve  
stunned

45. What group does this word belong to? green  
places  
colors  
sports

46. What word matches this definition? to stack again  
stacking  
restack  
unstack

47. What is an antonym of this word? back  
front  
short  
exit

48. What is a synonym of this word? glad  
sad  
mad  
happy

49. What is an antonym of this word? sell  
by  
buy  
bye

50. What group does this word belong to? tennis  
people  
sports  
colors

51. What is an antonym of this word? down  
right  
left  
up

52. What is a synonym of this word? stroll  
run  
walk  
wait

53. What group does this word belong to? golf  
sports  
emotions  
transportation

54. What group does this word belong to? home  
colors  
transportation  
places

55. What word matches this definition? someone who skis  
skiing  
skier  
skillful

# Answer Key

## Answer Key - page 1

### Word Families and Patterns

**Word Families and Patterns**  
Find the words that match each word pattern and write them on the lines provided.

<b>-tion</b> action motion station	<b>-ion</b> onion million opinion	<b>-ture</b> picture texture fracture	<b>-ous</b> curious delicious famous
<b>-ought</b> bought brought ought	<b>-ause</b> cause because pause	<b>-ack</b> back stack track	<b>-ain</b> brain plain train

onion	cause	brain	million
picture	motion	curious	delicious
action	back	texture	because
bought	stack	opinion	fracture
plain	train	pause	famous
station	brought	track	ought

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**Word Families and Patterns**  
Draw a line from each word to its word pattern.

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### Syllables

Read the words below and write down the number of syllables each word has.

tiger 2      everybody 4

know 1      apple 2

because 2      fantastic 3

stream 1      apartment 3

basketball 3      party 2

music 2      how 1

mystery 3

thermometer 4

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**Syllables**  
Draw a line between the syllables in each word.

insect      music

contest      because

enjoyment      tiger

carpet      almost

cabbage      apple

hurry      better

basketball

laughter

library

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# Answer Key - page 2

## Synonyms and Antonyms

Draw a line from each word to its synonym.

**Synonyms**

happy	pretty
walk	stay
fast	cautious
lovely	glad
careful	curve
bend	quick
wait	genuine
real	stroll

Draw a line from each word to its antonym.

**Antonyms**

exit	sharp
thin	fat
arrive	going
hello	entrance
dull	buy
sell	goodbye
here	depart
coming	there

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**Synonyms**

Look at each word and circle its synonym inside the snowball.

<b>hurry</b> slow <b>rush</b> tired	<b>remain</b> stay genuine leave	
<b>stunned</b> bored <b>dazed</b> stand	<b>fake</b> real sleepy <b>false</b>	<b>tired</b> slow <b>exhausted</b> authentic
<b>fatigued</b> <b>tired</b> awake stunned	<b>gone</b> stay stop <b>departed</b>	<b>small</b> <b>little</b> big huge
<b>fast</b> slow <b>quick</b> fake	<b>genuine</b> <b>real</b> fake gone	<b>begin</b> end again <b>start</b>

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**Antonyms**

Look at each word and circle its antonym inside the snowball.

<b>lost</b> <b>found</b> gone lose	<b>down</b> below around <b>up</b>	
<b>fast</b> quick <b>slow</b> left	<b>left</b> <b>right</b> wrong lose	<b>this</b> there <b>that</b> his
<b>front</b> false <b>back</b> up	<b>last</b> <b>first</b> lost end	<b>hard</b> rock <b>soft</b> down
<b>begin</b> start big <b>end</b>	<b>yes</b> <b>no</b> up on	<b>stop</b> last <b>go</b> right

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## Answer Key - page 3

### Homophones - Sound-Alike Words

#### Homophones - sound-alike words

Circle the word that matches each definition.

to purchase	to listen
by <b>buy</b> bye	<b>hear</b> here
not old	a body of water
knew <b>new</b>	see <b>sea</b>
the top of a mountain	steps
<b>peak</b> peek	<b>stairs</b> stares
	a fruit
	pair <b>pear</b>

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#### Homophones - sound-alike words

Write the correct homophone in each blank space to complete the sentences.

There are **too** many people **here**.  
(to, too) (here, hear)

Write your name on the **right** side of the paper.  
(write, right) (write, right)

**Their** house is over **there**.  
(there, their) (there, their)

**They're** going to go swimming in the **sea**.  
(their, they're) (sea, see)

We **heard** the school bell **ring**.  
(heard, herd) (ring, wring)

Do you **know** if this car is for **sale**?  
(no, know) (sail, sale)

I have **four** dogs.  
(for, four)

Meet me **by** the tree.  
(bye, by, buy)

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### Classifying & Sorting

#### Classifying & Sorting

Cross out the word in each list that doesn't belong.

