USERS' GUIDE AND LESSON PLANS

Super Star
by Help Me 2 Learn

www.helpme2learn.com

Letters & Numbers

Beginning Level Reading and Math

Online, Network, and CD-ROM

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Contents

Letters & Numbers – Users' Guide

Installation .....Page 1

Letters & Numbers - Overview/Helpful Tips.....Page 3

Lesson Plans for Letters & Numbers.....Page 13

Lesson 1: Letter Recognition .....Page 15

- Level 1: lower-case letters
- Level 2: upper-case letters

Lesson 2: Matching Letters.....Page 19

The ABC Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Birthday Party Game

- Level 1: lower-case letters
- Level 2: upper-case letters

Lesson 3: Alphabet Order A to Z .....Page 29

Alphabet Rock Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Dot-to-Dot

- Level 1: lower-case letters
- Level 2: upper-case letters

Lesson 4: Beginning Letters of Words .....Page 35

Silly Alphabet Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Message About Reading (bonus activity)

Name the Animals

- Level 1: easy (with clue)
- Level 2: hard (additional letter without clue)

Lesson 5: Beginning Sounds of Words .....Page 41

If You Know the Sound of song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Learn the Letter Sounds (bonus activity)

(Lesson 5 – continued)

The Phonics Finder Game

- Level 1: beginning sounds of words
- Level 2: ending sounds of words

Lesson 6: Using the Alphabet .....Page 47
Betty Bunny song
- Level 1: normal or slow speed
- Level 2: vocals on or off

Using the Alphabet
- Level 1: My First Alphabet Poems
- Level 2: Color Betty Bunny

Lesson 7: Spelling.....Page 51
The Spelling Game
- Level 1: three clues
- Level 2: two clues then one clue

Lesson 8: Number Recognition.....Page 55
The Talking Numbers
- Level 1: 1-10
- Level 2: 11-30

Lesson 9: Counting to 5.....Page 59
Five Little Skunks song
- Level 1: normal or slow speed
- Level 2: vocals on or off

How Many Little Skunks?
- Level 1: counting
- Level 2: adding

Lesson 10: Number Order .....Page 65
One Lonely Bird song
- Level 1: normal or slow speed
- Level 2: vocals on or off

1 to 10 Game
- Level 1: 1-10
- Level 2: 11-20

Lesson 11: More Number Recognition .....Page 71
When I Was Young song
- Level 1: normal or slow speed
- Level 2: vocals on or off

Color With Numbers
- Level 1: 1-10
- Level 2: 11-20

Lesson 12: Counting to 10 .....Page 77
Counting to 10 song
- Level 1: normal or slow speed
- Level 2: vocals on or off

Dot-to-Dot
- Level 1: first drawing 1-20
- Level 2: second drawing 1-20

Lesson 13: Counting to 10, 20, 30 .....Page 81
I Can Count From 1 to 20 song
- Level 1: normal or slow speed
- Level 2: vocals on or off

The Counting Ball Game
- Level 1: 1-10
- Level 2: 11-20, 21-30

Lesson 14: Addition.....Page 87
I Can Add song
- Level 1: normal or slow speed
- Level 2: vocals on or off

Addition Problems
- Level 1: objects only
- Level 2: objects and numbers

Lesson 15: Review - Counting, Adding, and Subtracting .....Page 93
Counting & Addition Game
- Level 1: counting & addition
- Level 2: addition & subtraction

The Super Star Motivational and Data Tracking System ..... page 97
Educational Application ..... page 101
Student Management..... page 105
Super Star Online..... page 111
Answer Key.....Page 126
Certificates of Achievements .....Page 103
Additional Classroom Activities .....Page 132
License Agreement/Warranty .....Page 145
Credits Page .....Page 146

Letters & Numbers

Installation Instructions:
PC and Mac

For Network Installation

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

Stand-a-lone Installation

System Recommendations:

Windows 7, Vista, XP, 98, or 2000 (SP4)
300 MHz or higher processor
64 MB RAM or higher
CD-ROM drive, sound card, mouse

Macintosh OS X version 10.3 – 10.5
with Universal Binaries for Intel Core for PowerPC
G3/G4/G5 processor 500 MHz or higher
128 MB RAM or higher
CD-ROM drive, sound card, mouse and speakers

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

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

Follow the prompts.

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

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

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

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

Letters & Numbers Overview/ Helpful Tips

Super Star by Help Me 2 Learn: Letters & Numbers
(Appropriate for Grades Preschool – 2, target grades PreK - K)

Dear Teachers:
Since you have one of the hardest jobs in the whole world, we thought we would make your job a little easier by introducing you to Letters & Numbers and the Super Star Phonics Reading System.

Letters & Numbers is one in a series of computer programs, which help you teach reading using a system of Phonics. This program will also help children learn their numbers as well. These programs are designed to supplement and enhance your normal classroom instruction.

By playing Letters & Numbers, your class will learn all about:

LETTERS
Letter Names
Letter Recognition
Order of the Alphabet
Beginning Letter of a Word
Beginning Sounds/Phonics
Ending Sounds/Phonics
Beginning Spelling
Beginning Reading

NUMBERS
Number Recognition to 10 & to 30
Counting to 5, 10, 20 & 30
Number Order to 10 & to 30
Beginning Addition to 10
Beginning Subtraction to 10
AND MORE…..

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

Navigation is simple. Students can keep track of their Super Star status, by clicking on the "Super Star" button from any page or screen. The Super Star page displays the student's name and all of the Silver and Gold stars they have earned.

The idea is stellar: students will go for the Gold as they successfully complete activities and master letters and numbers!

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

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

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

A feature in this program is our "Speed Rounds". Students are encouraged to score 15 points or higher before going on the game. Our "Speed Rounds" are basically timed flash cards that allow the student to build immediate recognition of the letters and numbers. A cumulative point total of the "Speed Rounds" can be found by clicking on the "Speed Round" button from the "Super Star" page.

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

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

Special Features:
For songs on level 1, there is a button option to listen to the songs at a normal speed or at a slower speed. This option will allow the students to follow along at a rate they are comfortable with. Click on the button "Slow Speed" to teach them the song and "Normal Speed" to sing-along. On level 2, you have an option to hear the songs with or without the lead vocals. Click on "Vocals Off" to sing the songs Karaoke style or click on "Vocals On" to hear how the song is sung which will help when learning the songs.

Also, there is another handy button at the bottom that shows the difficulty level of each activity. If you are finding that the activities are too easy for the student, you can click on the level button that takes them from level 1 to level 2, which might be more challenging for them. If you decide the level 2 activities are still too difficult for them, just a click of the level button takes you back to level 1 where they can master that level.

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

2. **Pre-Test and Post-Tests program:** This program is really two programs; the instructional program and a Pre-Test and Post-Test program. We highly recommend that you take advantage of our pre and post-tests. Click on the Pre-Test Post-Test button found under the Teacher & Parents and Sign in buttons.

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

Each test has 25 multiple choice questions and is timed for a maximum of 2 minutes. Since there are 10 tests, it should take about 20 minutes to complete all

of the tests. Upon completing a test, you will see a check mark by that test. You can see the report for the tests in the Student Management section of the program.

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

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

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

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

To access the Student Management System, simply click on the "Teachers' and Parents'" button. Then, click on the "Student Management" button.

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

From the Student Management screen, you have several options:

- Class Progress Report
- Class Test Report
- Feature Locks
- Change Password

- Add Students
- Delete Students

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

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

5. A little positive reinforcement goes a long way. Earning Silver and Gold Stars can be exciting. You can buy inexpensive Silver and Gold Star stickers and use them on your students' papers for jobs well done!

6. Hip graphics and animation combine with excellent sound. Whether your class is using this program in a computer lab with headphones, or you're using an overhead projector to present lessons to the class, you're sure to find the activities motivating and rewarding.

7. Recommended age group is 2 though 7 years. Although aimed at Grades Preschool through Kindergarten, this software also works well with children learning English as a Second Language (ESL) and for students with special needs.

8. Have fun!
We congratulate you for your dedication in teaching children through the wonders of technology. Once your class has mastered Letters & Numbers, they can advance to our other titles including:
Phonics 1 a – Vowel Sounds
Phonics 1 b – Consonant Sounds
Phonics 2a – Intermediate Level
Phonics 2b – Intermediate Level II
Phonics 3a – Advanced Level, with Sports
Phonics 3b – Advanced Level II, with Sports
Language Arts Review 3a – Advanced Level, with Sports
Language Arts Review 3b – Advanced Level II, with Sports

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

And now we have math:
Games of Math 1 – Addition (coming spring of 2010)
Games of Math 2 – Subtraction (coming summer of 2010)
Games of Math 3 – Multiplication (available NOW!)
Games of Math 4 – Division (available NOW!)

Thank you,
The Help Me 2 Learn team

Letters & Numbers

Software -TABLE OF CONTENTS (Level 1):

Letters

Letter Recognition

- The Talking Alphabet
- Letter Recognition Speed Round

Letter Names

- The ABC Song
- Birthday Party Game
- Letter Names Speed Round

Letter Order

- Alphabet Rock Song
- Dot-To-Dot
- Letter Order Speed Round

Letters & Words

- Silly Alphabet Song
- Reading is Fun
- Name the Animals Game
- Animal Names Speed Round

Letter Sounds

- If You Know the Sound, Song
- Learn the Letter Sounds
- The Phonics Word Finder Game

Spelling

- First Letter of Words Speed Round
- Betty Bunny Song
- Poem/Coloring
- The Spelling Game
- Spelling Speed Round

Numbers

Number Recognition

- The Talking Numbers
- Number Recognition Speed Round

Counting 1-5

- Five Little Skunks Song
- How Many Little Skunks Game
- Counting 1-5 Speed Round

Counting 1-10

- One Lonely Bird Song
- Block Game
- Number Order 1-10 Speed Round
- When I Was Young Song
- Color With Numbers
- Number Names 1-10 Speed Round
- Counting to 10 Song

Counting 1-20

- Number Order 1-20 Speed Round
- I Can Count Song
- The Counting Ball Game
- Counting 1-10 Speed Round

Beginning Math

- I Can Add Song
- Addition Problems
- Adding 1-10 Speed Round
- Addition & Subtraction Game
- Math Speed Round

TEACHERS' AND PARENTS' SECTION

How to Use this Program

- Super Star System
- The Button Bar

- The Talking Alphabet, Small Letters
- The Talking Alphabet, Big Letters
- The A to Z Presents Game, Small Letters
- The A to Z Presents Game, Big Letters
- The A to Z Dot-to–Dot Game, Small Letters
- The A to Z Dot-to-Dot Game, Big Letters
- Name the Animals – Level 1
- Name the Animals – Level 2
- The Phonics Finder – Level 1
- The Phonics Finder – Level 2
- Color Betty Bunny
- The Spelling Game – Level 1
- The Spelling Game – Level 2
- The Numbers 1 to 10
- The Numbers 11 to 20
- How Many Skunks?
- The Number Blocks 1 to 10
- The Number Blocks 1 to 20
- Color with Numbers – Level 1
- Color with Numbers – Level 2
- Numbers Dot-to-Dot 1 to 5
- Numbers Dot-to-Dot 1 to 10
- Numbers Dot-to-Dot 1 to 20
- Numbers Dot-to-Dot 1 to 30
- Numbers Dot-to-Dot 1 to 40
- Numbers Dot-to-Dot 1 to 50
- Numbers Dot-to-Dot 1 to 60
- Numbers Dot-to-Dot 1 to 70
- Numbers Dot-to-Dot 1 to 80
- Numbers Dot-to-Dot 1 to 90
- Numbers Dot-to-Dot 1 to 100
- The Counting Balls Game – Level 1
- The Counting Balls Game – Level 2
- Addition Problems – Level 1
- Addition Problems – Level 2
- Leap Frog Math – Level 1
- Leap Frog Math – Level 2

Credits and Talents
Student Management

Lesson Plans for Letters & Numbers

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Lesson 1: Letter Recognition

- Level 1: lower-case letters
- Level 2: upper-case letters

Speed Round

GOAL

To help the child learn the names of each letter for both upper case and lower case letters.

ACTIVITY:

Click on each of the letters to hear the name of that letter. In Level One, the students will learn to identify the lower case letters and in level 2, they will learn to identify the upper case letters.

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

Click on "Next" to go to the speed round. Have your students help you find the matching letter. You can have them call out the number of the box that the matching letter is in. Click on that box and continue.

OTHER RELATED ACTIVITIES:

Create an alphabet book that your students can help make. Find pictures or have students draw pictures of things that start with each letter of the alphabet.

Create a "touch alphabet" in your class. Find small objects that begin with each letter of the alphabet and use a pocket chart or container to display them. For example: a-apple, b-ball, c-cup, d-dog etc.

Have students start forming letters of the alphabet. Pour salt or fine sand in the bottom of a pan or shallow box. The students use their finger to make the letters.

Point to each letter and say the letter name.

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Point to each letter and say the letter name.

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(left blank for notes)

Lesson 2: Matching Letters

The ABC Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Birthday Party Game

- Level 1: lower-case letters
- Level 2: upper-case letters

Speed Round

GOAL

This lesson is designed to help the child know their alphabet by being able to identify the matching letter.

ACTIVITY:

Play the ABC Song for your class and encourage them to sing-along.

Click on the "Next" button to go to "Buddy's Birthday" game. After you click on the "Start" button, you will see some of Buddy's presents and you get to open them. But you can only open the presents if the letters match. You can get some help by holding the mouse over the present before you click. This activity is a great way to help your students recognize their letters as they play a little matching game.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Level 1 will display the lower case letters and Level 2 will display the upper case letters.

Pass out the letter matching worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Display two sets of alphabet cards in a pocket chart and have students choose matching letters. The children can use these cards to practice on the floor also.

Use the alphabet cards to play "Find Your Partner". Pass out letter cards and have your students find their partner letter.

The ABC Song

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z
Now I've said my A B C's!
Tell me what you think of
me.

Learn your letter names
with me,
A B C D E F G.
It is really fun to sing.
H I J K L M N O P
Q R S T U V,
W X Y and Z.
"I can sing the alphabet
backwards."
"Backwards?"
"Yes, let's start from Z
and sing them to A. Listen
to me first!"
Z Y X and W,
V U T S R and Q.
P O N M L and K. Wow,
you sure have made my day.
J I H G F and E,
D C B A. I can sing.

Z Y X and W, V U T S R
and Q.
P O N M L and K. Wow,
you sure have made my day.
J I H G F and E,
D C B A. I can sing

Letters make up words to
read.
Learn them and you will
succeed.
Backwards, forwards, any
way.
I can say my letter names.
I can do most anything,
because I know my A B C's!

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Look for two small letters that are the same and draw a line between them. Keep going until you match all the letters.

