

Sample USERS' GUIDE and LESSON PLANS



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

Phonics 1b

Consonant Sounds

Consonant Sounds
Beginning Level Reading

Online, Network, and CD-ROM

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Phonics 1b – Consonant Sounds

Installation Instructions: PC and Mac

For Network Installation

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

Stand-a-lone Installation

System Recommendations:

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

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

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

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

Follow the prompts.

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

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

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

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

Phonics 1b

Overview/ Helpful Tips

Super Star by Help Me 2 Learn: Phonics 1b – Consonant Sounds

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

Dear Teachers:

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

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

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

Consonant Sound Recognition

Word Sounds

Vocabulary Building

Writing Stories

Sounds in the middle of words

Sight words

Spelling

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 consonant sounds!

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

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

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

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

Navigation:

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

Interface:

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

Some Helpful Tips:

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

2. **Pre-Test and Post-Tests program:** This program is really two programs; the instructional program and a Pre-Test and Post-Test program. We highly recommend

that you take advantage of our pre and post-tests. Click on the Pre-Test Post-Test button found under the Teacher & Parents and Sign in buttons.

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

Each test has 25 multiple choice questions and is timed for a maximum of 2 minutes. Since there are 7 tests, it should take about 14 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see the report for the tests in the Student Management section of the program.

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

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

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

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

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

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

From the Student Management screen, you have several options:

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

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

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

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

6. The Phonics Super Star Reading System is an award-winning reading program that is highly effective. 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 5 though 9 years. Although aimed at Grades K through 3, this software also works well with pre-kindergarteners and children learning English as a Second Language (ESL).

8. A whopping 12+ hours of playing time and over 200 vocabulary words are included in Phonics 1b. Be sure to break up the content into small, bite-sized pieces as your students learn phonics in each lesson every day.

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

Letters and Numbers

Phonics 1 a – Vowel Sounds

Phonics 2a – Intermediate Level

Phonics 2b – Intermediate Level II

Phonics 3a – Advanced Level, with Sports

Phonics 3b – Advanced Level II, with Sports

Language Arts Review 3a – Advanced Level, with Sports
Language Arts Review 3b – Advanced Level II, with Sports
and Spanish 1a with Phonics/ Inglés 1a con Fonética

And now we have math:

Games of Math 1 – Addition & Money
Games of Math 2 – Subtraction (coming)
Games of Math 3 – Multiplication
Games of Math 4 – Division & Fractions

Thank you,
The Help Me 2 Learn team

WORD LISTS

Students can play, sing, and learn while using the Phonics 1b CD-ROM. They will also learn over 200 words!

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

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

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

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

Phonics 1b – Consonant Sounds

Software -TABLE OF CONTENTS:

Consonants

- What Are Consonants
- Talking One Sound Consonants, Page
- Talking Multi-sound Letters

Letters "BCDF"

- Song "BCDF"
- Learn the Consonants "BCDF"
- "BCDF" Soccer Game

Letters "GHJK"

- Phonics: Letter Sounds
- Song "GHJK"
- Learn the Consonants "GHJK"
- "GHJK" Dot-to-Dot Game

Letters "LMNP"

- Phonics: Rules & Making Sounds
- Song "LMNP"
- Learn the Consonants "LMNP"
- "LMNP" Animal Builder Game
- Coloring Game

Letters "QRST"

- Phonics: Blending & Spelling
- Song "QRST"
- Learn the Consonants "QRST"
- "QRST" Safari Game

Letters "VWXYZ"

- Song "VWXYZ"
- Learn the Consonants "VWXYZ"
- "VWXYZ" Painting Game

Storybook Reading

- Story: Lily's Party
- Learn the Consonants "B-N"
- Lily's Word Finder Game
- Story: Consonant Parade
- Learn the Consonants "P-Z"
- Parade Game

Middle Word Game

- Learn the Consonants "B-N"

- Middle Word Game

Sight Word Game

- Learn the Sight Words
- Sight Word Game

Review

- Treasure Hunt
- BMX Spelling Race Game
- Phonics Review

TEACHERS' AND PARENTS' SECTION

How to Use this Program

- Super Star System
- The Button Bar

Activities Print Pages:

- Talking One Sound Consonants
- Talking Multi-sound Letters
- BCDF Soccer
- GHJK Butterflies
- LMNP Matching
- Buzz's QRST Safari
- VWXYZ Consonant Match
- Coloring Page
- Write A Story - Lily's Party
- Lily's Word Finder Game
- Consonants B-N
- Write A Story – The Parade
- Scooters Word Finder Game
- Consonants P-Z
- Middle of the Word Sounds
- Buddy's Magic Show Sight Words
- Phonics Review Questions

Credits and Talents

Student Management

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Lesson Plans for Phonics 1b Consonant Sounds

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Lesson 1: What Are Consonants?

- What are Consonants
- Tricky Consonants

OBJECTIVE

The students will understand what consonants are and how they are used to make words.

STANDARDS

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

ACTIVITY

Click on either one of the students. Have your class listen to each one of the characters and then you might want to have a short discussion about the topic that was presented.

Sissy will talk about the 21 letters in the alphabet that are known as consonants. Buzz will explain that along with the 21 consonants in the alphabet, there are 4 consonants that are known as “tricky” consonants; they make more than one sound. He will explain that the “tricky” consonants, C, G, X and Y have either hard and soft sounds or multiple sounds.

OTHER RELATED ACTIVITIES

Write the letters of the alphabet on cards. Mix up the cards. Tell your students that you are going to show them a letter. They are to signal ‘thumbs up’ if the letter is a consonant or ‘thumbs down’ if it is a vowel. This allows you to assess which students understand consonants and vowels.

Create a graph of your students’ names that begin with consonants and those that begin with vowels. You can also have students make a people graph by standing by beginning consonant or vowels in their names.