<p>run <del>salad</del> laugh play</p>	<p>tennis basketball <del>happy</del> football</p>	<p>blue yellow orange <del>school</del></p>
<p>horse elephant <del>deck</del> dog</p>	<p>bus train airplane <del>pants</del></p>	<p><del>pencil</del> office home park</p>
<p>happy <del>play</del> sad angry</p>	<p><del>fork</del> jeans sweater socks</p>	

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#### Classifying & Sorting

Write each word from the list below under the correct category.

sports	colors	camping gear	emotions
basketball	red	tent	jealous
kayaking	orange	flashlight	sad
golf	purple	sleeping bag	happy
in the kitchen	clothes	at school	food
sink	shirt	classroom	garlic bread
dishes	coat	pencil	oatmeal
refrigerator	sweater	desk	ice cream

basketball    coat    desk  
sink    garlic bread    dishes  
tent    flashlight    purple  
red    sad    golf  
jealous    orange    sweater  
classroom    pencil    ice cream  
shirt    sleeping bag    happy  
kayaking    oatmeal    refrigerator

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# Answer Key - page 4

## Prefixes, Root Words & Suffixes

### Prefixes, Root Words & Suffixes

Circle the **prefix** in each word.

**un**stack    **in**visible    **semi**circle  
**pre**school    **dis**appearance    **re**build  
**sub**marine    **un**steady    **non**sense

Circle the **root word** in each word.

**care**less    **disadvantage**    **goodness**  
**im**possible    **re**stack    **skill**ful  
**un**wrapping    **en**joyment    **un**loaded

Circle the **suffix** in each word.

**slower**    **careless**    **steepest**  
**open**ed    **sick**ness    **run**ning  
**depart**ing    **joy**ful    **sur**fer

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### Prefixes, Root Words & Suffixes

Change each word to match the definition by adding the correct prefix or suffix.

to open a lock <b>un</b> lock re un ed	to start again <b>re</b> start re un dis	to be the most slow <b>slow</b> est ed est ful
below zero <b>sub</b> zero un pre sub	not visible <b>in</b> visible in im un	
not possible <b>im</b> possible in un im	half a circle <b>semi</b> circle semi non re	
full of color <b>color</b> ful less ful er	a person who skis <b>skier</b> er ed est	middle of the night <b>mid</b> night semi non mid

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## Comprehension Strategies

### Comprehension Strategies

Read the story and then answer the questions.

My brother and I walked to the lake last weekend to go fishing.

**Who is the sentence about?** the author and his brother  
**Where did they go?** to the lake  
**When did they go to the lake?** last weekend  
**What did they do at the lake?** they went fishing  
**How did they get there?** they walked

Sara likes to swim so every morning her mom drives her across town to the pool so she can practice.

**Who is the sentence about?** Sara  
**What does she like to do?** she likes to swim  
**When does she go to the pool?** every morning  
**Where is the pool?** across town  
**How does she get there?** her mom drives her

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### Comprehension Strategies

Read the story and then answer the questions.

Every weekend Josh and his brother Jacob go down to the creek to play. One morning they had an exciting adventure. Jacob was walking along the creek when he saw a bottle bobbing up and down in the water. He picked it up and inside was a treasure map. They followed the map over the creek, around the big oak tree and into the forest until they found the right spot to start digging. Soon they uncovered a small box. They opened the box and inside was a dollar! Under the dollar was a note:

*For Josh and Jacob. I hope you had fun going on a treasure hunt. Here's a dollar to buy some lemonade at the store when you get thirsty. Love, Mom*

As they ran to the store, they talked about how much fun they had on their adventure.

**Who plays at the creek?** Josh and Jacob  
**What was in the bottle?** a map  
**When do they go to the creek?** every weekend  
**Where was the note?** under the dollar (or in the box)  
**How did they get to the store?** they ran

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## Answer Key - page 5

### Comprehension Strategies

#### Comprehension Strategies

Read the story and then answer the questions.

Emily likes to go kayaking but her kayak is old and it has a big hole in it. One day she decided to try to patch the hole with some tape and go for a short kayak trip down the river. She was paddling along with no problems at first but then she hit some rapids and water started pouring into the kayak. She looked down and realized that the tape came off. It was only a short distance to the bridge so Emily paddled as hard as she could to reach it before the kayak filled with water. She grabbed onto the bridge and pulled herself up, out of the sinking kayak. She looked down and saw her old kayak disappearing into the river. Emily was very happy to be safe on dry ground and realized that you should never go in a kayak that has a hole in it.