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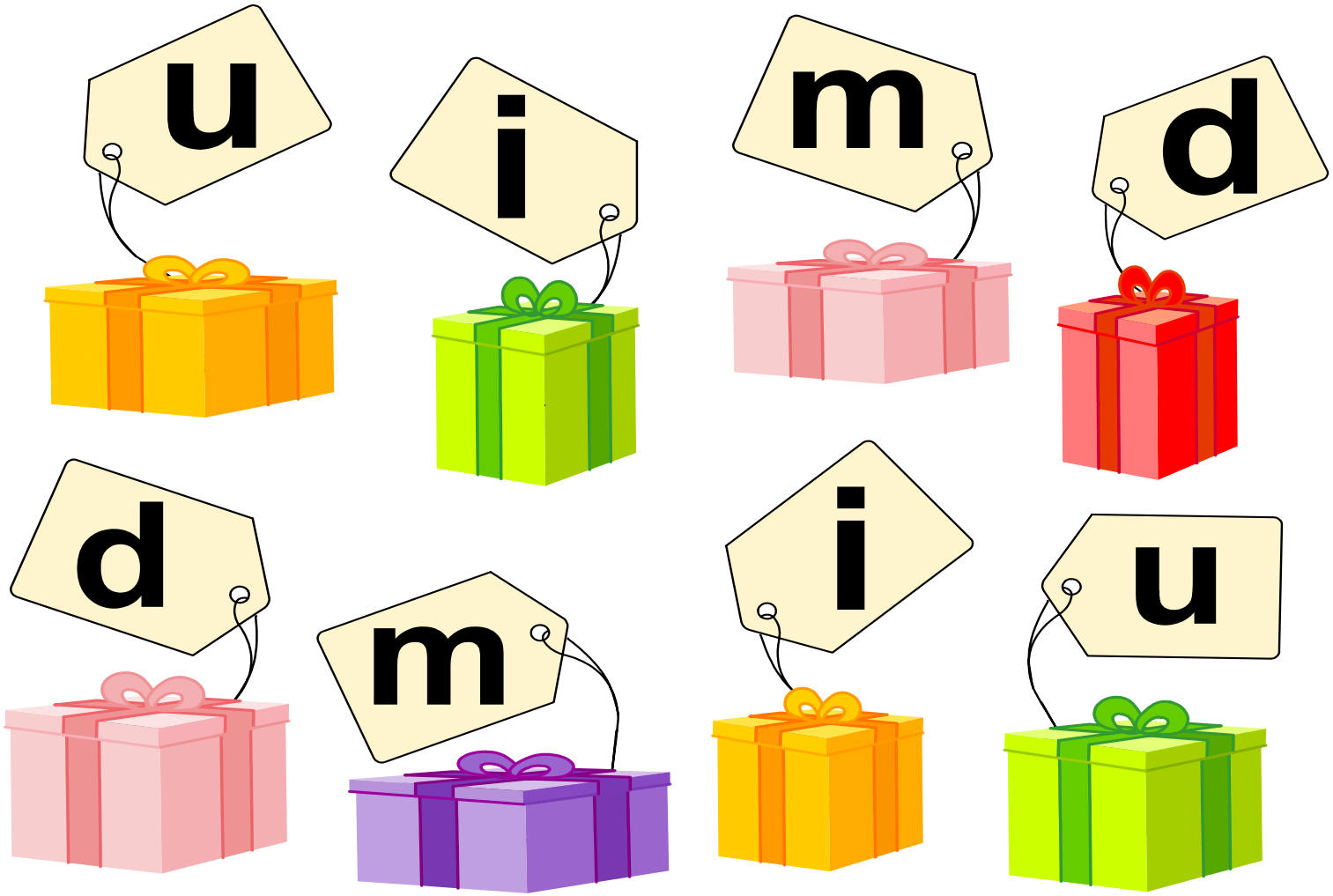
Look for two small letters that are the same and draw a line between them. Keep going until you match all the letters.

Look for two small letters that are the same and draw a line between them. Keep going until you match all the letters.



Look for two big letters that are the same and draw a line between them. Keep going until you match all the letters.

Look for two big letters that are the same and draw a line between them. Keep going until you match all the letters.

Look for two big letters that are the same and draw a line between them. Keep going until you match all the letters.

(left blank for notes)

Lesson 3: Alphabet Order A-Z

Alphabet Rock Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Dot-to-Dot

- Level 1: lower-case letters
- Level 2: upper-case letters

Speed Round

GOAL

This activity will enable the students to learn the order of the alphabet.

ACTIVITY:

Play the, "Alphabet Rock" song for your class and encourage them to sing-along.

Level 1 – This is a dot-to-dot activity using lower case letters. Click on one of the buttons, either a-i, i-q, or q-z. Mouseover the letter to hear its name first and then click on each letter in order to complete the dot-to-dot. Once the dot-to-dot is completed, click "Play Again" and select the next group.

Level 2 – This is the same method for Level 1, but this dot-to-dot is using upper case and lower case letters with the entire alphabet for each dot-to-dot game.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the dot-to-dot worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Have your class stand in a circle. They say the alphabet together and then one student starts with "a" and they go around the circle saying the alphabet in order.

Use magnetic letters or alphabet cards. Mix up the letters and have students put them in order. Then they say the alphabet.

The Alphabet Rock

A B C D E F G H
I J K L M N O P Q
R S T U V W X Y Z

Now let's sing it again!
A B C D E F G H
I J K L M N O P Q
R S T U V W X Y Z

That's the Alphabet Rock!

A B C D E F G H
I J K L M N O P Q
R S T U V W X Y Z

That's the Alphabet Rock!
That's the Alphabet Rock!
Yes, that's the Alphabet Rock!

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Dot-to-Dot A to Z
Small Letters

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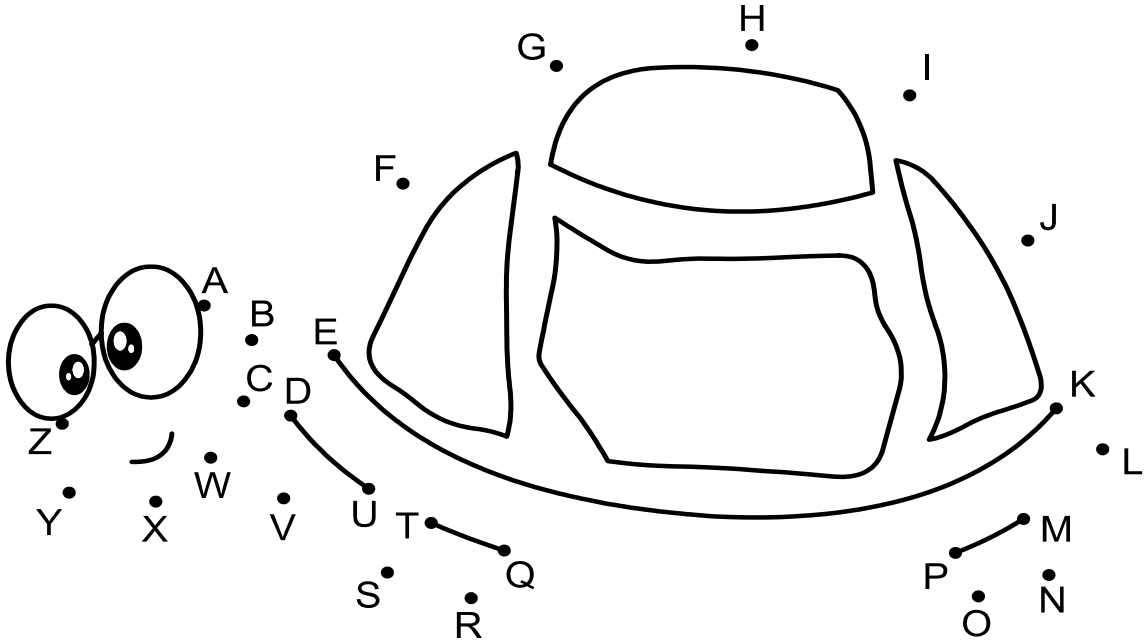
Dot-to-Dot A to Z
Big Letters



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Lesson 4: Beginning Letters of Words

Silly Alphabet Song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Message About Reading (bonus activity)

Name the Animals

- Level 1: easy (with clue)
- Level 2: hard (additional letter without clue)

Speed Round

GOAL

This activity is designed to allow the children to see how the beginning letter of a word looks and sounds.

ACTIVITY:

Play the "Silly Alphabet Song" for your class and encourage them to sing-along. Then click on the "Next" button.

Bonus Activity – Click on Sissy or Buzz to hear a special message about reading (or click on the "Start" button to hear both presentations). Discuss the fun and importance of learning to read and the process of learning to read. Click on the "Next" button. There is no Super Star for this activity.

Level 1 – This level shows the name of an animal with the beginning letter underlined. Match that letter with one of the letters below and click on it.

Level 2 – This level has the same concept as level one, but the name of the animal with the underlined letter has been removed and there are more letters to choose from than before.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Beginning Letter of Words" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Hold up objects or pictures of things that begin with letters of the alphabet. Have your students say the word and tell you the beginning letter.

Have your class stand in a circle. Give them a letter and have them go around the circle passing the letter and saying words that begin with that letter. You can change the letter at anytime.

The Silly Alphabet Song

A is for apples, alligators, anteaters.
B is for big, bright, blue balloons.
C is for cats and coats and candy.
D is for dogs, ducks, daffodils.
E is for elephants, F is for frogs.
G is for goats, and H is for hogs.
I is for igloos, J is for jacks.
K is for kittens, L is for lamps.

M is for monkeys, milk, and mountain lions.
N is for naps and noses too.
O is for old owls and odd ostriches.
P is for puppies, parents, and plants.
Q is for quilts, and R is for roads.
S is for snakes, and T is for toads.
U is for umbrella, V is for vans.
W is for whales, and X is for x-rays.
Y is for yellow, yummy, yellow jackets.
Z is for zippers, zebras, zoos.
Letters in the alphabet form the words we use.
It's all up to you which letters you choose.

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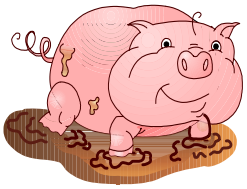
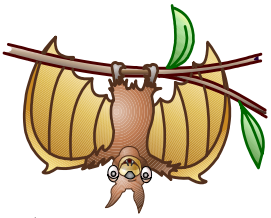
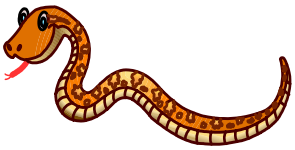
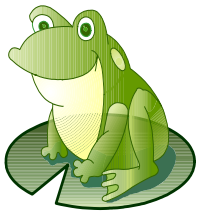
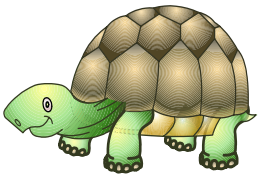
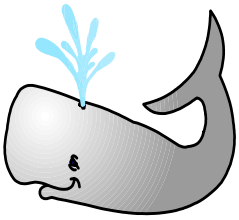
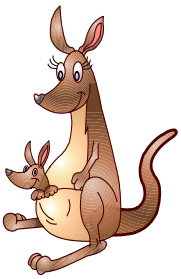
Circle the letter that each animal name starts with.

a c d f dog	o c p b cat
w b d p  pig	b w t k  bat
t c s o  snake	a c d f  frog
t o s w owl	t b d c  turtle
b o f w  whale	a c k f  kangaroo

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Circle the letter that each animal name starts with.

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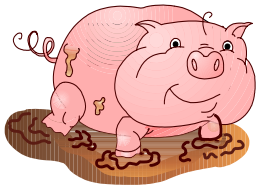
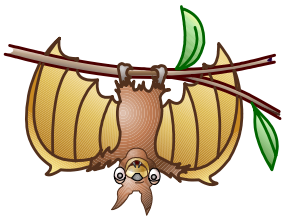
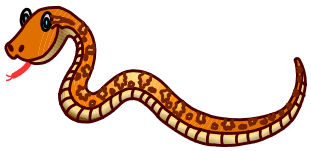
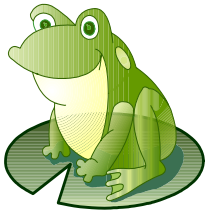
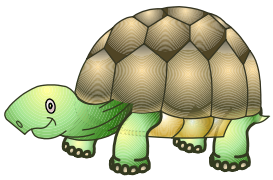
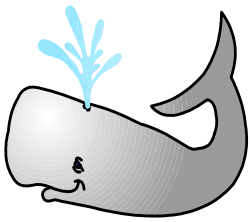
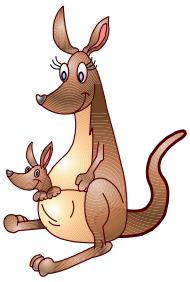
b p w c d 	w s k p b 
s c o t d 	a p f c d 
t a s o w	c t k d b 
w f a o b 	a c p f k 

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Lesson 5: Beginning Sounds of Words

If You Know the Sound of song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Learn the Letter Sounds (bonus activity)

The Phonics Finder Game

- Level 1: beginning sounds of words
- Level 2: ending sounds of words

Speed Round

GOAL

This lesson will allow the students to begin to hear the sound that letters make at the beginning of words.

ACTIVITY:

Play the "If You Know the Sound of" song for your class and encourage them to sing-along. Then click on the "Next" button.

Bonus Activity – Click the "GO" button to take you to the "Learn the Letter Sounds" section. Place your cursor over any letter to hear the sound of that letter. You can also click on a letter to hear more about that letter. You can click on any of the letters at the bottom to go directly to that letter or you can click on the "Next" button to go to the next letter. You can also click on the "Movie" button to play all of the letters consecutively.

This is a good time to explain the difference between a letter name and a letter sound or the concept of Phonics. There is no Super Star for this activity.

Level 1 – Looking for the beginning sounds of words in this level. There is a letter displayed on the chest. Mouseover the items in the room until you see the beginning sound that corresponds to the letter shown on the chest. Once you have found the correct one, click on it and drag it to the chest.

Level 2 – This level has the same concept except that you will be looking for the ending sounds of words. Mouseover to find the same ending sound as what appears on the chest, click and drag it to the chest.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the Phonics Finder worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Play the Phonics Finder game in your class. Find things that begin with various letters.

If You Know the Sound of

If you know the sound of B, shout it out loud BB
If you know the sound of B, shout it out loud BB
If you know the sound of B, then boys and bells and buttons too,
Will be easy as can be for you to say BB

If you know the sound of C, shout it out loud CC
If you know the sound of C, shout it out loud CC
If you know the sound of C, then cats and coats and camels too,
Will be easy as can be for you to say CC

If you know the sound of D, shout it out loud DD
If you know the sound of D, shout it out loud DD
If you know the sound of D, then dogs and ducks and dandelions,
Will be easy as can be for you to say DD

If you know the sound of F, shout it out loud FF
If you know the sound of F, shout it out loud FF
If you know the sound of F, then frogs and fish and feathers too,
Will be easy as can be for you to say FF

If you know the sound of G, shout it out loud GG
If you know the sound of G, shout it out loud GG
If you know the sound of G, then goats and games and gumdrops too,
Will be easy as can be for you to say GG

If you know your letter sounds then shout HOORAY! HOORAY!
If you know your letter sounds then shout HOORAY! HOORAY!
If you know your letter sounds then B C D and F and G,
Will be easy as can be for you to say!
Since we know our letter sounds then B C D and F and G,
Will be easy as can be for you to say!

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Phonics Finder - Beginning Sounds

Draw a line from each letter to the picture of the object that starts with that letter.

f g b c d

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Phonics Finder - Ending Sounds

Draw a line from each object to the word below that has the same ending sound.

cat tag sad fall fun six look cap pear rim

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Lesson 6: Using the Alphabet

Betty Bunny song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Using the Alphabet

- Level 1: My First Alphabet Poems
- Level 2: Color Betty Bunny

- note: students do not earn a star for these activities.

GOAL

This lesson simply shows how the alphabet can be used to create poems and stories.

ACTIVITY:

Level 1 - This is a poem that can be read 3 different ways. One way is by clicking on any one of the letters shown on the right hand side to be taken to that letter of the poem. Once you have heard the poem for that letter, simply click on the "Reset" button. Another way to make your way through the poem is to click on the "Read to Me" button on the right and sit back and the entire poem will be read. The final way you can hear the poem is by clicking the "Next" button after each page has been read.

At anytime in the poem, you can click the "Stop" button to pause the reading and then click "Start" to resume.

Level 2 - This activity is just for fun. Play the "Betty Bunny" song for your class and encourage them to sing-along. Pass out the color Betty Bunny work sheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.)

Betty Bunny

Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!

Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!

Now my bunny is blue with a bright,
big bow.
It hangs from her head way down to
her toes.
She's a beautiful bunny with a bashful
smile.
My bunny blows bubbles as she hops
for miles.

Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!

Now my baby bunny babbles as she
reads her books.
Betty Bunny bakes bread; she's a
really good cook.
Betty Bunny flies balloons way up in
the sky.
And when they fall and break, we both
start to cry.

Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!

Betty Bunny likes ballet; she brags
she's the best.
But her balance is bad. Betty, you
need a rest.
So let's go to the beach and play ball
in the sand.
Bring your basket and pail; I'll give
you a hand.

Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny. How do you
do?
Hey! Bunny, bunny, bunny, bunny,
bunny, bunny.
Hey! Bunny, bunny, bunny, I love you!