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Lesson 2: Talking One Sound Consonants

- One Sound Consonants

OBJECTIVE

Students will understand that the 21 letters of the alphabet known as Consonants have only one sound and they will be able to see how those sounds are used to sound out words.

STANDARDS

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

ACTIVITY

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

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

OTHER RELATED ACTIVITIES

Create word cards or picture cards of things that begin with one-sound consonants. Have your students sort the cards by beginning sounds. You can use three to four different letters at a time. This can also be done by your students on a table, the floor or using a pocket chart.

Create a class book of consonants. Each page in the book will include pictures (cut, pasted or drawn) or words beginning with letters from B to Z. This can also be a great home activity if you assign each student a letter and provide them with their letter page to complete with their parents at home.

Point to each letter and say the sound it makes.

Review - Letter Sounds

One Sound Consonants

b	d	f	h	j	k
i	m	n	p	q	r
s	t	v	w	z	

Lesson 3: Talking Multi-sound Letters

- Multi-sound Letters

OBJECTIVE

The students will understand that there are 4 letters of the alphabet that make more than one sound. They are C, G, X and Y and are known as Multi-sound Consonants. All of these letters make 2 sounds except for the letter "y". It is amazing as it makes 3 sounds.

STANDARDS

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

ACTIVITY

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

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

OTHER RELATED ACTIVITIES

Prepare word cards with words beginning with hard/soft C and G and the sounds of X and Y. Have your students sort the cards by beginning sounds. They can continue this activity on his or her own on a desk, the floor or a pocket chart.

Create a word list for these tricky sounds and post them on a word wall.

Point to each letter and say the sound it makes.

Review - Letter Sounds

Multi-sound Consonants

g	g	c	c	x	x	y	y
SOFT	HARD	SOFT	HARD	At the beginning	At the end	As Long	As Consonant

Lesson 4: Consonants B C D F

- The BCDF Song
- Learn the Words
- BCDF Soccer game

OBJECTIVE

The students will know the consonants B, C, D and F and the sounds they make.

STANDARDS

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

ACTIVITY

Go to the One Sound Consonants page (pg 13) and move the curser over the B and then click on the letter. Have your class say the sounds. Do the same for D and F. Go to the multi-sound letter page (pg 15) and move the curser over the soft C and then click on it, and then do the same for the hard C. For each letter, you can ask your students to think of other words that start with the same sound.

Play the BCDF song (pg17). Encourage your students to sing along.

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have

your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

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

Go to the "BCDF Soccer" game. (pg. 19) Point to the picture above the goal post and have a student come up and answer the question. Have the rest of the class say the beginning sound they hear and signal which way they think the student should answer the question. They can point to the correct answer, act it out or say the sound. Click on the ball with that letter. There are 10 questions in all.

Pass out the BCDF 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. OR...

OTHER RELATED ACTIVITIES

Divide your class into three or four groups and use these activities. The groups will rotate every 15 minutes.

Give one group the BCDF worksheet to complete. When they are finished they can draw or write other things that begin with these consonants on the back.

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

Give students sticky notes with the letters B, C, D and F written on them. They work as a group to label things in the classroom that begin with these letters.

One group works with the teacher to build words with these consonants. On word cards write the last part of a word that starts with B, C, D or F. (_at) Have students complete the word with the beginning consonant. Then read the words as a group or individually.

BCDF Song

Once upon a time in a school quite near,
a wonderful teacher did appear.
She said, "It's about time you learned
your letter sounds.
Get in your seats - Let's gather round."
Reading is important as you have learned
and letters and sounds they make up
words
So- starting from the top repeat what I
say
Vowels and consonants are here to stay!

Reading is important as you have learned
and letters and sounds they make up
words.
So- starting from the top repeat what I
say vowels and consonants are here to
stay!

Chorus:
Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!
Learnin' to read.

B is the letter. What sound does it make?
It goes ...bb bb. That's great!
Say: bear boy bat bike

The letter B you'll learn in time.
Say new words and make them rhyme.

C is the letter, it has a hard sound.
It goes ... kk kk as in cat and cake.
Say: comb candy cup coat
C is the letter it has a soft sound.
It goes ... ss ss as in city and cent.

Say: circus cymbal celery city.
The two sounds of the letter C
You need to learn them both - Take it
from me.

D is the letter. What sounds does it
make?
It goes ... dd dd. That's great!
Say: dog dance duck dime

The letter D you'll learn in time.
Say new words and make them rhyme.

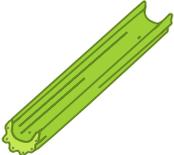
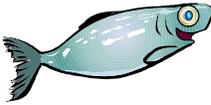
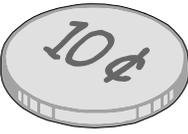
F is the letter. What sound does it make?
It goes .. ff ff. That's great!
Say: fish fun fan feather

Now it's time for a little review.
Listen to me and the rhythms too!
The sound of B is _____
The hard C sound is _____
The soft C sound is _____
The sound of D is _____
The sound of F is _____
Now's your turn for a little review
Learning your letters is up to you!

Chorus:
Consonants are letters
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!
Learnin' to read.

bcdf Soccer

Help Scooter and Jo score goals by completing each word below using b, c, d or f.
When you're done, circle each word that starts with the soft "c" sound.

 __elery	 __oy	 __ish	 __ircus
 __ime	 __ity	 __ike	 __omb
 __eather	 __oat	 __ance	 __andy



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Words with the Consonants B C D F used in Phonics 1b

boy
bike
comb
candy
coat
celery
circus
city
dog
dance
dime
fish
fan

feather

Lesson 5: Letter Sounds

- Letter Sounds
- Multi-sound Letters

OBJECTIVE

The students will know the letters and sounds of the alphabet.