Who likes to go kayaking? Emily

What does she patch the hole with? tape

When does the water start coming in the kayak?  
when she gets to the rapids

Where did she paddle to after the tape came off?  
she paddled to the bridge

How does she get out of the kayak? she grabs  
onto the bridge and pulls herself up

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### Phonics Review Questions

- |                    |                 |                   |                    |
|--------------------|-----------------|-------------------|--------------------|
| 1) a. station      | 8) b. brought   | 15) b. car-pet    | 22) a. ought       |
| 2) c. bend         | 9) a. tion      | 16) c. ous        | 23) a. ap-ple      |
| 3) b. midnight     | 10) b. black    | 17) b. onion      | 24) b. a-part-ment |
| 4) a. places       | 11) b. ion      | 18) c. fixture    | 25) c. bat-ter     |
| 5) a. careless     | 12) a. because  | 19) c. plain      | 26) c. mys-ter-y   |
| 6) a. unlock       | 13) b. now      | 20) a. nutritious | 27) a. steam       |
| 7) b. brought      | 14) c. ture     | 21) b. ain        | 28) a. ti-ger      |
| <hr/>              |                 |                   |                    |
| 29) c. careful     | 36) a. in-sect  | 43) b. depart     | 50) b. sports      |
| 30) b. here        | 37) b. al-most  | 44) a. beautiful  | 51) c. up          |
| 31) b. unsafe      | 38) c. lost     | 45) b. colors     | 52) b. walk        |
| 32) a. en-joy-ment | 39) a. entrance | 46) b. restack    | 53) a. sports      |
| 33) b. at school   | 40) b. dull     | 47) a. front      | 54) c. places      |
| 34) a. clothes     | 41) a. emotions | 48) c. happy      | 55) b. skier       |
| 35) b. actions     | 42) b. hurry    | 49) b. buy        |                    |

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\_\_\_\_\_ student's name

**Bronze Medal Certificate**  
**for excellent work in Language Arts Review 3a**



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\_\_\_\_\_ student's name

**Silver Medal Certificate**  
**for excellent work in Language Arts Review 3a**

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\_\_\_\_\_ student's name

**Gold Medal Certificate**  
for excellent work in Language Arts Review 3a



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# The Gold Medal Motivational and Data Tracking System

- The Gold Medal Progress page
- Speed Rounds

## The Gold Medal Progress Page



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

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



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

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

Students earn a Bronze or Silver Medal if they complete an activity with some mistakes. Students earn a Gold Medal if they complete the activity without any mistakes. Students earn a completion certificate for each Coach Time by completing each interactive instructional lesson. Speed Rounds must be completed to a score of 15 or higher. Note: our online version does allow the teacher to change the difficulty level so that students can make some mistakes and still earn a Gold Medal.

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

Gold Medal Progress page as a navigational system, they do tend to overlook the “Learn the Words” sections and Speed Rounds. We encourage you to remind them to spend time in these activities before going on. The “Learn the Words” sections and Speed Rounds will help prepare the student for the games. The “Learn the Words” sections and Speed Rounds make excellent whole class activities.

Many teachers require the students to complete an entire lesson in order before going on to the next lesson.

Once a student completes enough Bronze, Silver or Gold Medals, the star at the bottom of the screen will turn bronze then silver. Once a student has completed all of the games, presentations and Speed Rounds to the gold level, the medal at the bottom of the page will turn gold. With your permission, they can print out the Bronze, Silver or Gold medal certificate, depending on their accomplishments by clicking on the medal at the bottom of the screen (note – you can lock the printing, if you wish).

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

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



## Speed Rounds

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

Unlike our earlier phonics titles, the Speed Rounds are not optional in the Gold Medal System. We encourage you to require a score of 15 (note: the red label turns green) on each Speed Round. While a score of 15 is encouraged, there is no limit to

the speed round scores. Students can compete with the class to see who can achieve the highest Speed Round score for an activity or for the overall score.

# Educational Application

- Uses
- Research and State Standards
- Instructional Design

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

There are numerous ways to use Language Arts Review 3a- Advanced 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 Common Core State Standards Correlations:**

Language Arts Review 3a - Advanced Level is research based. You can review our research and effectiveness studies at: <http://helpme2learn.com/school/research> .

State Standards Correlations – Language Arts Review 3a - Advanced Level is correlated to the state standards of all 50 states. Each User's Guide and Lesson



Plans contains the standards for that course. You can request standards for a specific state.