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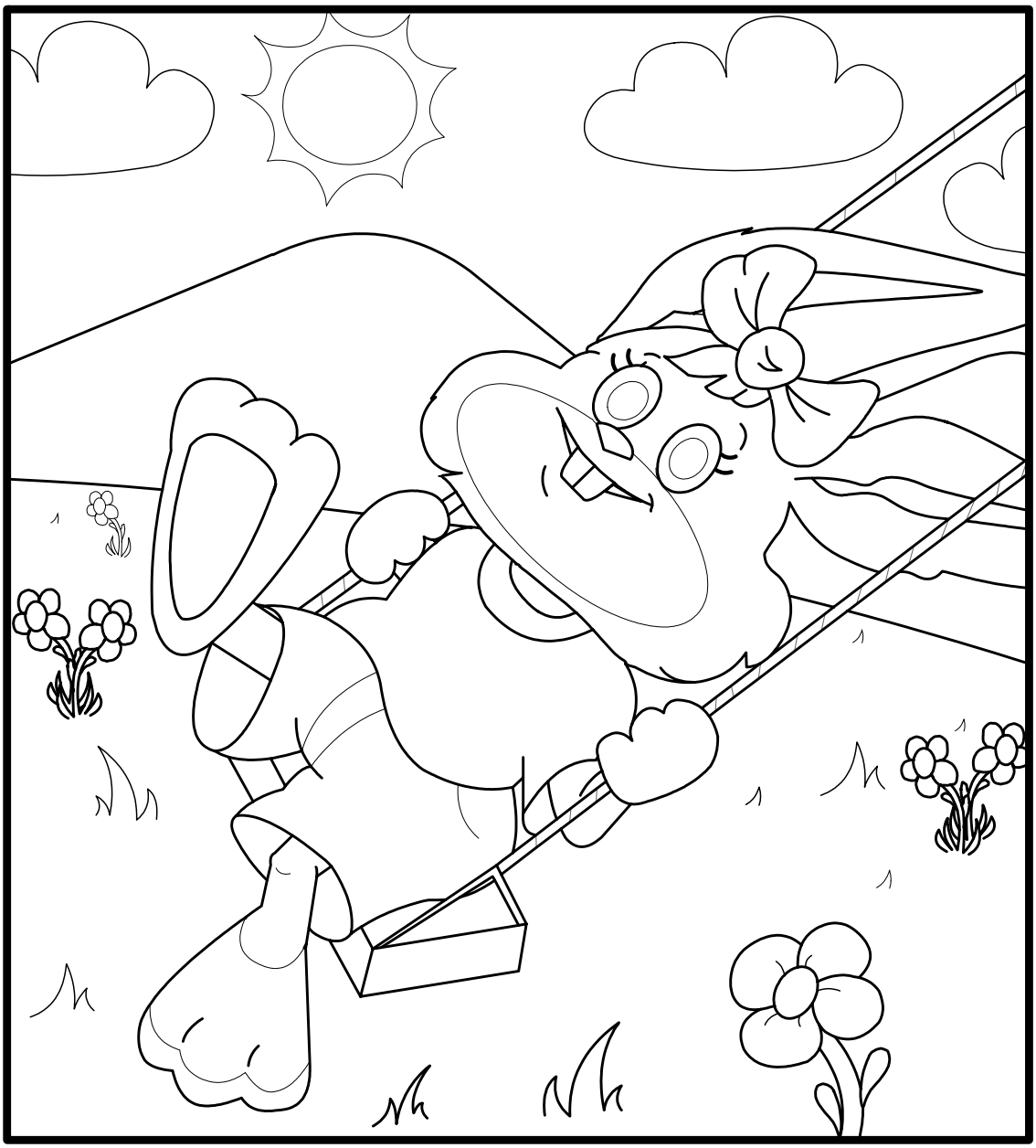
Coloring Activity

Betty Bunny



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Lesson 7: Spelling

The Spelling Game

- Level 1: three clues
- Level 2: two clues then one clue

Speed Round

GOAL

This lesson gives the student a great start at spelling concepts.

ACTIVITY:

This activity allows you to use several clues to spell a word. The clues you are able to use are a letter clue, a word clue and a picture of the word.

Level 1 – You are given a letter, a word clue and a picture of the word. You are to click on the meteor in the proper order to spell the word based on the clues given.

Level 2 – The process is the same as level 1, but in this level you are given a word clue and a picture of the word. Later on in this level you are given only a word clue. This makes for a great spelling challenge.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "spelling" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Prepare letter cards to spell the words from this activity. Mix them up in a pocket chart or on a table. Have students put the words together by sounding it out.

Have a group of students come to the front of the room. Give them big letter cards then say a word. They will arrange their letters to spell the word.

Circle the letters that make up each word. Then write the word on the line.

hen

p t h e n

_____

cup

c e p o u

_____

can

n m c a o

_____

pen

p t h e n

_____

box

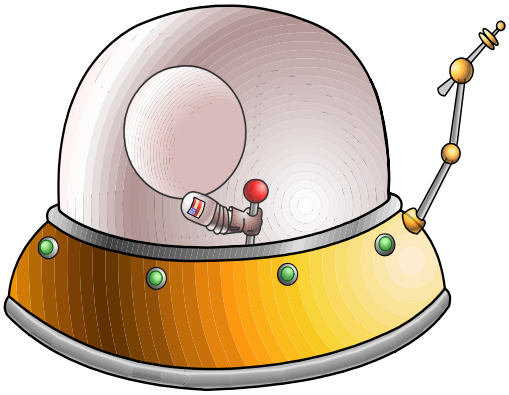
a o p x b

_____

ten

n t e h x

_____



fan

e f n a h

_____

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Look at each picture and circle the letters that make up the word for that picture. Then write the word on the line below.

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Lesson 8: Number Recognition

The Talking Numbers

- Level 1: 1-10
- Level 2: 11-30

Speed Round

GOAL

This is a great lesson on learning the number names and recognizing them in any order.

ACTIVITY:

In this activity, you click on each number to hear the name of that letter. You can click on them individually or you can click on the "Movie" button at the bottom to hear them all played consecutively.

Level 1 – teaches the numbers 1-10
Level 2 – teaches the numbers 11-30

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "1-10 and 11-30" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Have your students stand in a circle and count around the circle. Give them the numbers to hold up as they count.

Give your students 10 or 20 connecting cubes or counters. Have them count as they touch the counter or cubes to 10 or 20.

Point to each number and say its' name.

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Point to each number and say its' name.

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Lesson 9: Counting to 5

Five Little Skunks song

- Level 1: normal or slow speed
- Level 2: vocals on or off

How Many Little Skunks?

- Level 1: counting
- Level 2: adding

Speed Round

GOAL

This lesson introduces counting and a basic lesson on addition in lesson 2.

ACTIVITY:

Play the "Five Little Skunks" song for your class and encourage them to sing-along.

Level 1 – As the skunks come on to the scene in a group, count them and then click on the number above that shows how many skunks they counted.

Level 2 – In this level, the skunks do not come out all together, they come out 2 groups at a time. This presents basic addition to the student. You will hear for example, 2 (and 2 skunks will appear) plus 3 (and three more will come out). Count all of the skunks and click on the correct number.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "How Many Skunks" worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Use counters, cubes or other manipulatives to practice number recognition. Give each student a paper with a big circle on it. Say a number and have students put that many in the circle. They give a "thumbs up" when they are done. Check by touching and counting. Repeat with different numbers.

Five Little Skunks

Five little skunks went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
But when I saw people running and I looked around I was quite surprised to see there were only …

Four little skunks walking along with me.
One, two , three, four.
Four little skunks went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
But when I saw people running and I looked around I was quite surprised to see there were only …

Three little skunks walking along with me.
One... Two... Three... Oh
Three little skunks went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
But when I saw people running and I looked around I was quite surprised to see there were only …

Two little skunks walking along with me.
One... Two... Oh... Oh...
Two little skunks went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
But when I saw people running and I looked around I was quite surprised to see there was only …

One little skunk walking along with me.
One... Oh... Oh... Oh...
One little skunk went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
But when I saw people running and I looked around I was quite surprised to see
There were no more little skunks
walking along with me.

Five Little Skunks (Cont'd)

Well, now the people were gone
and the park was empty.
It was quite a sight to see.
The five little skunks they had disappeared.
There was no one left but me.
But then I heard a funny noise and when I looked around, much to my surprise.
Five little skunks were standing there right before my very eyes!
One, Two, Three, Four.
Five little skunks went out with me on a picnic one fine day.
We were looking for a shady spot to eat and a nice little place to play.
Well, we found a shady spot and we all sat down underneath a big old tree.
And we had a picnic that day, the five little skunks and me.
And we had a picnic that day, the five little skunks and me.

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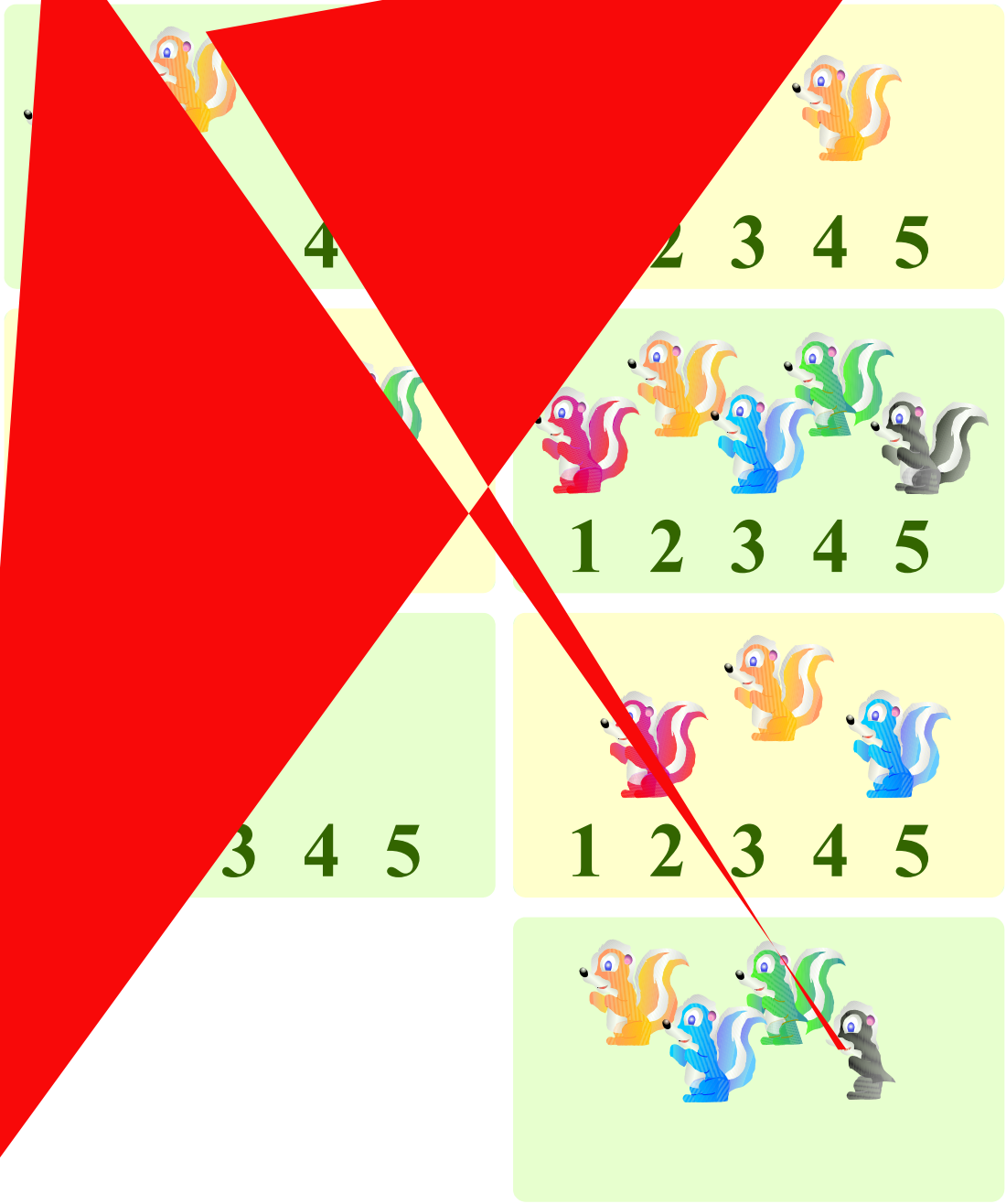
How Many

Count how many skunks are in each box and

ct number.



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Lesson 10: Number Order

One Lonely Bird song

- Level 1: normal or slow speed
- Level 2: vocals on or off

1 to 10 Game

- Level 1: 1-10
- Level 2: 11-20

Speed Round

GOAL

This lesson teaches the students how to count in order from 1-10 and 1-20. This also helps them with number recognition.

ACTIVITY:

Play the "One Lonely Bird" song for your class and encourage them to sing-along.

Click on the blocks in order. If the wrong number is selected, the correct block will have arrows around it briefly, to point out that it is the right number.

Level 1 – Click on the blocks in order from 1-10.
Level 2 – Click on the blocks in order from 1-20.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Number Blocks" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Pass out number cards to your students. Ask them to come to the front of the class and stand in order. You can use from 5 to 20 number cards.

Use magnetic numbers or number cards and have students put the numbers in order.

Play a game with your students using number riddles. Give them a clue and ask them to think of the number that answers the riddle. For example: I'm thinking of the number that comes after three and before five. What is it?

One Lonely Bird

One lonely bird was sitting in a tree.
I need a friend to sing with me.
Another bird came by to sing.
Now, two little birds were sitting in a tree.

Two little birds were sitting in a tree.
We need a friend to sing on key.
Another bird came by to sing.
Now, three little birds were sitting in a tree.

Three little birds were sitting in a tree.
We need a friend to sing on key.
Another bird came by to sing.
Now, four little birds were sitting in a tree.

Four little birds were sitting in a tree.
We need a friend to sing on key.
Another bird came by to sing.
Now, five little birds were sitting in a tree.

Five little birds were sitting in a tree.
All five birds sang off key.
The birds flew away unable to sing.
One lonely bird still stayed in the tree.

Hey! Were did everybody go?

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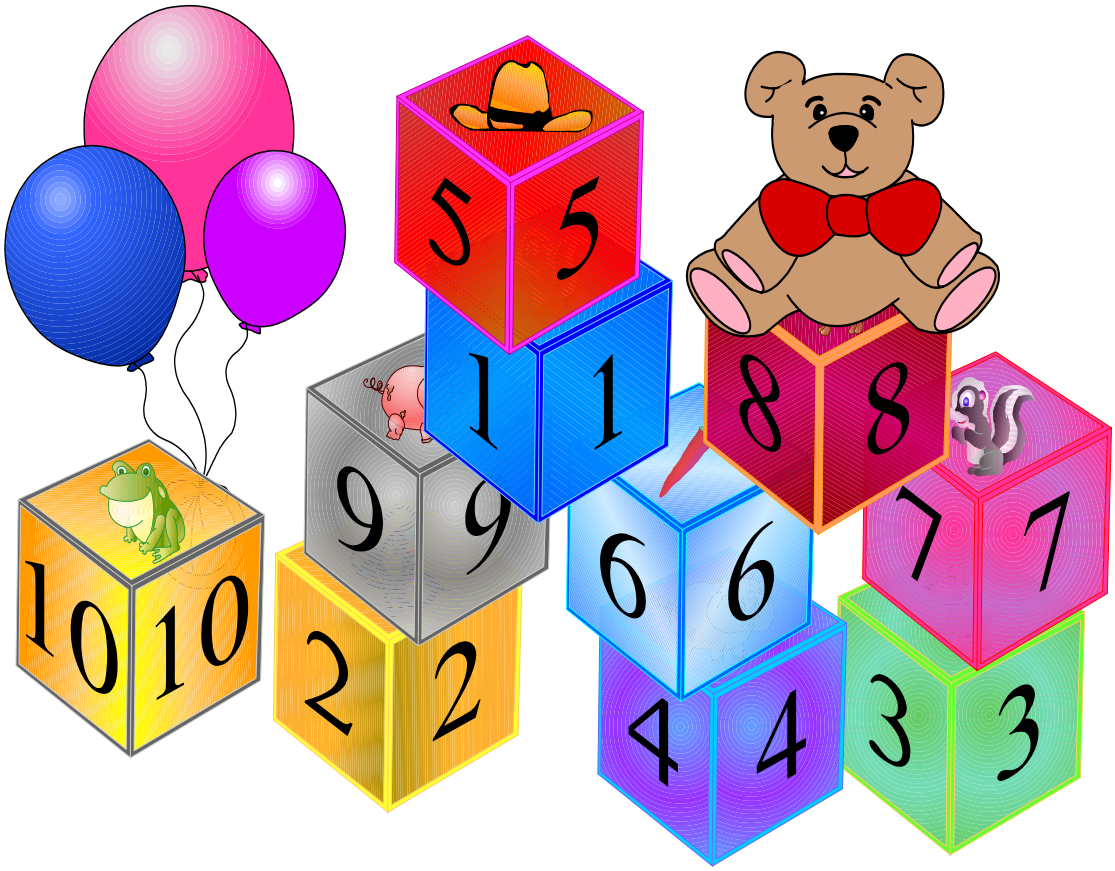
Number Blocks 1 to 10