STANDARDS

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

ACTIVITY

Click on either one of the students. Have your class listen to each one of the characters and then you might want to have a short discussion about the topic that was presented.

Curly tells about the alphabet and how there are 26 letters in the alphabet, but there are 35 sounds. Some letters make more than one sound. Jo gives an overview of letter names and sounds, and how some sounds together make special sounds like "oy".

OTHER RELATED ACTIVITIES

Name the Sound Game: Tell your students that you will say a word and they are to tell you the first letter in the word. If you say dinosaur, they say 'd'. As they progress, let the students give the words.

Have your students stand in a circle. Tell them they are going to name words beginning with the sound you say, such as 'm'. They go around the circle naming words. You can change the beginning sound as often as you wish. Students can also hand around a stuffed animal as they say the words.

(left blank for notes)

Lesson 6: Consonants G H J K

- Letter Sounds
- Multi-sound Letters

OBJECTIVE

The students will know the consonants G, H, J, and K and the sounds they make.

STANDARDS

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

ACTIVITY

Go to the multi-sound letter page (pg 15) and move the curser over the soft G and then click on it, and then do the same for the hard G. Go to the One Sound Consonants page (pg 13) and move the curser over the J and then click on the letter. Do the same for H and K. For each letter, you can ask your students to think of other words that start with the same sound.

Play the GHJK song (pg 23). Encourage your students to sing along.

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the

words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

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

Go to the "GHJK Dot-to-Dot" game (pg 25). Pick at student to come up and answer a question. Have the rest of the class say the beginning sound they hear and signal which way they think the student should answer the question. They can point to the correct answer, act it out or say the sound. Call another student and continue until complete.

Pass out the GHJK 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. OR...

OTHER RELATED ACTIVITIES

Divide your class into three or four groups and use these activities. The groups will rotate every 15 minutes.

Give one group the GHJK worksheet to complete. When they are finished they can draw or write other things that begin with these consonants on the back.

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

Give students a paper bag with pieces of tagboard or paper with 5 G's, H's, J's, and K's written on them. They take turns pulling a letter from the bag, without looking, and give a word starting with the letter. If they are correct, they keep the letter. If they are incorrect they put it back. They play until all letters are pulled.

One group works with the teacher to build sentences with these consonants. On the board or sentence strips, write a sentence, leaving out a word. Students use words beginning with G, H, J or K to complete the sentence. Have students read the sentences together or individually.

GHJK Song

Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!
Learnin' to read.

G is the letter, it has a hard sound.
It goes ... ga ga as in guppy and
game.
Say: giggle goat gum
gorilla

G is the letter, it has a soft sound.
It goes ... gg gg as in giant and gym
Say: giant gentle giraffe
gym

The two sounds of the letter G
You need to learn them both- take it
from me.

H is the letter. What sound does it
make?
It goes ... hh hh. That's great!
Say: horse hat hammer
hog

The letter H you'll learn in time.-
Say new words and make them
rhyme.

J is the letter. What sound does it
make?

It goes ... jj jj. That's great!
Say: jump jello jam jet
The letter J you'll learn in time.
Say new words and make them
rhyme.

K is the letter. What sound does it
make?
It goes ... kk kk. That's great!

Say: kite king kitten key

The letter K you'll learn in time.
Say new words and make them
rhyme.

Now it's time for a little review.
Listen to me and the rhythms too!
The hard G sound is _____
The soft G sound is _____
The sound of H is _____
The sound of J is _____
The sound of K is _____
Now's your turn for a little review.
Learning your letters is up to you!

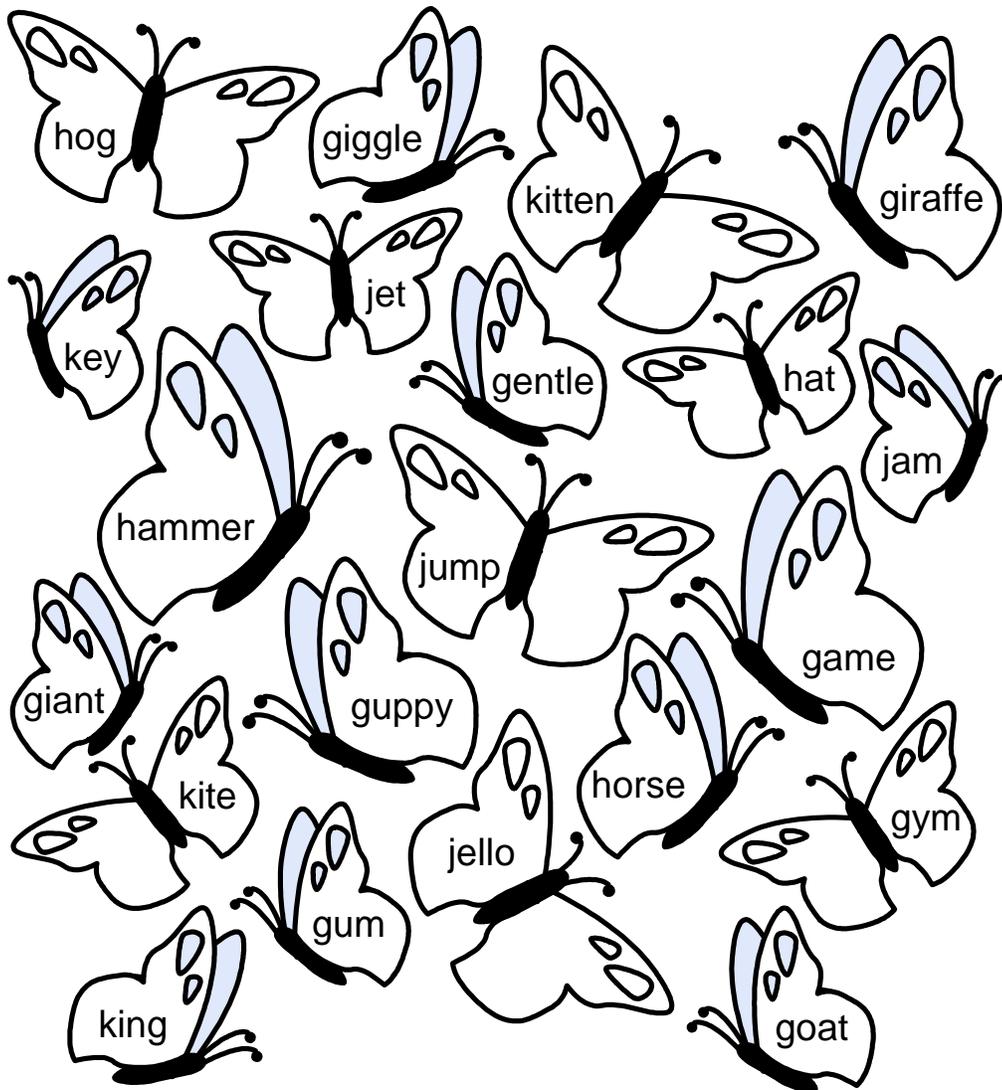
Chorus:
Consonants are letters
Their sounds you will hear.
Learn the letter and its sound.
Learn to read this year!
Learnin' to read.