### **Instructional Design:**

Instructional Theory – You expect a lot out of educational software and we try to deliver everything you expect and more. We subscribe to the theory of Multiple Intelligences as developed by Howard Garner. We believe that educational instruction is most effective when it is presented in a way that reaches as many intelligences and as many students as possible. Because we use multi-media, we can be very effective at doing that. This is not just a language arts program that appeals to the logical intelligences; this program appeals to almost every intelligence to develop reading skills and other skills at the same time.

Since you are using our software, it is obvious that you are committed to using all the tools available to you to make your class instruction more interesting and more multi-dimensional. We applaud your taking the extra effort to step away from the traditional lecture-only class instruction.

We also have the following objectives:

- Engaging and Fun - We try to make sure that our program will be engaging and fun. Our objective is to take the work out of learning phonics and make it play. Our objective is to change students' perception about language arts as being difficult and boring; turning it into something they love. We want language arts to become easy and understandable. We want our language arts games to be challenging, yet give a sense of accomplishment as students progress through the activities and games. We believe that using our software can help change students' attitudes about learning and about school. Our programs are often the school activity that they look forward to the most.
- Educationally appropriate – This program was built on the topics as outlined in state standards. Our objective is to give you, the teacher, instructional support for the lessons you commonly teach in your classroom. Our goal is to help give your students a tool to master your lessons more quickly and retain the material longer. Our programs are particularly appropriate when students need a lot of repetitive practice. When students master the material quickly, you have more time to work on other or more advanced lessons.
- User-friendly – this is a buzzword that a lot of companies use. Our customers repeatedly tell us how user-friendly our software is and we are continually looking for ways to improve the user-friendliness of our software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class, if you want to.

- Reporting – Besides our progress page, we offer printer-friendly reports that can be used to track the progress of the class or student. Our most detailed report is the Pre-Test and Post-Test report.
- Multi-cultural – we are committed to multi-cultural diversity and believe that it is important that kids recognize characters in the programs with similarities to them and other characters that are different. The main characters of this program are our “Super Star” kids which represent different races, skin and hair colors. We also include both male and female characters.

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

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

# Super Star Online

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

## Overview

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

Some of the other advantages of Super Star Online are:

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

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

### **Class Management System**

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

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

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

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

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

student, the teacher would click on "Add Student". The teacher would enter the first name and last name of the student, would check the class, would enter a login name (note: read the instructions below Login Name – do not use a login name that is already in use and do not use capital letters), would enter a password, confirm, check Active? Click on "Create". (Note: the school has purchased a number of user seats and teachers cannot enter active students if that number has been exceeded.

4. Teachers can also remove a student from the class. Click on "Students", then I suggest next to "Arrange by" – click on the down arrow and click on Class to get a class list. Click on "Edit" by the name of a student and uncheck the name of the class and then "Update".

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

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

### **Teacher Resources**

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

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

### **Student Management System**

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



Teachers & Admin button



The next screen shows the menu for the Teachers and Admin section. Click on the Student Management button to enter the Student Management System.



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



The Class & Student Settings menu has four buttons:

1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must complete each lesson, before moving on to the next lesson), controls for the difficulty level, assignment of stars, and activity locks.
2. Test Locks & Features contains settings to control access to the program and to the pre-test and post-test as well as printing.
3. Parent Mode: contains setting to control the Parent Mode features.

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



The Game Locks & Difficulty menu allows you to apply the setting to all the students in the class or to an individual student. Our programs are designed to be fun and to make learning fun. Our programs are made so that students can easily navigate through the programs and they can earn Bronze, Silver and Gold Medals and will be motivated to earn all the Gold Medals and complete each part of the lesson. We call this an “open system” where all of the

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

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



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



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



**Set Medal** - It is possible that a teacher might want to award a student a Bronze, Silver or Gold Medal if they believe the student has earned one.



The Difficulty level setting can be changed to help make the course more appropriate for the student. Our default system awards a student a completion certificate for listening to an interactive presentation all the way

through and for completing each activity/game without any mistakes. The Speed Rounds after the "Learn the Words" sections requires students to earn a score of 15 in order for the display to show green. If you want to allow students to make some mistakes, click on the button in the difficulty column for each game, you can choose from the most relaxed level of Casual to Advanced. Generally, students are allowed one more mistake for each lower level of difficulty.



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





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

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



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



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

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



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

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

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

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



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

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

## Parent Mode



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

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

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

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



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

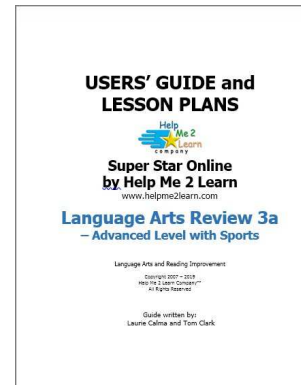
text into the box (keyboard command: control + V). You should remember that all parents will see the same message and that you will need to change the message from time to time. Don't forget to click on Save to save the message.