Point to each number in numerical order. Then write the numbers in order on the lines below.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____



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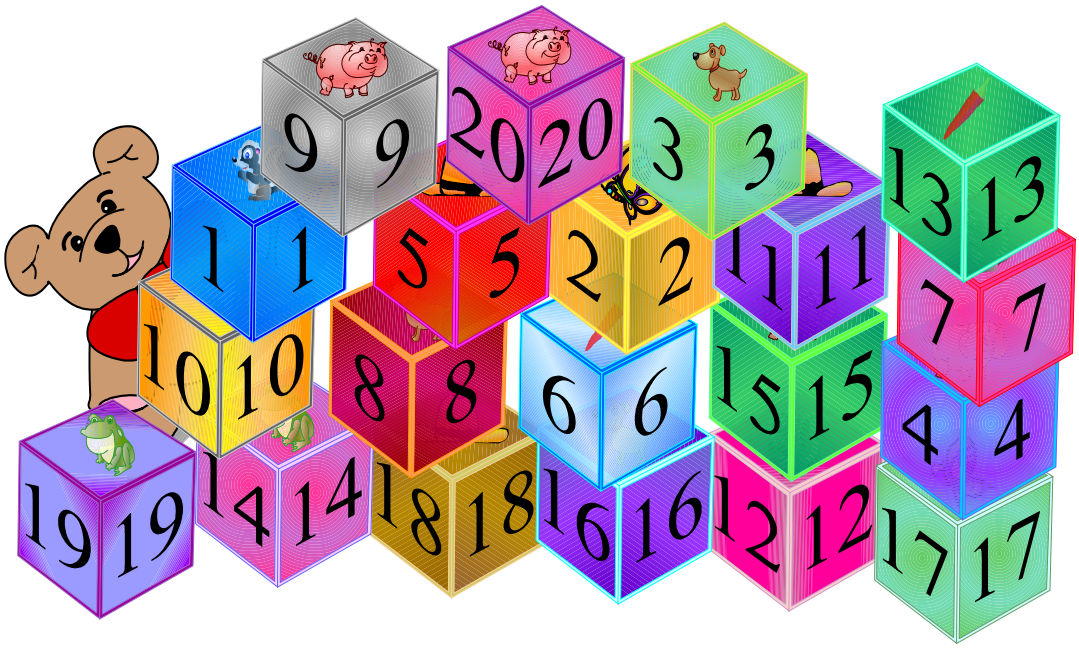
Number Blocks 1 to 20

Point to each number in numerical order. Then write the numbers in order on the lines below.

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



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Lesson 11: More Number Recognition

When I Was Young song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Color With Numbers

- Level 1: 1-10
- Level 2: 11-20

Speed Round

GOAL

This activity will help to emphasize the number recognition skills further.

ACTIVITY:

Play the "When I Was Young" song for your class and encourage them to sing-along. Click the "Next" button to go to the activity.

This is a color by number game. Click on the number to the left first and then find the same number on the picture to the right and click on it.

Level 1 – Color the numbers 1-10
Level 2 – Color the numbers 1-20

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Color by Number" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Give each student a paper that has been divided into four sections. Tell them four different numbers to write in the four sections. Then have them draw and color the correct number of items for each number. You can suggest the items they draw such as flowers.

Use number cards and cards that have items on them matching the numbers. Have students mix up the cards and play Concentration. Play continues until all cards are turned.

When I Was Young

When I was young I went to school
and this is what I learned to do:
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
I learned my numbers up to five.

When I was young I went to school
and this is what I learned to do:
6 7 8 9 10
6 7 8 9 10
6 7 8 9 10
I learned my numbers up to ten.

When I was young I went to school
and this is what I learned to do:
10 9 8 7 6
10 9 8 7 6
10 9 8 7 6
Counting backwards down to six.

When I was young, I went to school
and this is what I learned do:
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
And now I think this song is done!

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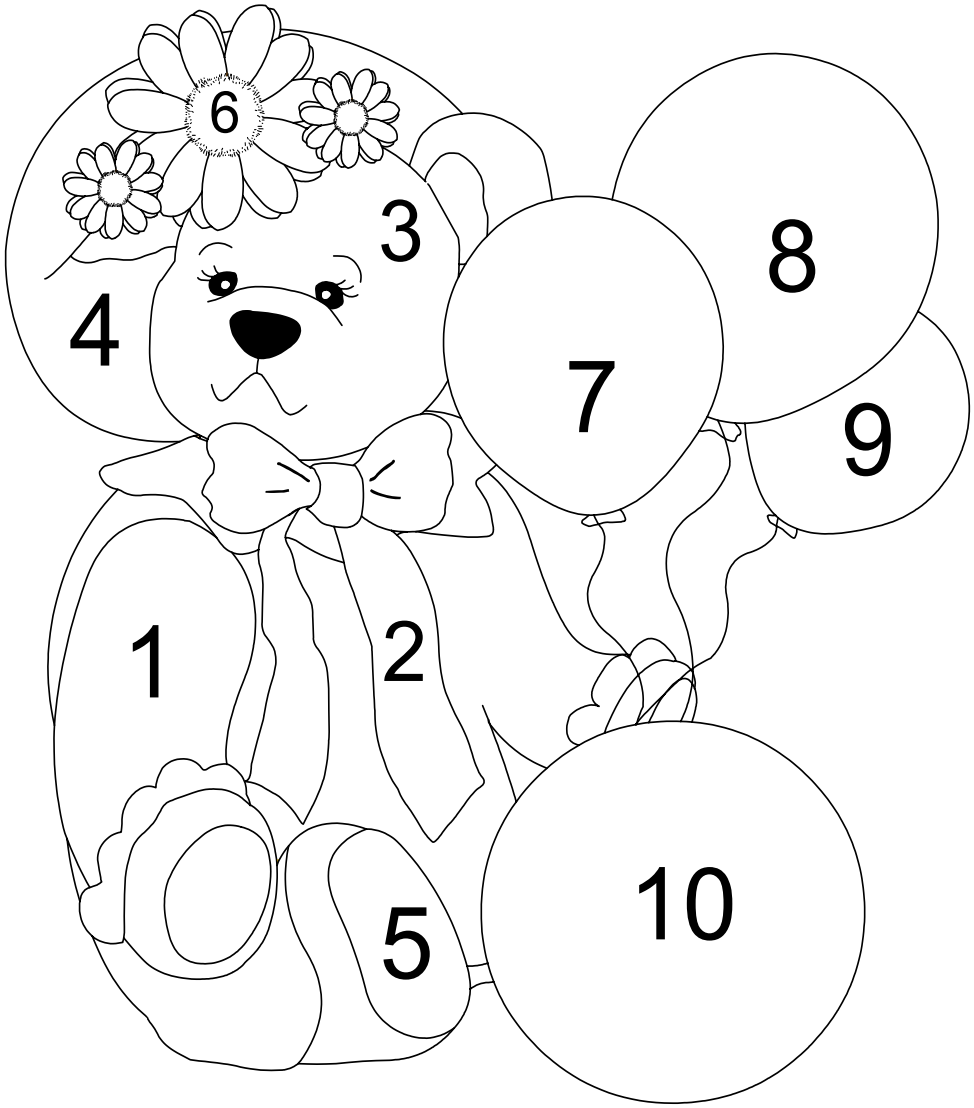
Color with Numbers

Color the bear by matching the colors of the numbers to the numbers on the bear.



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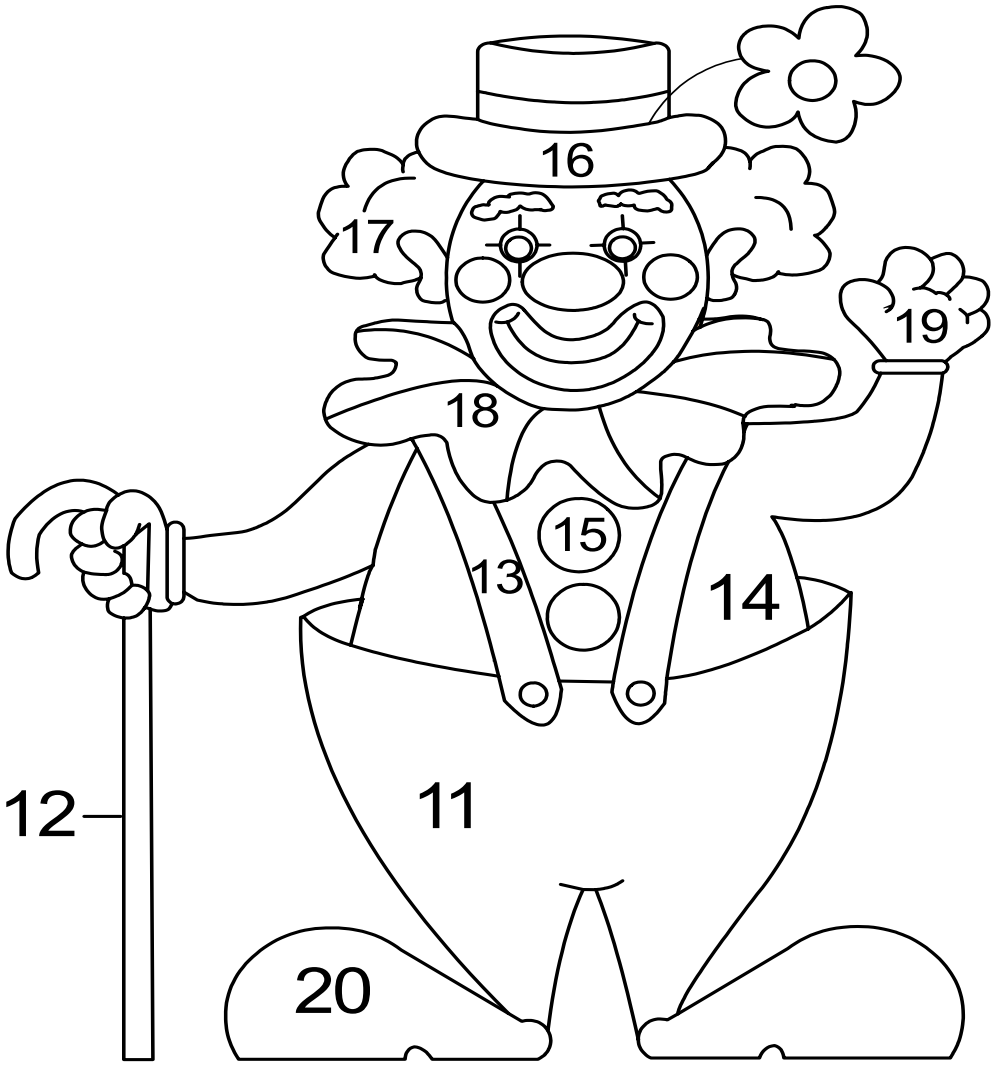
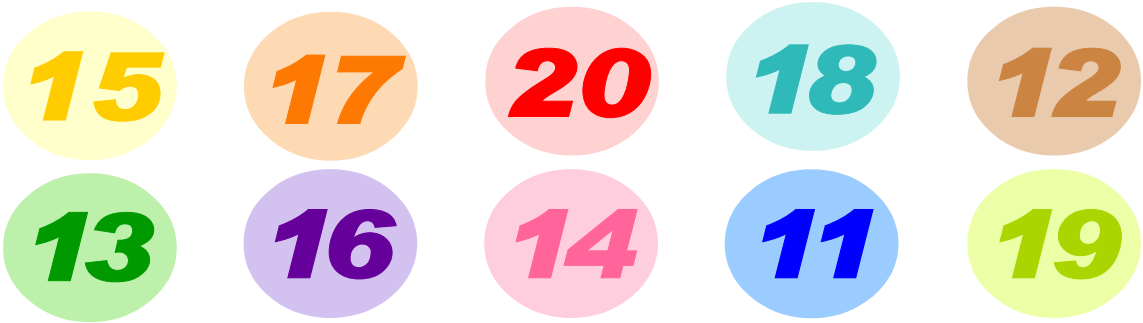
Color with Numbers

Color the clown by matching the colors of the numbers to the numbers on the clown.





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Lesson 12: Counting to 10

Counting to 10 song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Dot-to-Dot

- Level 1: first drawing 1-20
- Level 2: second drawing 1-20

Speed Round

GOAL

Enhance the students counting skills by showing them how learning their number order can complete a dot-to-dot.

ACTIVITY:

Click on each number from 1-20 in order until you get to the end of the dot-to-dot puzzle.

Level 1 – Click the dots in order from 1-20.

Level 2 – Click the dots in order from 1-20 but this time the numbers are a little more crowded together.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "dot-to-dot" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer. There are several "dot-to-dot" worksheets in the program print pages.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Create a number book from zero to ten or twenty. Give each student a page and have them draw or cut and paste items that match the number.

Put small items in paper bags using ten bags. Put one, two, three, etc. to ten items in each bag. Have students count the objects, write the number on each bag and put the bags in order from one to ten. You can also do this to twenty.

Counting to 10

I can learn to count to ten,
1, 2, 3, 4, 5
Higher numbers I can sing,
6, 7, 8, 9, 10

With a 1, 2, 3, 4, 5, 6, 7, 8,
9 and 10
I can count way up to ten.
Let's sing this song again.

I can learn to count to ten,
1, 2, 3, 4, 5
Higher numbers I can sing,
6, 7, 8, 9, 10

With a 1, 2, 3, 4, 5, 6, 7, 8,
9 and 10
I can count way up to ten.
Let's sing this song again.
I can count from ten to one.

Listen as I sing.
Counting backward is not
hard,
I'll say them carefully.

With a 10 9 8, 7 6 5, 4 3
2,
the last is 1.
I can count from ten to one.
I did it! Now I'm done.

I can count from ten to one.
Listen as I sing.
Counting backward is not
hard,
I'll say them carefully.

With a 10 9 8, 7 6 5, 4 3
2,
the last is 1.
I can count from ten to one.
I did it! Now I'm done.