Look at each word below and follow the color code to color the butterflies.

GHJK

Follow the color code below and color the butterflies according to the first letter of each word.

soft g = ■ red	h = ■ orange	k = ■ green
hard g = ■ yellow	j = ■ blue	



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Words with the Consonants G H J K used in Phonics 1b

guppy
game
giggle
goat
gum
gentle
gym
hog
horse
hat
hammer
jump
jello
jam
jet
kite
kitten
king

Lesson 7: Phonics Rules and Making Sounds

- Phonics Rules
- Making Words

OBJECTIVE

The students will know basic phonics rules. The students will know how to put letters together to create words. The student will know sight words can not be sounded out.

STANDARDS

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

ACTIVITY

Click on either one of the students. Have your class listen to each one of the characters and then you might want to have a short discussion about the topic that was presented.

Buddy will explain how fun and easy it is to put letters and sounds together to make words. Penny shows how you can see a word and sound it out slowly to hear how each sound blended together makes a word. She also talks about those words that are known as sight words that are a little more difficult to read because they can't really be sounded out phonetically, they must be memorized.

OTHER RELATED ACTIVITIES

Prepare cards with letters to build consonant-vowel-consonant words. Place the cards out of order in a pocket chart. Say a word and have students tell you how to build it. For example: Say CAT. They will tell you to put C for the first sound, A for the second sound and T for the last sound. Have your students come up to make the words. Students can use these cards to build words too.

Create flash cards for sight words. Have students use these cards to memorize the words in groups or with a partner.

Lesson 8: Consonants L M N P

- The LMNP Song
- Learn the Words
- LMNP Animal Game
- Coloring Game

OBJECTIVE

The students will know the consonants L, M, N, and P and the sounds they make.

STANDARDS

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

ACTIVITY

Go to the One Sound Consonants page (pg 13) and move the cursor over the L and then click on the letter. Do the same for M, N, and P. For each letter, you can ask your students to think of other words that start with the same sound.

Play the LMNP song (pg 29). Encourage your students to sing along.

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time

as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

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

Go to the "LMNP Animal Builder" game. (pg31) Have a students find the first letter of the word given. Have the rest of the class say the beginning sound they hear and signal which way they think the student should answer the question. They can point to the correct answer, act it out or say the sound. If the student answers correctly, then let them choose a body part for the animal. Continue this until the animal is complete.

The coloring game is just for fun! There are no stars on this activity.

Pass out the LMNP 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. OR...

OTHER RELATED ACTIVITIES

The groups will rotate every 15 minutes.

Give one group the LMNP worksheet to complete. When they are finished divide your class into three or four groups and use these activities. They can draw or write other things that begin with these consonants on the back.

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

Give students a paper bag with pieces of tagboard or paper with 5 L's, M's, N's, and P's written on them. They take turns pulling a letter from the bag, without looking, and give a word starting with the letter. If they are correct,

they keep the letter. If they are incorrect they put it back. They play until all letters are pulled.

One group works with the teacher to build sentences with these consonants. On the board or sentence strips, write a sentence, leaving out a word. Students use words beginning with L, M, N or P to complete the sentence. Have students read the sentences together or individually.

LMNP Song

Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!

L is the letter. What sound does it
make?
It goes... ll ll. That's great!
Say: leaf love lobster leg

The letter L, you'll learn in time.
Say new words and make them
rhyme.

M is the letter. What sound does it
make?
It goes ... mm mm. That's great!
Say: milk mom monkey
mail

The letter M you'll learn in time.
Say new words and make them
rhyme.

N is the letter. What sounds does it
make?
It goes ... nn nn. That's great!
Say: nail note name night

The letter N you'll learn in time.
Say new words and make them
rhyme.

P is the letter. What sound does it
make?
It goes ... pp pp. That's great!
Say: pencil peanut purple
pink

The letter P you'll learn in time.
Say new words and make them
rhyme.

Now it's time for a little review.
Listen to me and the rhythms too!

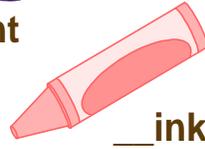
The sound of L is _____
The sound of M is _____
The sound of N is _____
The sound of P is _____

Now's your turn for a little review.
Learning your letters is up to you!

The sound of L is _____
The sound of M is _____
The sound of N is _____
The sound of P is _____

Chorus:
Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound.
Learn to read this year!

Draw a line from each word to the letter that it starts with.