Student Name	Parent Program Time	Student Program Time	Student Program Progress
Ashley Takenami	0 hr 0 min	2 hr 43 min	85%
Isaiah Lee	0 hr 0 min	1 hr 43 min	45%
Hunter Akamine	0 hr 0 min	3 hr 16 min	76%
Mari Kunihisa	0 hr 0 min	0 hr 34 min	9%
Graddon Wong	0 hr 0 min	3 hr 51 min	100%
Fuith Marimoto	0 hr 0 min	1 hr 34 min	42%
Erina Miyazaki	0 hr 0 min	2 hr 31 min	100%
Ryan Moss	0 hr 0 min	0 hr 41 min	35%
Yohans Linakis	0 hr 0 min	3 hr 56 min	55%
Taylor Manuel	0 hr 0 min	1 hr 29 min	45%
Welokheakaealica Goslin	0 hr 0 min	1 hr 20 min	40%
Austin Barber	0 hr 0 min	1 hr 51 min	71%
Jamison Mitt	0 hr 0 min	1 hr 12 min	51%
Kalia Okazaki	0 hr 0 min	4 hr 27 min	100%
Chloe Shigeoka	0 hr 0 min	2 hr 52 min	100%

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

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

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



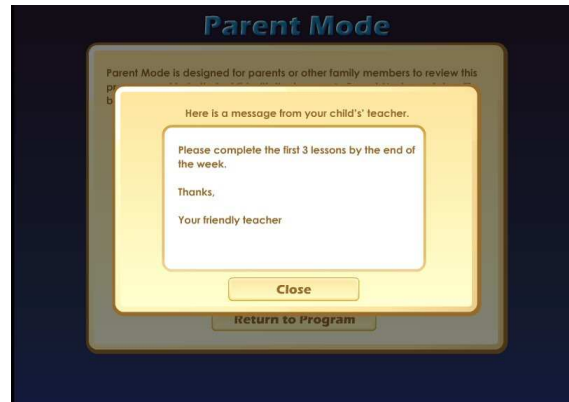
## Review 3a



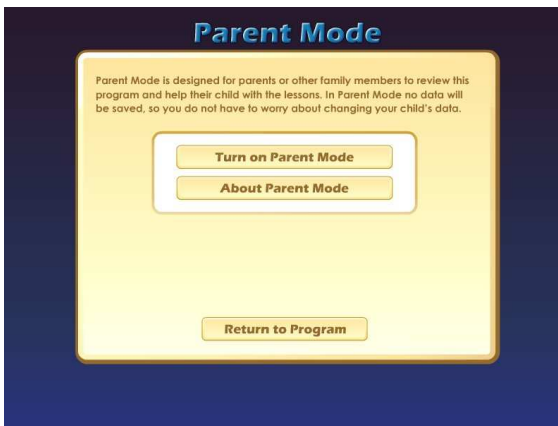
### Understanding the Parent Mode

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

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



### Parent Mode



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

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



Parent Mode Menu 2 – when the parent clicks on the Turn on Parent Mode button, they will see the next screen that confirms they are now in the Parent Mode. They should notice the Parent Mode button at the bottom of the screen; this indicates that they are now in the Parent Mode. From this screen they can turn off the parent mode, read about the Parent Mode, view a progress report for their child or view the message from the teacher (if there

is one).

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

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

- the Gold Medals view
- the Coach Time view
- the Speed Round view
- the Whole Program view
- the Details view



Each view presents the progress in a different format and is designed to help track the progress of the student. Once a student has earned enough medals, Coach Time certificates and Speed Round points, the medal on the Gold Medal Progress page will turn bronze, then silver; parents can click on this star and print a Certificate of Achievement.



The goal of the program is to earn a Gold Medal Certificate of Achievement. To print a Certificate of Achievement, click on the Gold Medal, then click on Yes (note- the teacher has the option of turning the printing feature off, so if your students' certificates won't print, they must ask you to turn the printing feature on).



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

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

## At-home Use

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

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

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

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

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



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Should you have any questions concerning this End-user License Agreement, or if you desire to contact Help Me 2 Learn Company for any reason write: Help Me 2 Learn Company, PO Box 729, San Luis Rey, CA 92068, phone toll free: 1-(800) 460-7001 fax 888-391-8415.

# **Credits:**

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