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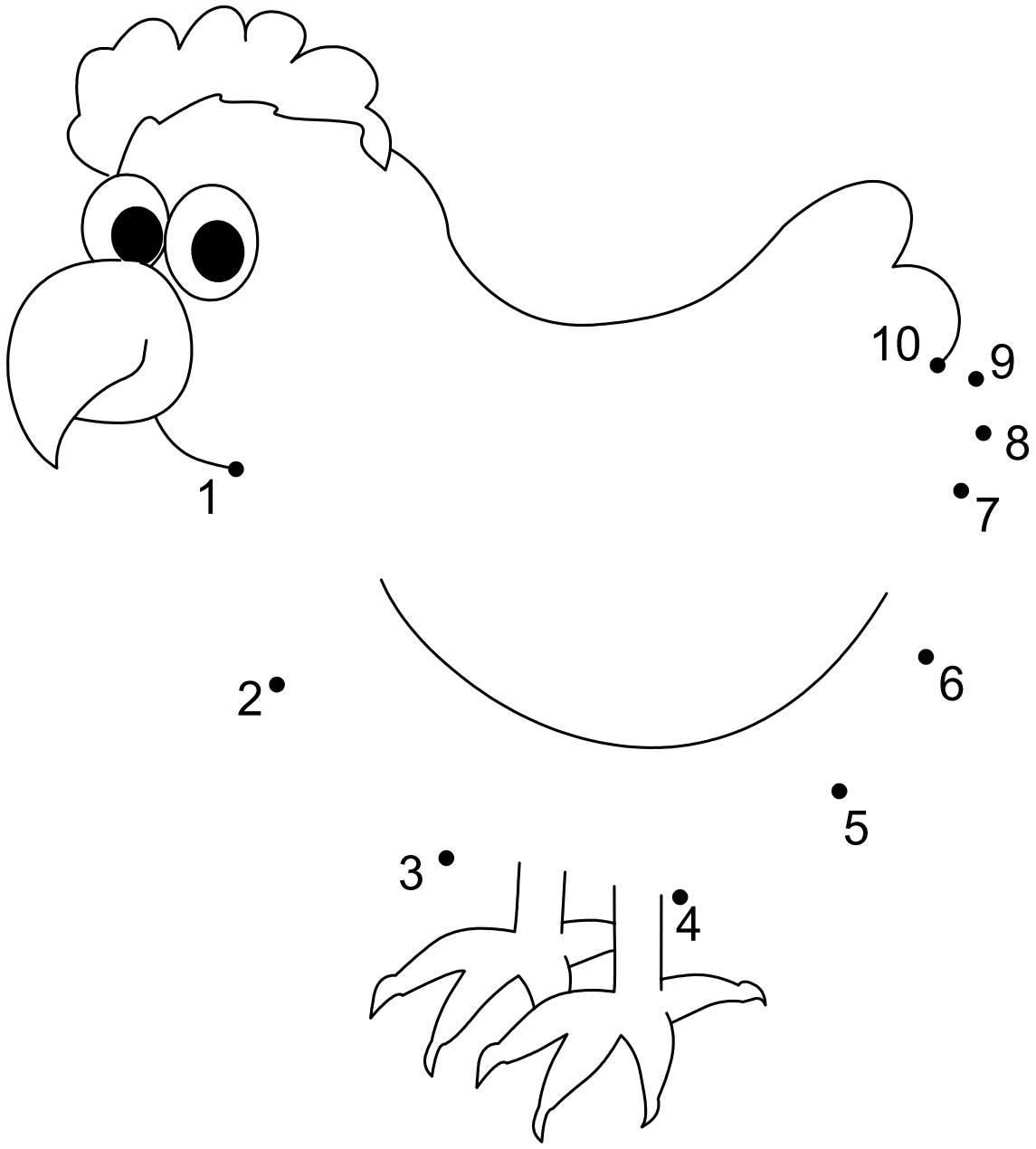
Dot-to-Dot 1 to 10



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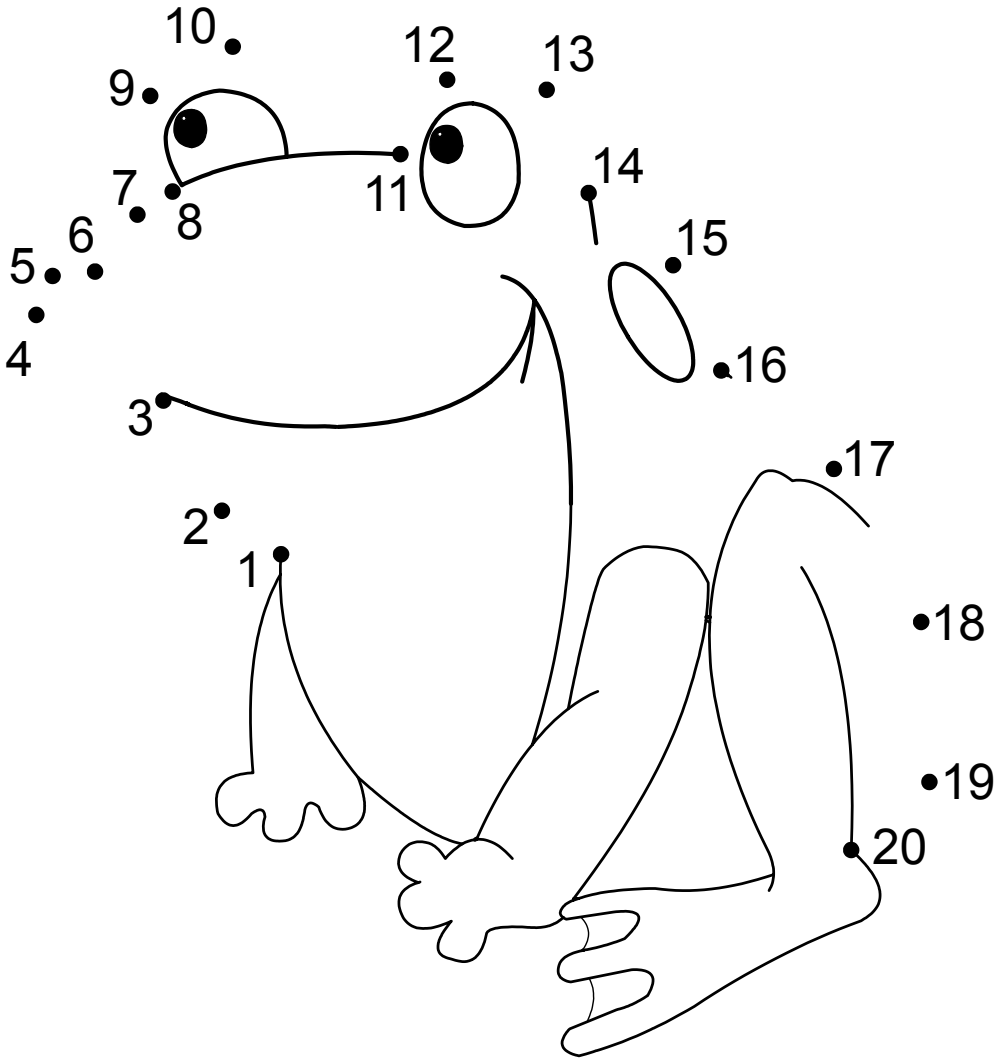
Dot-to-Dot 1 to 20



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Lesson 13: Counting to 10, 20, 30

I Can Count From 1 to 20 song

- Level 1: normal or slow speed
- Level 2: vocals on or off

The Counting Ball Game

- Level 1: 1-10
- Level 2: 11-20, 21-30

Speed Round

GOAL

This lesson helps the student perfect their counting skills.

ACTIVITY:

Count the balls and select the correct number from the list of numbers below.

Level 1 – Count the balls from 1-10. You will be given a new set of balls each time.

Level 2 – Count the balls from 11-20-30. You will have balls added to a set you have already counted and then you will also have balls taken away from a set you have already counted.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Count the Balls" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Using an overhead projector or the chalkboard, draw a certain number of shapes such as circles. When you give the signal, students write the number on a card or piece of paper and hold it up. Continue drawing other numbers to 10 or 20.

Use stacking or linking cubes for this activity. Divide your class into two teams. Each team has a container with 10 to 20 cubes. Say a number and the first member of each team tries to be the first to make a tower of cubes matching the number. Play continues until each member of the teams has a turn.

I Can Count From 1 to 20

I can count from one to twenty.
Listen please. Listen please.
One, two, three, four, five, six, seven, eight, nine, ten,
eleven, twelve,
eleven, twelve.
I'll keep going, I'll keep going,
higher up, higher up.
Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen,
nineteen, twenty,
nineteen, twenty.

I can count from one to twenty.
Listen please. Listen please.
One, two, three, four, five, six, seven, eight, nine, ten,
eleven, twelve,
eleven, twelve.
I'll keep going, I'll keep going,
higher up, higher up.
Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen,
nineteen, twenty,
nineteen, twenty.

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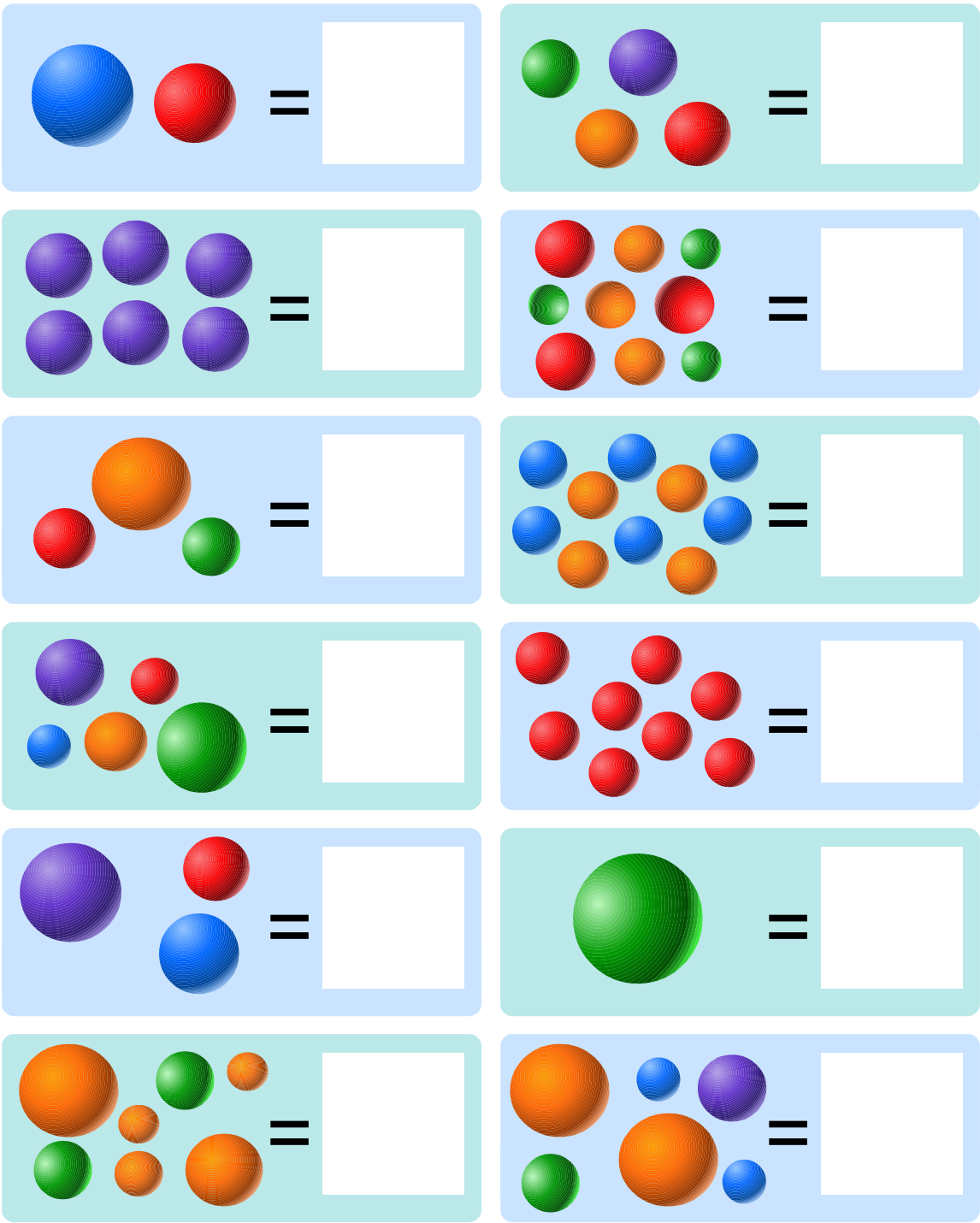
Counting 1 to 10

Count the balls and then write the number in the box.



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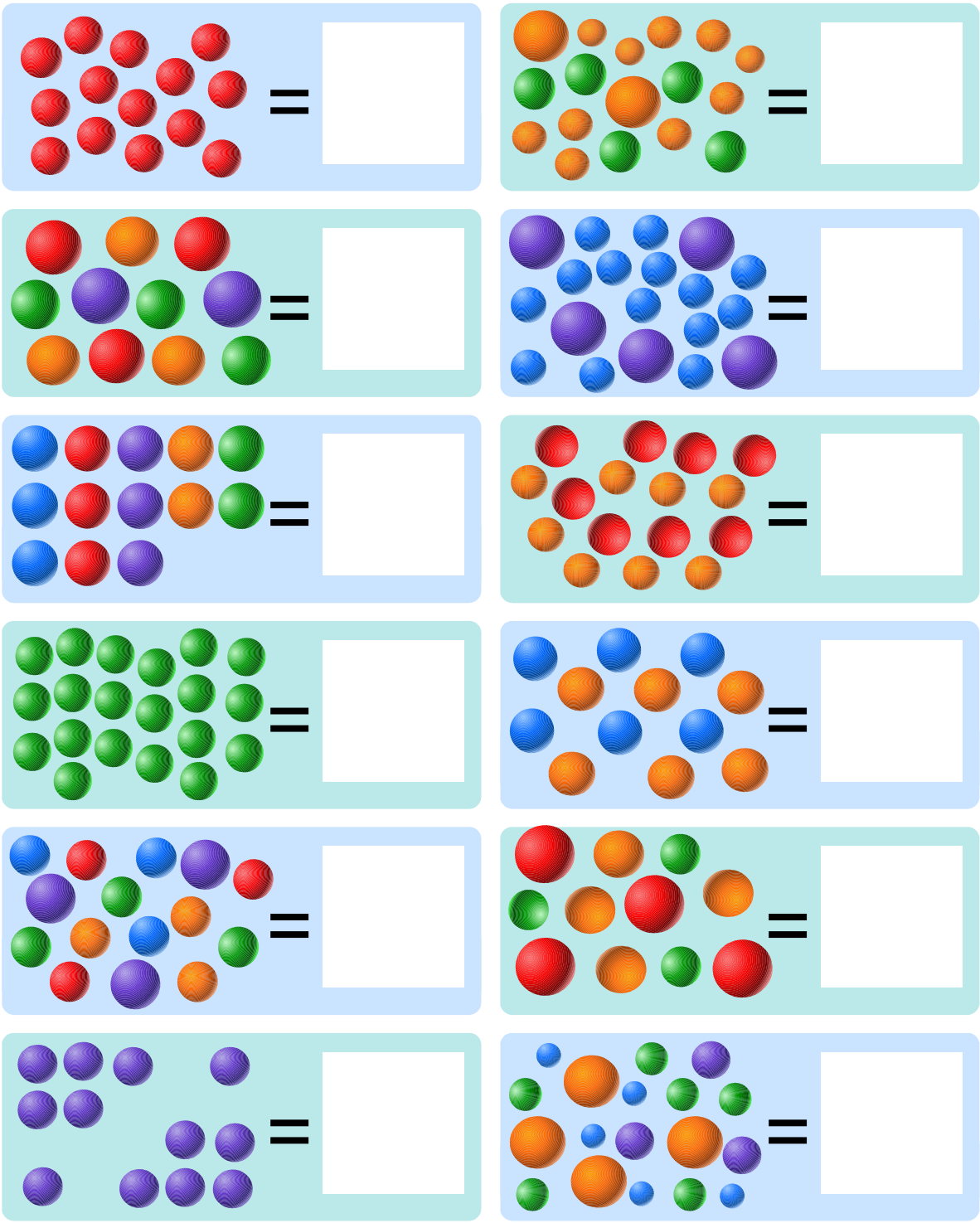
Counting 11 to 20

Count the balls and the write then number in the box.



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Lesson 14: Addition

I Can Add song

- Level 1: normal or slow speed
- Level 2: vocals on or off

Addition Problems

- Level 1: objects only
- Level 2: objects and numbers

Speed Round

GOAL

This lesson teaches the fundamentals of addition by adding numbers and objects.

ACTIVITY:

Play the "I Can Add" song for your class and encourage them to sing-along.

By using objects and numbers, you can add them together and click on the correct answer on the right.

Level 1 – Add objects only and click on the correct answer on the right.

Level 2 – Add objects and numbers to select the correct answer on the right.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Addition" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

Give your students counters or cubes. Tell them a math story and have them add using their counters. For example: one frog was on a log and

then two more frogs came by. Have them put one counter and then two more counters and add them together.

Have your students act out math problems by coming to the front of the room to illustrate the answer. For example: 2 + 3= 5, two students and then three students would come up.

I Can Add

I am learning how to add, I'm very smart!
I am learning how to add, I'm very smart!
I am learning how to add,
I am learning how to add,
I am learning how to add, I'm very smart!

I know 1 plus 1 is 2 go tie your shoe
I know 1 plus 1 is 2 go tie your shoe
I know 1 plus 1 is 2
I know 1 plus 1 is 2
I know 1 plus 1 is 2 go tie your shoe.

I know 2 plus 2 is 4 go shut the door
I know 2 plus 2 is 4 go shut the door
I know 2 plus 2 is 4
I know 2 plus 2 is 4
I know 2 plus 2 is 4 go shut the door.

I know 3 plus 3 is 6 go pick up sticks
I know 3 plus 3 is 6 go pick up sticks
I know 3 plus 3 is 6
I know 3 plus 3 is 6
I know 3 plus 3 is 6 go pick up sticks.

I know 4 plus 4 is 8 go through the gate
I know 4 plus 4 is 8 go through the gate
I know 4 plus 4 is 8
I know 4 plus 4 is 8
I know 4 plus 4 is 8 go through the gate.

I know 5 plus 5 is 10 let's sing it again
I know 5 plus 5 is 10 let's sing it again
I know 5 plus 5 is 10
I know 5 plus 5 is 10
I know 5 plus 5 is 10 let's sing it again.