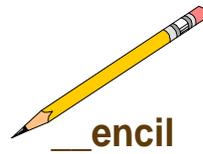


l

m

n

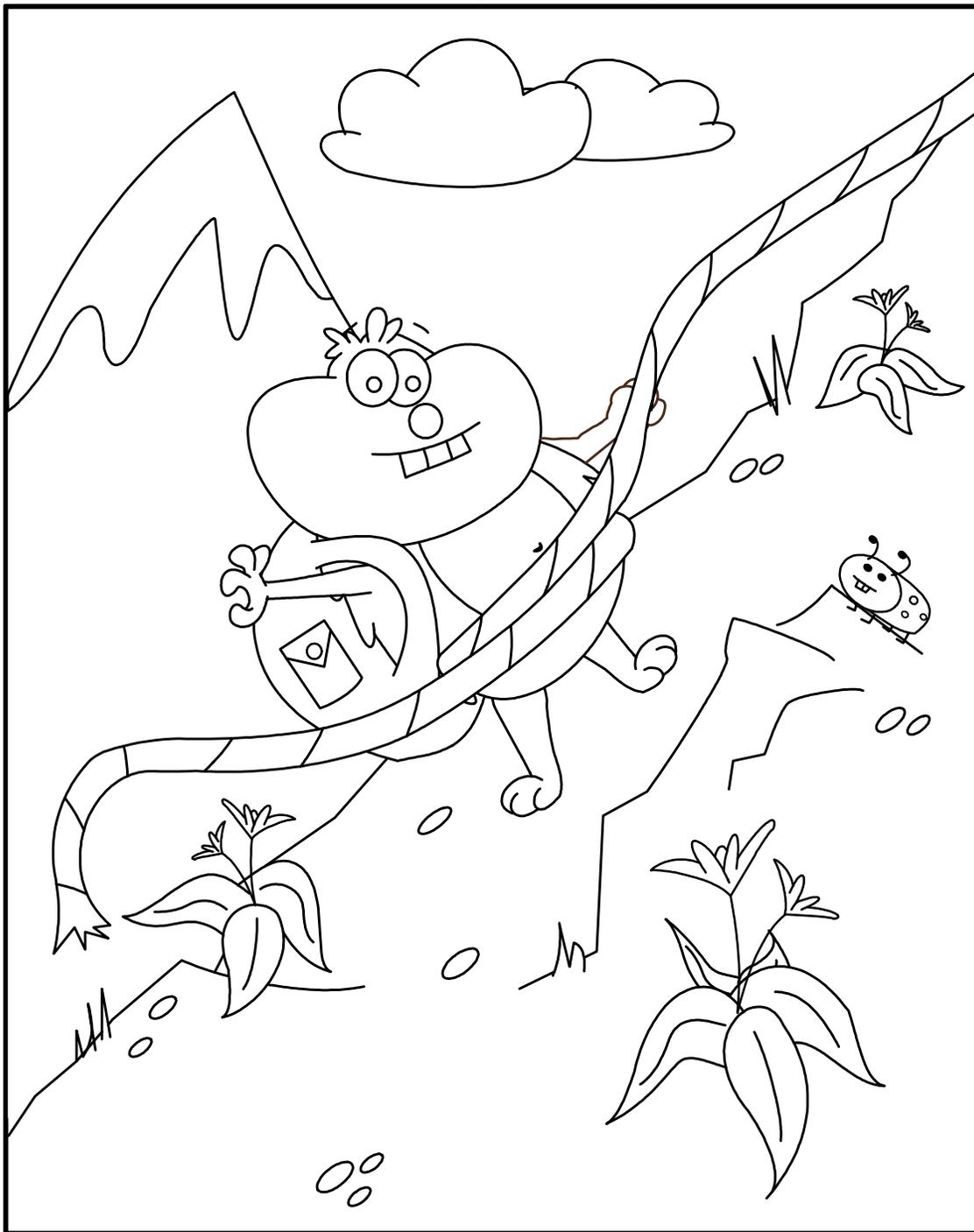
p



Words with the Consonants L M N P used in Phonics 1b

leaf
lobster
leg
milk
mom
nail
magnet
mouse
money
note
mail
nose
pencil
peanut
purple
pink

Coloring Activity



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Lesson 9: Phonics Blending and Spelling

- Blending Sounds
- Spelling

OBJECTIVE

Review your student's knowledge about basic phonics rules with a little lesson from Lily and Scooter. They will prepare your students to learn how to sound out words and how to read.

STANDARDS

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

ACTIVITY

Click on either one of the students. Have your class listen to each one of the characters and then you might want to have a short discussion about the topic that was presented.

Lily shows you how you can take a word and slowly sound it out until you can sound it out fast enough to hear the word. Scooter also shows how easy it is once you know the sounds of the words to put any word together and be able to sound it out.

OTHER RELATED ACTIVITIES

Sound out word families, such as words that end with –an or –at. Write letters to build words on the chalkboard or overhead projector. Have students sound out the words slowly at first and then quickly to build fluency. This can also be done using letter cards on a pocket chart.

Have students come to the chalkboard in pairs. Tell them a word to spell. Say the word and sound it out as they spell it. Have them make any corrections under the word they wrote. Then have the class say the word. This can also be done at their desks if they have a chalkboard or whiteboard.

Lesson 10: Consonants Q R S T

- QRST Song
- Learn the Words
- QRST Safari Game

OBJECTIVE

The students will know the consonants Q, R, S, and T and the sounds they make.

STANDARDS

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

ACTIVITY

Go to the One Sound Consonants page (pg 13) and move the curser over the Q and then click on the letter. Do the same for R, S, and T. For each letter, you can ask your students to think of other words that start with the same sound.

Play the QRST song (pg 37). Encourage your students to sing along.

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the

words in this section. When you see the "Speed Round" button click on it and then on "Start".