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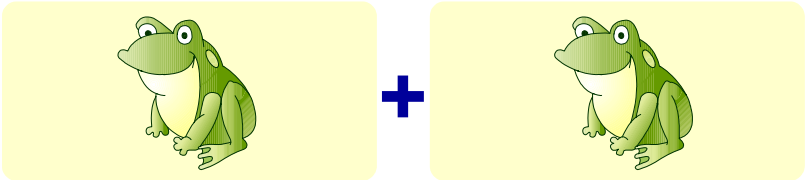
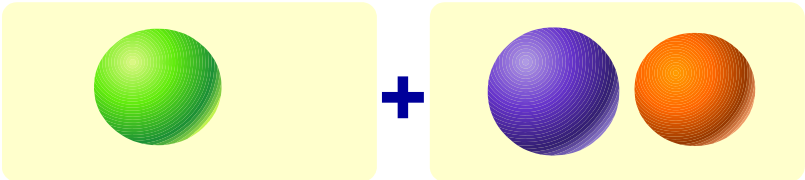
Addition - Level 1

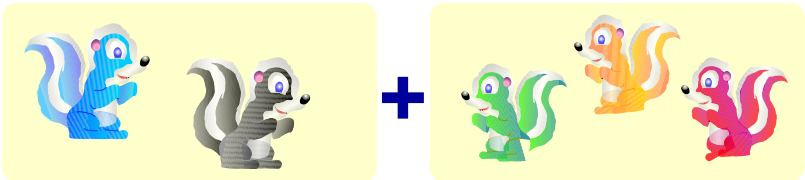
For each row, count the number of items in the first box and add them to the number of items you count in the second box. Then circle the correct number.



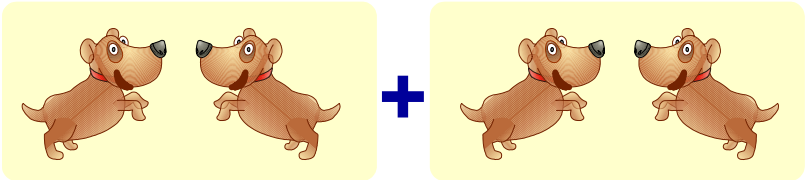
= 5 2 4



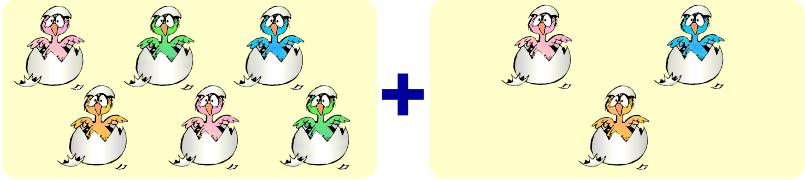
= 3 5 4



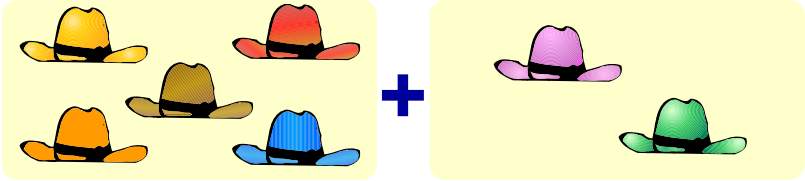
= 8 9 5



= 4 6 3



= 7 9 10



= 8 6 7

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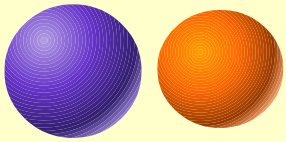
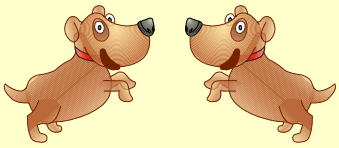
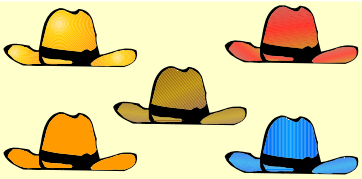
Addition - Level 2

For each row, add the number in the first box to the number of items you count in the second box. Then circle the correct number.

3	+		=	5	2 4
4	+		=	3	6 4
5	+		=	8	3 9
8	+		=	4	6 10
1	+		=	5	3 2
2	+		=	8	6 7

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Lesson 15: Review - Counting, Adding, Subtracting

Counting & Addition Game

- Level 1: counting & addition
- Level 2: addition & subtraction

Speed Round

GOAL

This lesson is a review of counting, adding and subtracting by using objects and numbers.

ACTIVITY:

Click on the spinner to advance the frog around the board. When he lands, you will be asked a counting, adding or subtracting question using objects and numbers. You must select the correct answer from the number choices below.

Level 1 – You will be asked counting and addition questions using objects.

Level 2 – You will be asked counting, addition and subtraction questions using objects and numbers.

Click on the "Next" button to go to the speed round. Have the students tell you the answers and then click on those letters or words and repeat until the time is up. You can call on individual students, the whole class, or split them into teams and make it a fun game.

Pass out the "Leap Frog Math" worksheets. (You can make copies of the worksheets provided in this manual, or print them out from your computer.) Give your students time to work on it and then go over the answers with them.

OTHER RELATED ACTIVITIES:

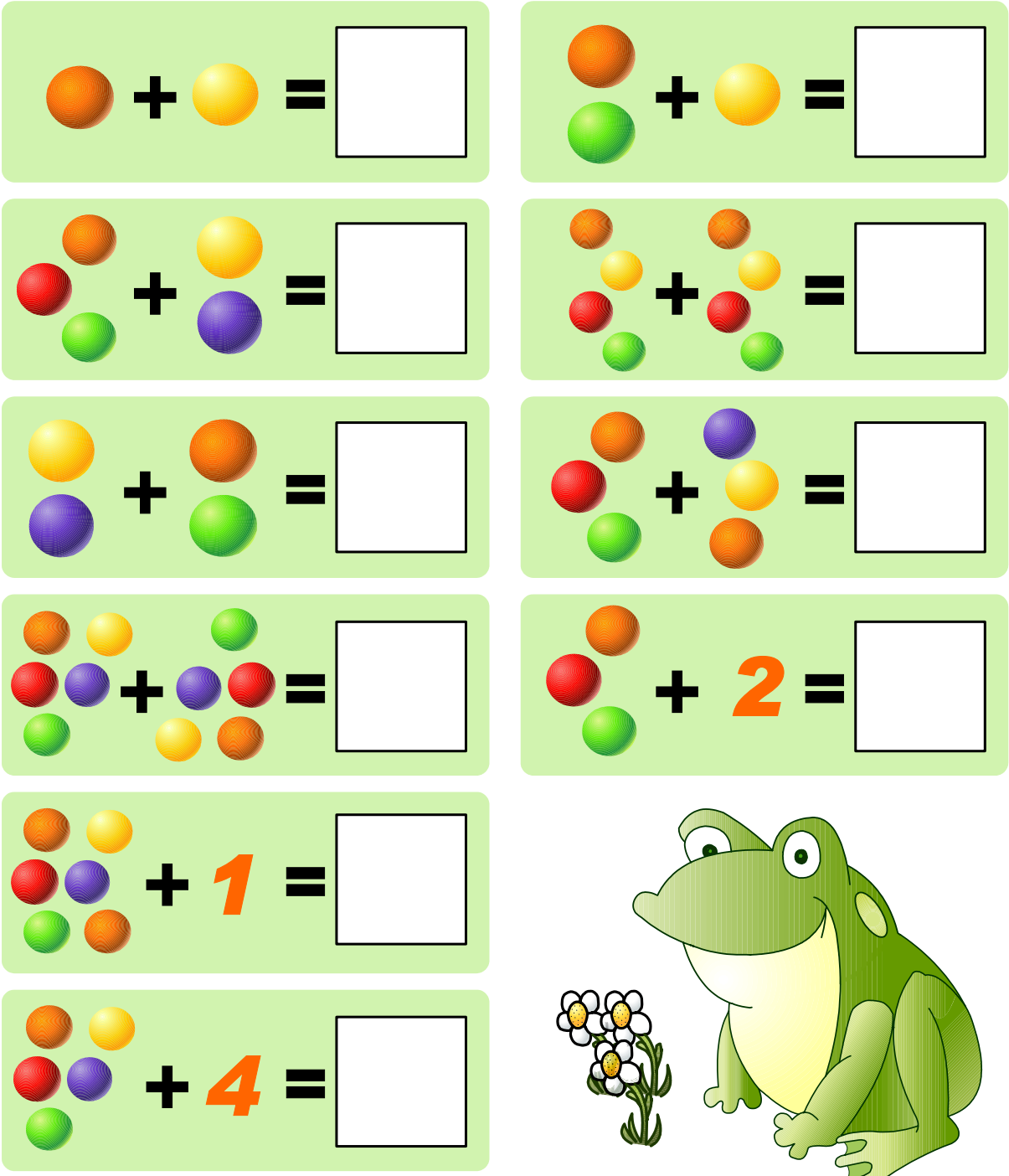
Using an overhead projector or chalkboard, practice subtraction. Place or draw a number of shapes. Have your students tell you how many there are. Then take away or erase some of the shapes and ask how many

are left. Have students use manipulatives at their desks to complete simple subtraction problems.

Have your students act out subtraction problems. They can see how you take away when you subtract.

Leap Frog Math - Addition

Count the balls on the left side of the plus sign and add them to the number of balls you count on the right side. Write the answer in the box.



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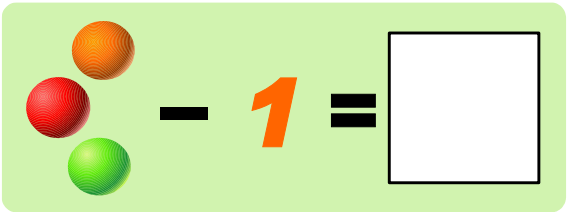
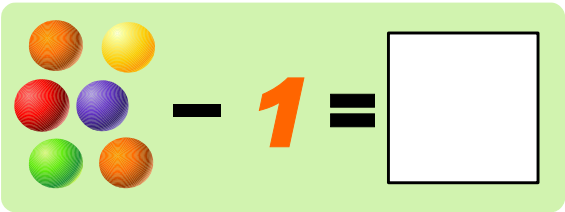
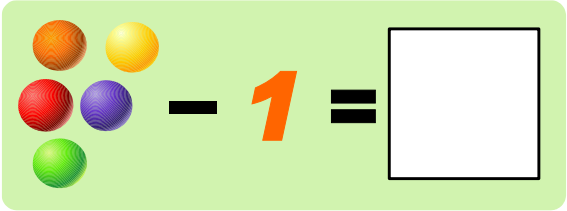
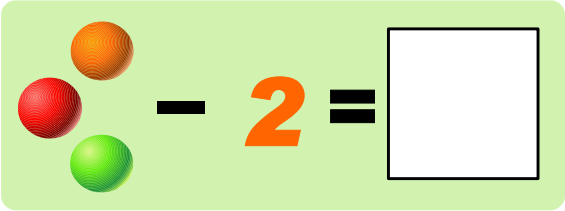
Leap Frog Math - Subtraction

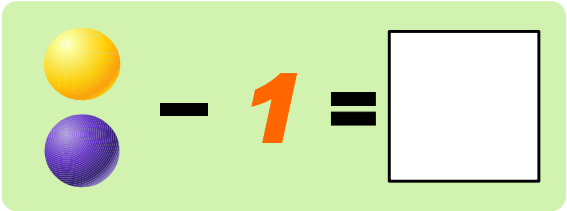
Count the balls on the left side of the minus sign and subtract them from the number of balls you count on the right side. Write the answer in the box.

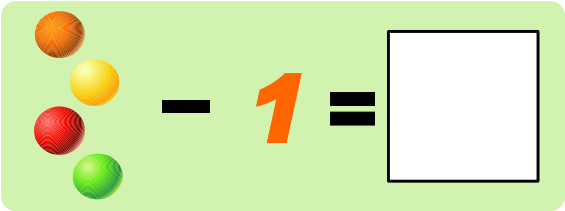


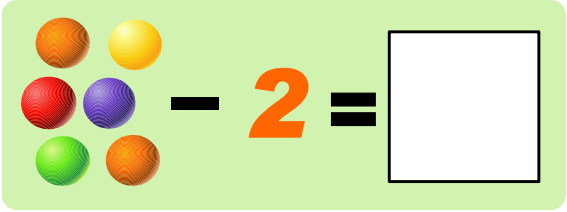


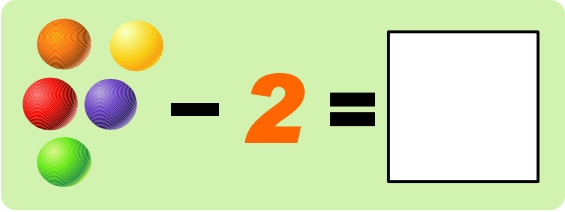


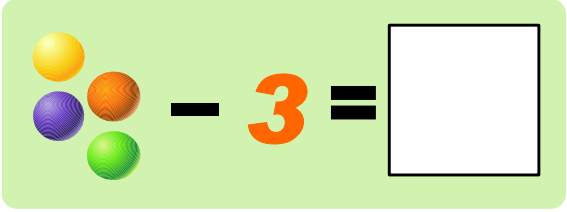


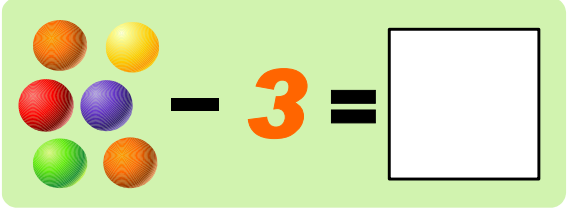












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The Super Star Motivational and Data Tracking System

- The Super Star Page
- Speed Rounds

The Super Star Page

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

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

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

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

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

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

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

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

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

Speed Rounds

Another feature in this program is our "Speed Rounds". Students are encouraged to score 15 points or higher before going on to the game. Our "Speed Rounds" are basically timed flash cards that allow the student to build immediate recognition (fluency) of the

words and sounds. A cumulative point total of the "Speed Rounds" can be found by clicking on the "Speed Round" button from the "Super Star" page. Students can also click on the buttons for each speed round to go to the "Learn the Words" page for that speed round.

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

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Educational Application

- Uses
- Research and State Standards
- Instructional Design

Use of this program and this guide:
There are numerous ways to use Letters & Numbers. This guide is primarily intended for the classroom teacher who is doing a whole class presentation. The guide assumes that you have some way of displaying the program to the entire class and that all of the students will be actively engaged in the presentation of the program.

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

Some specific activity centers uses are:

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

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

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

Research and State Standards Correlations:
Letters & Numbers is research based. You can review our research and effectiveness studies at: http://helpme2learn.com/school/research .

State Standards Correlations – Letters & Numbers is correlated to the state standards of all 50 states. You can run a report for your grade(s) and state at: http://helpme2learn.com/school/standards .

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

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

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

We also have the following objectives:

- Engaging and Fun - We try to make sure that our program will be engaging and fun. Our objective is to take the work out of learning phonics and make it play. Our objective is to change students' perception about language arts as being difficult and boring; turning it into something they love. We want language arts to become easy and understandable. We want our language arts games to be challenging, yet give a sense of accomplishment as students progress through the songs, activities and games. We believe that using our software can help change students' attitudes about

learning and about school. Our programs are often the school activity that they look forward to the most.

- Educationally appropriate – This program was built on the topics as outlined in state standards. Our objective is to give you, the teacher, instructional support for the lessons you commonly teach in your classroom. Our goal is to help give your students a tool to master your lessons more quickly and retain the material longer. Our programs are particularly appropriate when students need a lot of repetitive practice. When students master the material quickly, you have more time to work on other or more advanced lessons.
- User-friendly – this is a buzzword that a lot of companies use. Our customers repeatedly tell us how user-friendly our software is and we are continually looking for ways to improve the user-friendliness of our software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class, if you want to.
- Reporting – Besides our progress page, we offer printer-friendly reports that can be used to track the progress of the class or student. Our most detailed report is the Pre-Test and Post-Test report.
- Multi-cultural – we are committed to multi-cultural diversity and believe that it is important that kids recognize characters in the programs with similarities to them and other characters that are different. The main characters of this program are our "Super Star" kids which represent different races, skin and hair colors. We also include both male and female characters.

"Super Star" Kids

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

Student Management

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

Sign in – Managing Student Names

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

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

Pre-Test and Post-Test: This program is really two programs; the instructional program and a Pre-Test and Post-Test program. We highly recommend that you take advantage of our Pre- and Post-Tests. Click on the Pre-Test Post-Test button found beneath the Teacher & Parents and Sign-in buttons on the Contents page.

Pre-Test Post-Test button

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

Each test has 25 multiple choice questions and is timed for a maximum of 2 minutes. Since there are 10 tests, it should take about 20 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see and print the summary report and the detailed report for the tests in the Student Management section of the program.

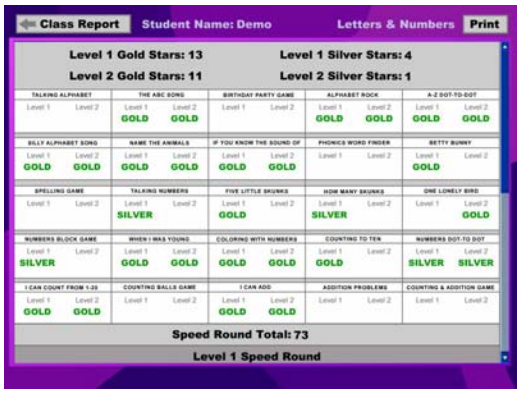
If you want the students to complete all of the tests, we recommend that you lock the Post-Tests from the Student Management section. You can also make sure that the students can access only the tests by locking the students from the program from the Student Management section.

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

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

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

Class Test Report button



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

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

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

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

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

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

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

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

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

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

Moving to the right-hand side of the screen:

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

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

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

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

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

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

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

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Super Star Online

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

Overview

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

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

Some of the other advantages of Super Star Online are:

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

2. Parental Involvement – The next step with at-home use is to involve parents (or family members) in helping to motivate, track, and work with the child. One of the problems with parental involvement is that some parents don't know how to help their child with homework. **We make it easy for them.** We have added a special "Parent" button to help parents use Super Star Online. The "Parent" button allows parents to view the songs, vocabulary words, activities and games without data tracking, so they do not affect the scores or data

tracking of the child. Parents can review the lessons so they know what is required of the child. We offer a wonderful and enjoyable way for parents to work with the school to become involved in the educational success of their child.

3. Family Literacy – Some parents may not have the English language skills needed to help their child. Our "Parent" button gives the parent an opportunity to learn English language skills or math skills along with their child. We believe that a better educated parent will be better prepared to help their child.

4. Easy IT – Our Online version makes it easier for the school's IT department. They don't have to maintain a server, they don't have to worry nearly as much about which operating system the software will run on, and they don't have to worry about security issues with their network. Our online system is supported by most modern operating systems and web browsers.

5. Quick Updates – When we make improvements to our course titles or add course titles, the updates will be available to all students as soon as we make them. You don't have to be concerned with which version you have or if you need to upgrade.

6. Quick Delivery – Once we receive your purchase order, we can get you online in a matter of hours.

7. Remote Administration – For districts or schools that stretch their IT department, our online version allows complete administration of the courses from any location.

Student Management

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

As a teacher, we encourage you to work with the site administrator to organize the system in the most effective way for your classroom. This may mean that you may request sub-classes for students with different program titles available to those in each group. For example, if your last name is Teacher, you might have a class called "Ms. Teacher A" with 14 students and access to Letters & Numbers and Phonics 1b. You might also have a class called "Ms. Teacher B" with 8 students and access to Phonics 2a for more advanced students.

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

Student Management System – Super Star Online

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

Teachers & Admin button

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

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

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

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

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

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

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

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

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

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

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

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

Set Star - It is possible that a teacher might want to award a student a Gold Star if they believe the student has earned one.

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Mode

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

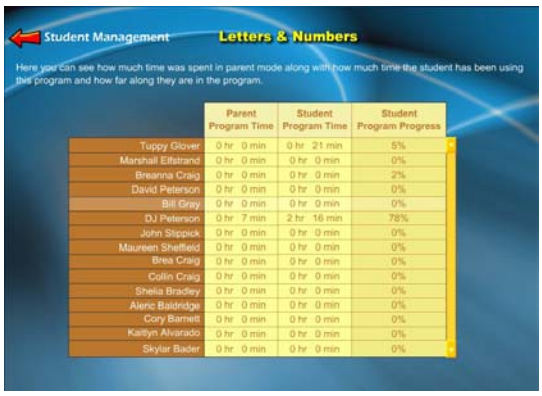
When parents use the Parent Mode, think of it as a practice mode. Parents can play the songs, games and activities and none of their scores are permanently recorded, their scores do not affect the scores of their child. Parents can become familiar with the lessons their child is working on, so they will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

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

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

Write a Message to Parent – click on this button to display the write a message screen. This screen allows you to write a message that can be viewed by all the parents who use the Parent Mode. The idea of this screen is to allow you to communicate with parents something about what the students are working on and what is

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

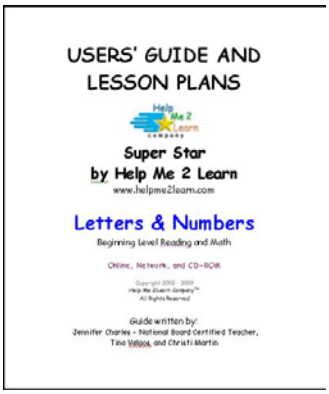


	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 0 min	0 hr 21 min	5%
Marshall Elfstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	2%
David Peterson	0 hr 0 min	0 hr 0 min	0%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 7 min	2 hr 16 min	78%
John Stippick	0 hr 0 min	0 hr 0 min	0%
Maureen Sheffield	0 hr 0 min	0 hr 0 min	0%
Brea Craig	0 hr 0 min	0 hr 0 min	0%
Collin Craig	0 hr 0 min	0 hr 0 min	0%
Sheila Bradley	0 hr 0 min	0 hr 0 min	0%
Aleric Baldridge	0 hr 0 min	0 hr 0 min	0%
Cory Barnett	0 hr 0 min	0 hr 0 min	0%
Kaitlyn Alvarado	0 hr 0 min	0 hr 0 min	0%
Skylar Bader	0 hr 0 min	0 hr 0 min	0%

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

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

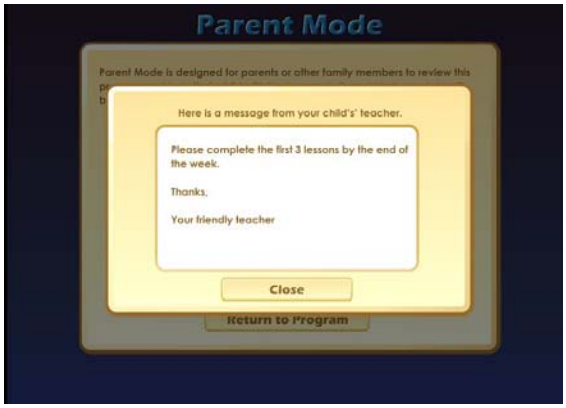
Users' Guide/Lesson Plans – click on this button to view our Users' Guide and Lesson Plans. This is an Adobe Acrobat (.pdf) file and you will need to have the free Acrobat reader (www.adobe.com) installed on your computer in order to be able to view this file. Once you can view this file, you can print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



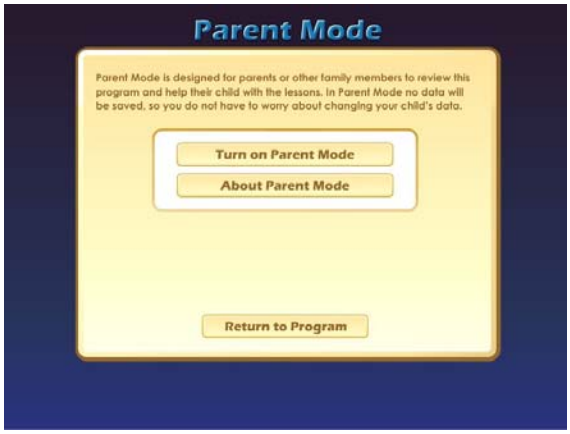
Understanding the Parent Mode

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

button from a teacher account. Click on the Parent button to enter the Parent Mode menu.

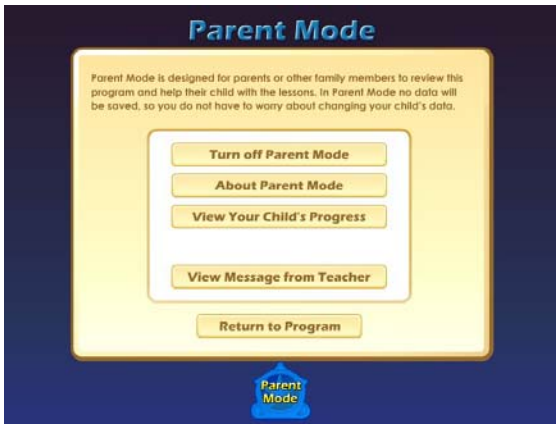


Message from the Teacher – if the teacher has written a message, the parents will see the message when they first enter the Parent Mode. If the teacher has not written a message, this screen will not appear. The purpose of this screen is to give parents some guidance as to what lessons the child is working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



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

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



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

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

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

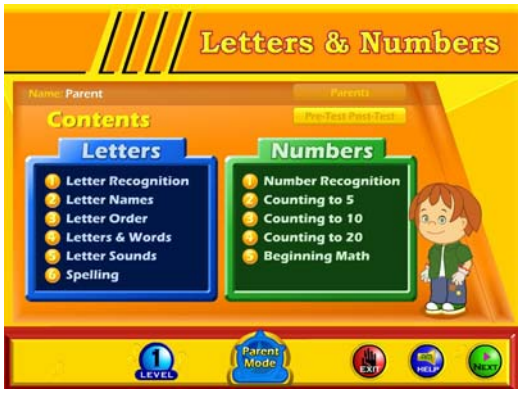
Super Star Page – Parents can view and print progress pages for their child from the Super Star page. There are four different views on the Super Star page:

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

Each view presents the progress in a different format and is designed to help track the progress of the student. Once a student has earned enough stars, the

star on the Super Star page will turn silver; parents can click on this star and print a Silver Star Certificate of Achievement.

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



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

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

At-home Use

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

1. Send a letter home with your students advising the parents that Super Star Online is available and encouraging the parents to work with their child at home. We have a sample parent letter available at www.helpme2learn.com/support/online . Please use this letter as a guide. To complete this letter you will need the user name and password of each student, you should be able to get these from your school's site administrator. You will use the same URL (web address) that you use in your classroom.
2. Remind your students to ask their parents to work with them at home.
3. After a couple of weeks, run a report to see how many parents have logged in and are using the program in the Parent Mode. You may need to send a follow up letter to parents who are not working with their child at home.
4. Whenever you have an open house or meeting with parents, let them know about Super Star Online and how they can use it to work with their child.
5. Suggest to your school administration that they hold a special Super Star Online night where your school explains the use of the program to the parents. You might be able to incorporate this as part of a back to school night or PTA meeting.
6. Use the message center and write a message on a regular basis to your parents. Let them know what lessons you are working on and what to expect from their child.

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

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

Answer Key -- page 1

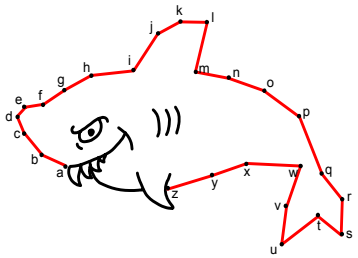
The A to Z Block Game

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

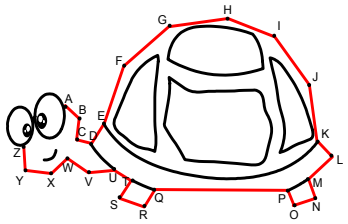
The Z to A Block Game

Z Y X W V U T S R Q P O N M L K J I H G F E D C B A

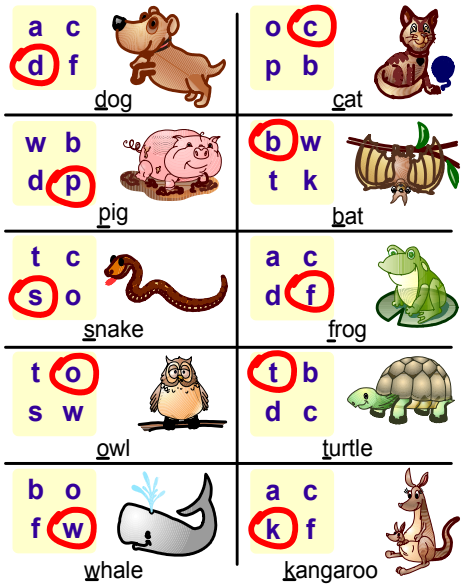
A to Z Dot-to-Dot -- Small Letters



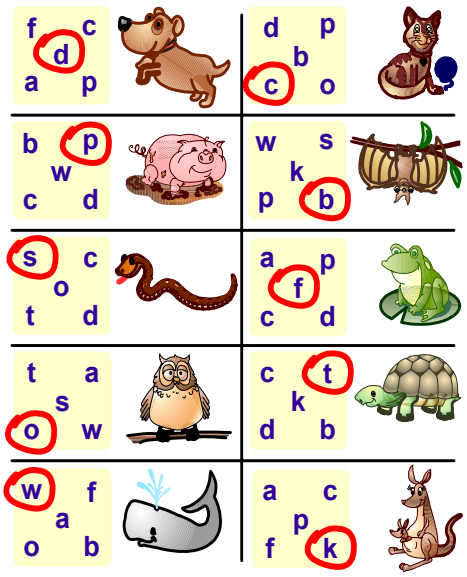
A to Z Dot-to-Dot -- Big Letters



Name the Animals Level 1



Name the Animals Level 2



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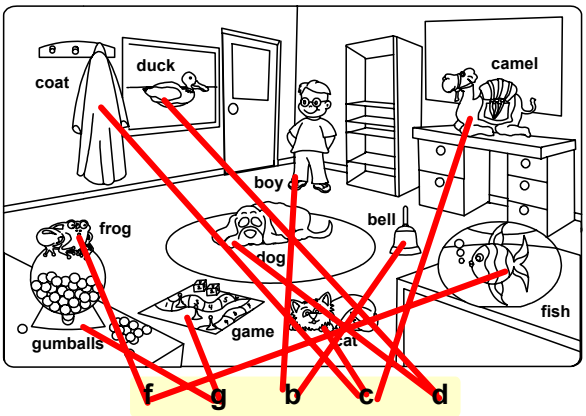
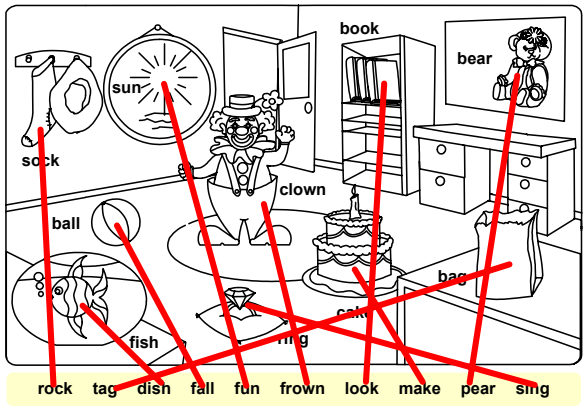
Answer Key -- page 2