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

Go to the "QRST Safari Game." (pg 39) Have a student find the first letter of the word given. Have the rest of the class say the beginning sound they hear and signal which way they think the student should answer the question. They can point to the correct answer, act it out or say the sound. Continue until game is complete.

Pass out the QRST 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. OR...

OTHER RELATED ACTIVITIES

Divide your class into three or four groups and use these activities. The groups will rotate every 15 minutes.

Give one group the QRST worksheet to complete. When they are finished they can draw or write other things that begin with these consonants on the back.

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

Give students a paper bag with pieces of tagboard or paper with the consonants from B to T written on them. They take turns pulling a letter from the bag, without looking, and give a word starting with the letter. If they are correct, they keep the letter. If they are incorrect they put it back. They play until all letters are pulled.

One group works with the teacher to build sentences with these consonants. On the board or sentence strips, write a sentence, leaving out a word. Students use words beginning with Q, R, S or T to complete the

sentence. Have students read the sentences together or individually. You could also create silly sentences or a story using this technique.

QRST Song

Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!
Learning to read

Q is the letter, it is followed by a U.
As in quick, quiet, quilt. That's Q!
Say: queen quarter question quiz

The letter Q you'll learn in time.
Say new words and make them rhyme.

R is the letter. What sound does it make?
It goes ... rr rr. That's great!
Say: red rabbit run rain

The letter R you'll learn in time.
Say new words and make them rhyme.

S is the letter. What sound does it make?
It goes ... ss ss. That's great!
Say: sun silly salt song

The letter S you'll learn in time.
Say new words and make them rhyme.

T is the letter. What sound does it make?
It goes ... tt tt. That's great!
Say: toad tent table turkey

Words with the Consonants Q R S T used in Phonics 1b

queen
quiz
red
rabbit
run
rain
sun
silly
song
shark
sheep
seed
star
toad
tent
table
trail

Buzz's
qrst
safari

Buzz found lots of cool words on his safari but he needs you to help him sort them. Write each word on the lines under the letter that it starts with.

q

r

s

t

- | | | | |
|-------|----------|---------|-------|
| table | rabbit | trail | silly |
| song | question | quarter | rain |
| quiz | seed | run | tent |
| red | turkey | salt | queen |



Lesson 11: Consonants V W X Y Z

- VWXYZ Song
- Learn the Words
- VWXYZ Painting Game

OBJECTIVE

The students will know the consonants V, W, X, Y, and Z and the sounds they make.

STANDARDS

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

ACTIVITY

Go to the One Sound Consonants page (pg 13) and move the cursor over the V and then click on the letter. Do the same for W, X, and Z. Go to the multi-sound letter page (pg 15) and move the cursor over the Consonant Y and then click on it, and then do the same for the Y as an E, and Y as an I. For each letter, you can ask your students to think of other words that start with the same sound.

Play the VWXY song (pg 41). Encourage your students to sing along.

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each

sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

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

Go to the "VWXYZ Painting Game." (pg43) Have your students figure out which two words start or end with the same consonants. (V, W, X, Y, or Z.) Have the rest of the class say the beginning or ending sound they hear and signal which way they think the student should answer the question. They can point to the correct answer, act it out or say the sounds or words. Click on those two words and then on the consonant. Continue this until complete.

Pass out the VWXYZ 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. OR...

OTHER RELATED ACTIVITIES

Divide your class into three or four groups and use these activities. The groups will rotate every 15 minutes.

Give one group the VWXYZ worksheet to complete. When they are finished they can draw or write other things that begin with these consonants on the back.

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

Give students a paper bag with pieces of tagboard or paper with all the consonants written on them. They take turns pulling a letter from the bag, without looking, and give a word starting with the letter. If they are

correct, they keep the letter. If they are incorrect they put it back. They play until all letters are pulled.

One group works with the teacher to build sentences with these consonants. On the board or sentence strips, write a sentence, leaving out a word. Students use words beginning with V, W, X, Y or Z to complete the sentence. Have students read the sentences together or individually. You could also create silly sentences or a story using this technique.

VWXYZ Song

Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound
Learn to read this year!

V is the letter. What sound does it make?
It goes ... vv vv. That's great!
Say: van visit vest vine

The letter V you'll learn in time.
Say new words and make them rhyme.

W is the letter. What sound does it
make?
It goes ... ww ww. That's great!
Say: water weather win worm

The letter W you'll learn in time.
Say new words and make them rhyme.

X is the letter at the front you will see.
It will often sound like the letter Z.
Mrs. Thompson,
I know the answer to that, it's xylophone,
as a matter of fact.

X is the letter. It's unusual my friend.
For its sound is often found on the end.
Say: box fox mix fix
The letter X you'll learn in time
Say new words and make them rhyme.

Y is the letter. What sounds does it
make?
It goes ... yy yy. That's great!
Say: yummy yellow yard yo-yo

Listen Y can be a vowel as in baby and
cry.
At the end of a word when you spy a Y
You'll hear a vowel as in E or I.

The letter Y you'll learn in time.
Say new words and make them rhyme.

Z is the letter. What sound does it make?
It goes ... zz zz. That's great!
Say: zebra zipper zero zoo

The letter Z you'll learn in time.
Say new words and make them rhyme.

Now it's time for a little review
Listen to me and the rhythms too!

The sound of V is _____
The sound of W is _____
The sound of X is _____
The sound of Y is _____
The sound of Z is _____

Now's your turn for a little review.
Learning your letters is up to you!
(Repeat review above)

Chorus:
Consonants are letters,
Their sounds you will hear.
Learn the letter and its sound.
Learn to read this year!