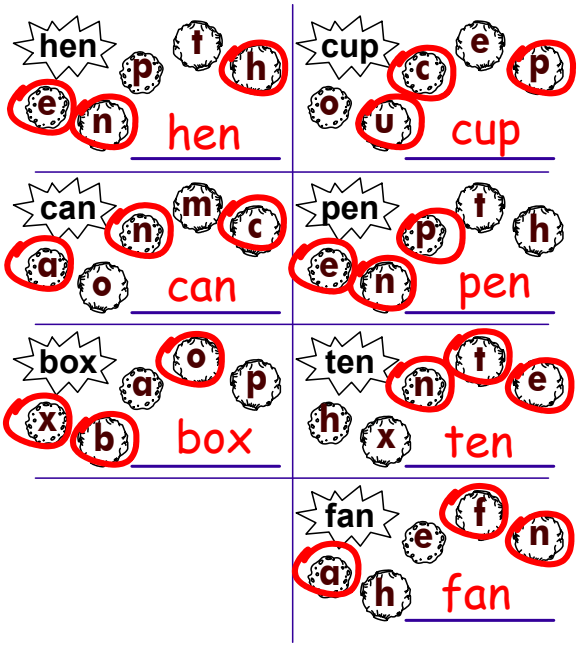
Phonics Finder Level 1



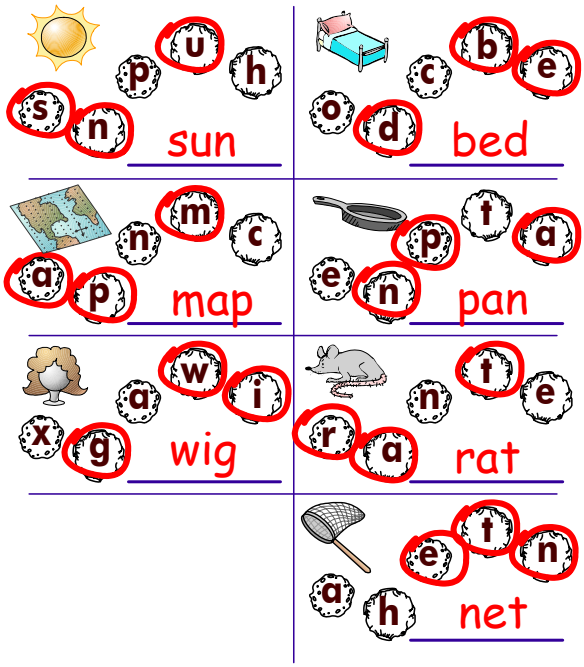
Phonics Finder Level 2



Spelling Game Level 1



Spelling Game Level 2



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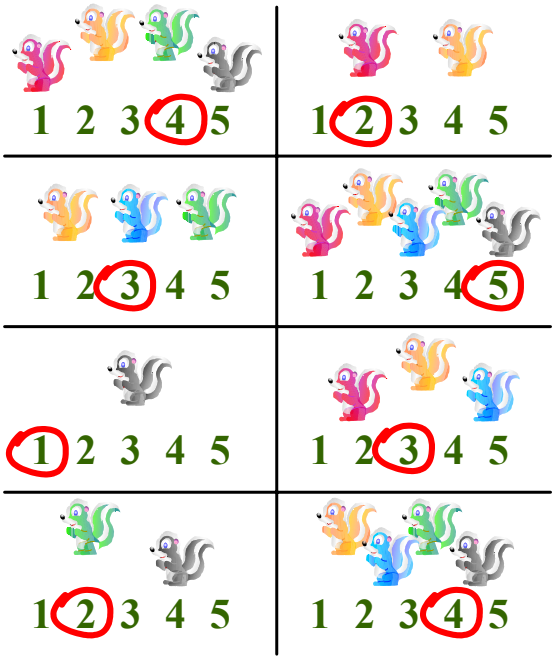
Answer Key -- page 3

How Many Skunks?



The Number Blocks 1 to 10

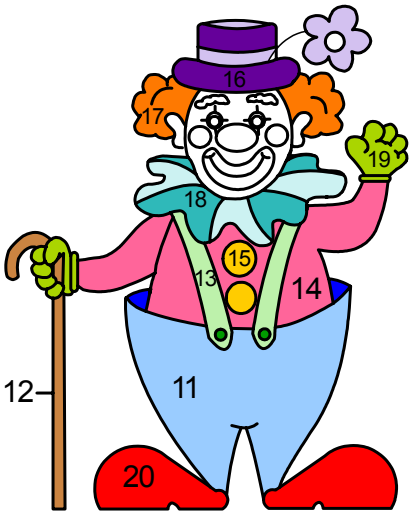
1 2 3 4 5 6 7 8 9 10

The Number Blocks 1 to 20

1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20

Color With Numbers Level 1

Color With Numbers Level 2



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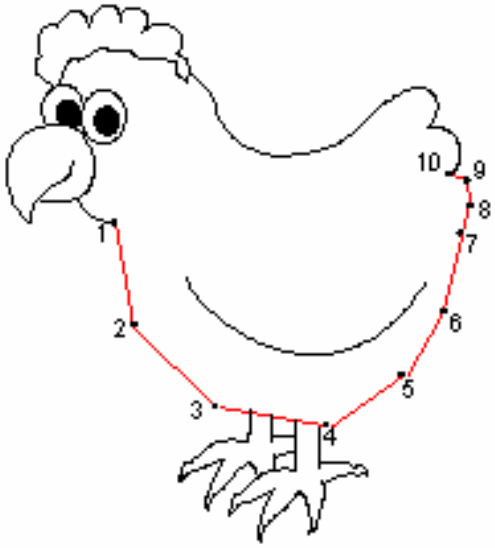
Answer Key -- page 4

Dot-to-Dot 1 to 10



Dot-to-Dot 1 to 20

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Answer Key -- page 5

Counting Balls Level 1

= 2	= 4
= 6	= 9
= 3	= 10
= 5	= 8
= 3	= 1
= 7	= 6

Counting Balls Level 2

= 14	= 17
= 11	= 19
= 13	= 16
= 20	= 12
= 15	= 11
= 12	= 18

Addition Problems Level 1

	+		= 5 (2) 4
	+		= (3) 5 4
	+		= 8 9 (5)
	+		= (4) 6 3
	+		= 7 (9) 10
	+		= 8 6 (7)

Addition Problems Level 2

3	+		= 5 2 (4)
4	+		= 3 (6) 4
5	+		= (8) 3 9
8	+		= 4 6 (10)
1	+		= 5 (3) 2
2	+		= 8 6 (7)

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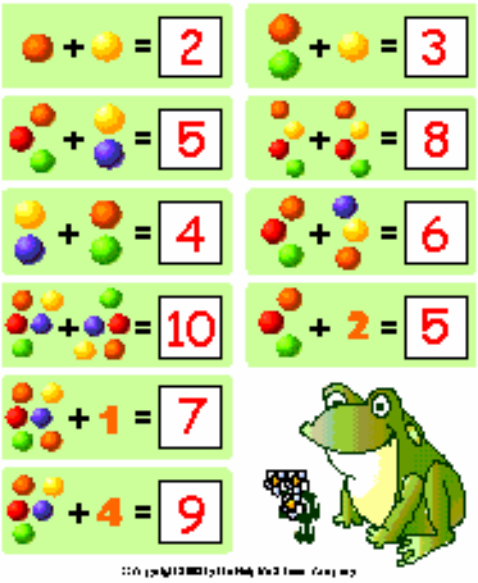
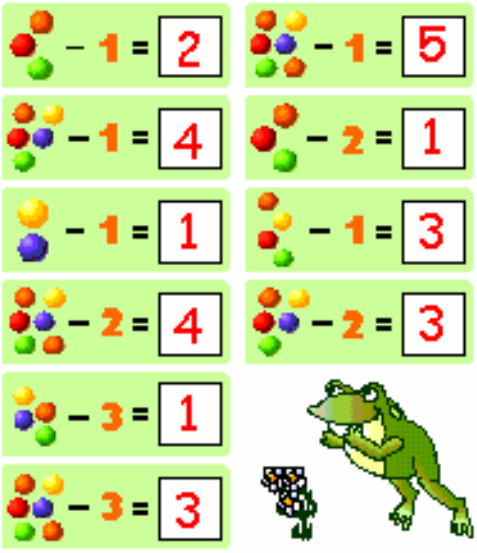
Answer Key -- page 6

Leap Frog Math - Addition



Leap Frog Math - Subtraction



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Certificate of Achievement

_____

has been awarded the

Silver Star Award

for excellent work in Letters & Numbers Level 1

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Certificate of Achievement

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has been awarded the

Gold Star Award

for excellent work in Letters & Numbers Level 1

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Certificate of Achievement

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has been awarded the

Gold Star Award

for excellent work in Letters & Numbers Level 2

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Additional Classroom Activities

Additional Classroom Activities

This section contains 8 related fun activities for Teachers' and Parents' to do with the children. All activities may be adapted for individual or classroom use. Children will learn and have fun, too.

Activity 1 - Pretzel Letters

Goals: Children will make letters out of Pretzel dough. Children will identify letters in the alphabet. Children will put the alphabet in sequential order.

Introducing the Activity: Ask the children to raise their hand if they like pretzels. Ask the children if they know where pretzels come from. Tell the children that a pretzel is a type of German biscuit. Show them where Germany is on the world map. Tell the children that pretzels were made in Europe and given to small children who learned their prayers. A pretzel was shaped to look like the crossed arms of children praying. Tell them that the first pretzel bakery in the United States opened in Pennsylvania in 1861 and is still in operation today.

Activity: Ask the children if they know what a recipe is. Tell them that they will follow a recipe for making pretzels. Read the recipe out loud.

Pretzel Recipe:

- 1 package yeast
- 1 1/2 cups warm water
- 1 teaspoon salt
- 1 tablespoon sugar
- 4 cups flour
- 1 beaten egg

Directions: Measure water in a mixing bowl. Sprinkle yeast in water. Add salt, sugar and flour. Mix and knead dough approximately 3 minutes. Give each child a small ball of dough to form a letter of the alphabet. Grease cookie sheets. Lay pretzels on the cookie sheets and brush with beaten egg. Sprinkle with salt. Bake at 425 degrees for 12-15 minutes. With your help, have the children put the letters in alphabetical order on the cookie sheets. Ask: "Who has the letter A?" "What letter comes next?"

Activity Extension: Eat the pretzels!

Activity 2 - Alphabet Walk

Goals: Children will learn the alphabet in sequential order. Children will recognize that letters make up words. Children will be introduced to beginning sounds of letters.

Introducing the Activity: After singing the "ABC Song" and "Alphabet Rock," discuss the order of the alphabet. Have children identify letters that are in the beginning of the alphabet such as A, B, and C or at the end of the alphabet such as X, Y, and Z. Ask what letters are in the middle of the alphabet too!

Activity: Tell the children that they are going to be alphabet detectives. Plan a short hike in the park or outdoors if possible. Ask the children to look for things outside that begin with every letter of the alphabet. Tell them that you will work with them in making a list of every letter of the alphabet and things that begin with each letter. For example: A ants, B ball, C cats, D dandelions. After the hike, have the children take turns telling what things they saw at the park beginning with each letter. Ask the children why the alphabet is so important. (It is used to make

up words.) Sing the "ABC Song" together again.

Activity Extension: play "Guess My Letter." Tell the children you are thinking of a letter that is at the beginning of the alphabet. It comes after the letter C and before the letter E. Who can guess the letter? (D) Discuss what the terms "before" and "after" mean. Have children take turns giving clues while other children guess the letter.

Activity 3 -I Can Spell My Name

Goals: Children will make a "Name Creature." Children will learn to write and spell their own first name. Children will count the letters in their own name.

Introducing the Activity: After singing "The Silly Alphabet Song", tell the children that they are going to learn to spell their name. Have each child look at his/her name tag (written model) and say out loud the spelling of his/her name. Ask the children to count the letters in their name. Ask who has four letters? five? six? etc. Tell the children they will need to know how many letters are in their name to make a "Name Creature."

Activity: Each student will make a "Name Creature" using small paper plates. The children will print one letter on each plate until name is spelled correctly. For example: Josh would need 4 paper plates. Have each student say: "My name is Tyler. I need 5 plates." "My name is Sue. I need 3 plates" and so on. An adult should fasten the plates together with moveable fasteners.

Activity Extension: Have the children decorate and color their

name creatures. Use pipe cleaners for antenna or other decorations. Children will enjoy adding eyes, nose, and mouth.

Activity 4 - If You Know the Sound Of

Goals: Children will practice making specific letter sounds. Children will create new verses to the song "Do You Know The Sound Of" Children will make a mural of pictures beginning with specific letters.

Introducing the Activity: Listen to the song, "Do You Know the Sound Of". Have children say each letter sound at the appropriate place in the song. The song reviews letters b, c, d, f and g. Tell the children that they can make up their own verses to the song by adding other letters. For example: Have the children think of three words that begin with the letter t. (turtles, tents, teapots) If you know the sound of T, shout it out loud. If you know the sound of T, shout it out loud. If you know the sound of T, then turtles, tents, and teapots too, will be easy as can be for you to say.

Activity Extension: Have children make a mural illustrating the song, "Do You Know The Sound Of." Each child should be given a piece of paper with one letter of the alphabet printed in the middle. The children should draw pictures of things beginning with their letter. (Magazine pictures may be used.) After each child is finished, tape the pictures together in alphabetical order to create an alphabet mural.

Activity 5 - Five Little Skunks

Goals: Children will listen to oral directions. Children will count to five in numerical order. Children will recognize the concept of ordinal numbers (first, second, third, fourth, fifth).

Introducing the Activity: Have 5 children stand in a line. Ask the rest of the children how many children are standing in line. Count out loud. Explain the concept of ordinal numbers using the children as examples. Ask which child is first in line. Count all the children using ordinal numbers. Explain to the children that they are going to color a picture of five little skunks as you read each direction to them. Tell them to listen carefully to each step. Read each direction slowly and clearly. Pause after each step, allowing the children to finish each direction.

Directions: Draw a circle in blue around the first skunk. Color the second skunk white and black. Color the fourth skunk yellow. Put an X in orange over the fifth skunk. Underline the third skunk in red.

Activity 6 - Egg Carton Counting

Goals: Children will count orally in sequential order from one to ten. Children will become familiar with written numerals. Children will match objects to written numerals.

Introducing the Activity: After singing "Counting To Ten", show the children each written numeral from one to ten. Hold up a number and have them say what the number is. Mix up the numbers and have the children put them in sequential order again.

Activity: Using an egg carton, write one number from 1-10 on the bottom of each egg compartment. (All compartments may be used if desired.) Using small macaroni noodles or beans, have the children drop in each compartment the number indicated on the bottom of the container. Encourage the children to count aloud. Have the children work with a partner or in small groups so the other children can check each compartment.

Activity Extension: Give each child a piece of paper with a number written on it. Using macaroni noodles, have the children glue the number of macaroni noodles that correspond with each written number on the paper.

Activity 7 - Jelly Bean Math

Goals: Children will explore and develop patterns in a sequence. Children will count orally to twenty. Children will act out situations to find a solution to a problem.

Introducing the Activity: Tell the children to listen carefully as you clap and stomp a pattern. Ask the children to repeat your pattern. (clap, clap, stomp) Make the patterns very easy at first until the children gain understanding. Ask the children to describe what a pattern is. Tell them that the order in a pattern keeps repeating over and over. Practice together a few patterns. (Clap, stomp, clap, stomp, clap, stomp, etc.) Have the children make up different patterns for fun. They can even jump up and down, turn around, and sit down to repeat different patterns.

Activity: Tell the children they are going to create different patterns with jellybeans. Pass out twenty jellybeans. (Children

may work in groups) Count the jellybeans out loud together. Ask the children to put each color of jellybean in a separate pile. Ask the children how many red jellybeans they have? pink? green? and so on. Now ask each group to make a pattern using their jellybeans. For example: pink, pink, green, white, pink, pink, green, white. Have each group explain their pattern.

Activity Extension: Teach the concept of "How many more" by having children count 4 red jellybeans and 3 pink jellybeans. Ask: "How many more red jelly beans do you have then pink?" Make up story problems in which the children can answer by manipulating the jellybeans.

Activity 8 - Magazine Math

Goals: Children will create pictures to solve basic addition problems. Children will become familiar with math symbols + and =. Children will verbalize math problems and solutions related to real life situations.

Introducing the Activity: Using manipulatives such as beans, pasta noodles, crayons, or pencils, act out simple addition problems modeling the movement of the objects. For example, say: "If I have three red crayons and two blue crayons how many crayons do I have in all?" Move the crayons together and count orally with the children. Have the children make up problems as they move the manipulatives and solve the problems.

Activity: Tell the children that they are going to illustrate simple addition problems by drawing the objects to show the problem. (Children may cut out pictures from magazines or glue shapes that have already been cut out for them.) Give each child a piece

of paper with a math problem printed neatly at the bottom. Have the children cut out pictures to illustrate the problem. Each child may verbally state their problem and answer upon completion of the activity.

Activity Extension: Once the children understand the concept of basic addition, play "Bounce That Ball." Tell the children to listen carefully as you bounce the ball. Ask the children to tell you how many times it bounced. Tell the children you are going to bounce the ball a few times and then pause. Then tell the children you will bounce the ball again. They will need to tell how many times in all the ball was bounced. Practice a few simple examples. Once the children are familiar with the game they will be able to bounce the balls for themselves.

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Twin Sisters Productions

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