V W X Y Z

Look at each row of words and color the circles with the 2 words that have the same consonant sound. Then write that consonant sound in the box next to each row.

van weather vest zero yard

box yellow wig vine yo-yo

water zoo fix worm yummy

yard mix fox visit win

vine zebra box zipper water

Words with the Consonants V W X Y Z used in Phonics 1b

van
vest
vine
visit
weather
win
wig
box
fix
mix
fox
yummy
yard
yo-yo
yellow
zero
zoo
zipper

Storybook and Review Section

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Lesson 12: Lily's Party

- Lily's Party story

OBJECTIVE

The students will understand that words can make up stories and how using different words can change the meaning of a story.

STANDARDS

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequence of letters.
- Understand that words are separated by spaces in print.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words and spoken single-syllable words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Decode regularly spelled one-syllable words.
- Recognize the distinguishing features of a sentence.

ACTIVITY

Here you will help Lily throw her party. It is up to you to decide what the party will be like. As the story begins to be read, it is up to the student to fill in the blanks. By moving their cursor over the 3 pictures at the bottom, they can click on which picture they want to help complete that part of the story. If at anytime they need the sentence re-read, they can click on the picture of the storybook in the upper right hand corner and the sentence will repeat.

Once all of the blanks have been filled in, the story that the student created will be read back to them. This is a great way for the student to use their imagination while learning about word usage.

Pass out the fill in the blank story 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.

Lily's Party Story

Finish writing this story by filling in the blanks with a word that starts with the each letter provided. You can make up your own words or use one of the examples given. If a letter is repeated, use the same word you used earlier for that letter.

Lily's B Party

One morning Lily decided to throw a b party
(balloon, birthday, beach)

First she invited all her friends, even Cranky C,
the bully.
(Crab, Camel, Cat)

Now it was time to tidy up the house with the d.
(duster, dragon, doll)

When she was finished cleaning, she went to the kitchen to
make her famous f cake.
(fish, fudge, frozen)

She mixed up milk, flour, g and eggs.
(garlic, gumdrops, garbage)

Then she added her secret ingredient h.
(hot dogs, honey, hair)

When the guests arrived, they played pin the tail on the

j_____.

(jaguar, jellyfish, jack rabbit)

Everyone was having fun until a greedy k_____

came and wouldn't share the cake.

(king, kid, koala)

Cranky C_____ growled at the k_____

like a l_____ and said "You better share!"

(lion, lizard, lamb)

The k_____ decided to share the cake and

everyone did the m_____ dance.

(monkey, martian, mop)

Lily thanked Cranky C_____ and gave him a

n_____ as a reward.

(necklace, noodle, newt)

Lesson 13: Lily's Phonics Finder Game

Consonants B-N

- Learn the Words B-N
- Lily's Word Finder Game

OBJECTIVE

The students will recognize and identify words with the beginning sounds of the consonants B-N.

STANDARDS

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

ACTIVITY

Click on the "next" button, and then on the "Go" button for the "Learn the Words" section. In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answer and then click on those letters or word and repeat until the time is up. You can call on individual students, the whole class, or split them into teams.

Lily is looking for items in her living room. She tells the students that she is looking for something that begins with a sound. Based on the sound she makes, you can mouse over the items in the living room and hear the word that corresponds with that item. Have the class give you thumbs up or thumbs in as you move over each item. When you find the word that begins with the same sound as the sound Lily made, click on it and drag it to Lily.

This is a great way for the students to see how a sound is used in a word and how easy it is to identify it.

Pass out Lily's Phonics Finder worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.)

OTHER RELATED ACTIVITIES

Play the Phonics Finder Game in your classroom. Divide the students into teams and call on each team to tell you something in your classroom that starts with B-N. They get a tally mark for every correct answer. When play is over, the team with the most tally marks wins.

Words with the Consonants B-N used in Phonics 1b

birthday
beach
crab
camel
cat
duster
doll
fish
fudge
frozen
garlic
gumdrops
hot dogs
hair
jellyfish
jack rabbit
king
kid
lamb
mop
noodle
newt

Lesson 14: Consonant Parade

- The Super Star Parade story

OBJECTIVE

The students will recognize and identify words with the beginning sounds of the consonants P-Z.

STANDARDS

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

ACTIVITY

Here you will help Scooter and Sissy plan a parade. It is up to you to decide what the parade will be like. As the story begins to be read, it is up to you to fill in the blanks. By moving your cursor over the 3 pictures at the bottom right, you can click on which word you want to use to help complete that part of the story. If at anytime you need the sentence re-read, you can click on the face that appears at the top left of the story writing section and the sentence will repeat.

Once all of the blanks have been filled in, the story that you created will be read back to you. This is a great way for the student to use their imagination while learning about word usage. Unlike in Lily's Party game, the words they chose do not have pictures associated with them for more of a challenge.

Pass out the Fill in the Blank story worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.) Finish writing this story by filling in the blanks with a word that starts with the each letter provided. You can make up your own words or use one of the examples given. After your story is finished, you can even have fun acting it out.

The Super Star Parade

(Circle your answer and then read your story)

Scooter and Sissy are sitting on the swings in the backyard trying to figure out what they should do today.

Scooter: I know what we could do today. Let's have a parade!

**Sissy: Yeah! We could have a parade
in the (p) _____.**
(park, pigpen, playground)

**Scooter: Maybe we could find some (q) _____
to be in our parade.**
(quilting queens, quiet quails, quick quarterbacks)

**Sissy: Wonderful, I want some (r) _____
in the parade too.**
(racing rabbits, retired raisins, riveted robots)

Scooter: This is going to be great!

Penny shows up to find out what Scooter and Sissy are up to.

Sissy: Hi, Penny. We're planning a parade. Do you want to help?

Penny: Sure. Is there going to be a lot of yummy snacks at the parade?

Scooter: That's a good idea. What kind of food should we have?

**Penny: " Well, I like to eat (s) _____ .
(salty sardines, sour snowballs, slimy sausages)**

Scooter: That sounds delicious.

**Penny: Let's not forget to include a marching band in the parade. Maybe we can find a band with (t) _____ .
(thumping tubas, tiny trumpets, tan tambourines)**

**Scooter: We should also have some big parade balloons shaped like (v) _____ .
(vivid valentines, violet vowels, various vegetables)**

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Sissy: That's a good idea. But who should we invite to come watch?

Scooter: Let's invite some (w) _____.
(wiggly worms, wet whales, wealthy weasels)

Penny: We should also invite some (y) _____.
(yellow yaks, young yawners, yelling yarn)

Sissy: Now all we need is a grand marshal.

Scooter: (Z) _____ would make a great grand marshal.
(Zippy Zebra, Zoe the Zipper, Zany Zack)

Sissy: We've come up with some great ideas. Now let's get started!

(left blank for notes)

Lesson 15: Scooters Word Finder Game

Consonants P-Z

- Learn the Words P-Z
- Scooter's Word Finder Game

OBJECTIVE

The students will identify beginning letters of words as the sound of the word is presented.

STANDARDS

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

ACTIVITY

In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answer and then click on those letters or word and repeat until the time is up. You can call on individual students, the whole class, or split them into teams.

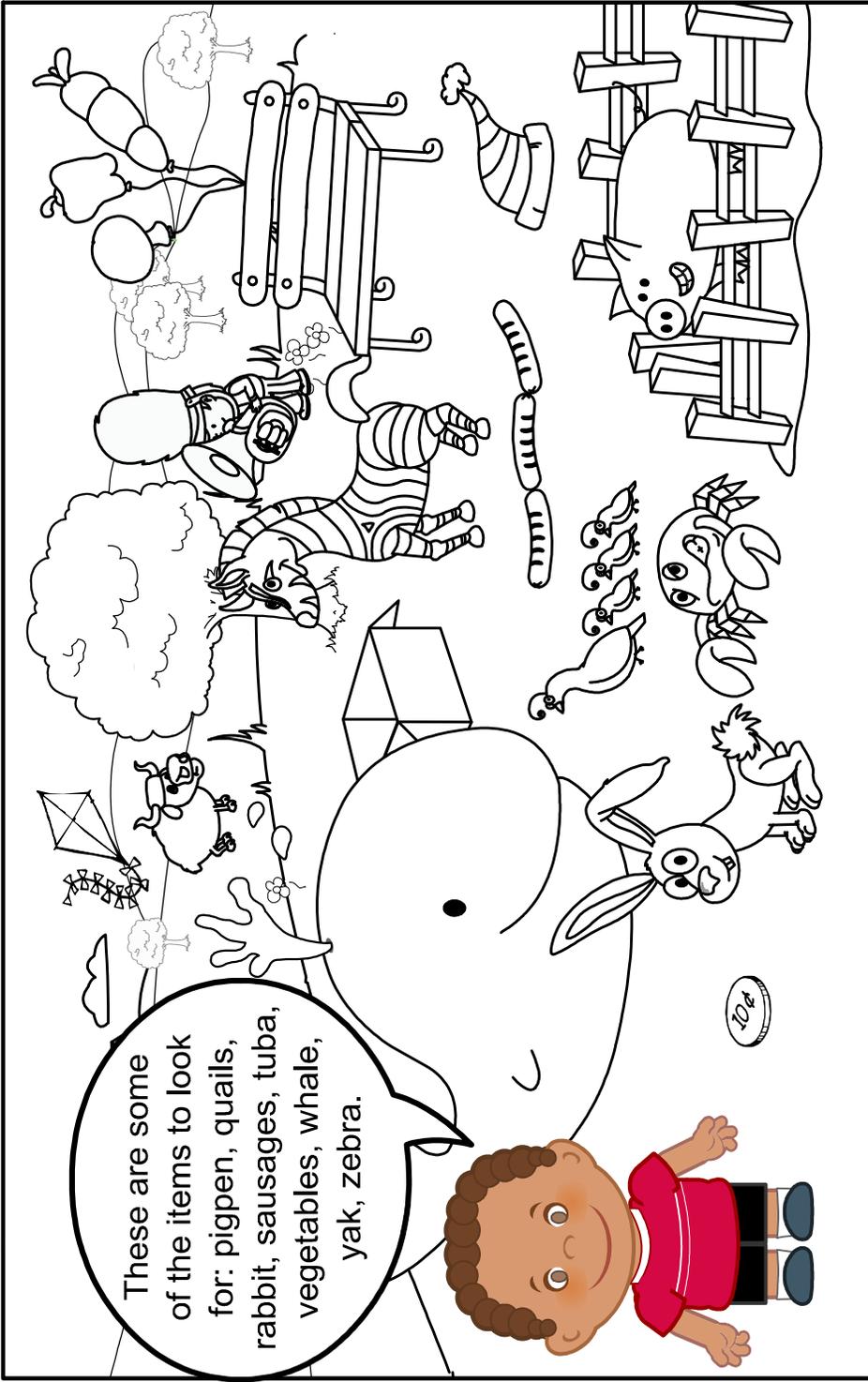
Scooter is looking for items that were left behind from the parade. He thinks of a letter that starts with the object he is looking for. He shows the letter, but doesn't sound it out. Mouseover the letter that is shown to hear the name of that letter. Now, mouseover the items in the park and hear the word that corresponds with that item. Have your class give you thumbs up or thumbs in as you move over the items. When you find the word that begins with the same letter as the one Scooter is thinking of, click on it.

Pass out worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.)

OTHER RELATED ACTIVITIES

Play the Phonics Finder Game in your classroom. Divide the students into teams and call on each team to tell you something in your classroom that starts with P-Z. They get a tally mark for every correct answer. When play is over, the team with the most tally marks wins. You can use pictures of a place such as a zoo or park to play this game also.

Look at the different items in the picture and color them according to the letter they start with by following the color code below. If an item starts with a letter that is not in the color code, leave it white.



- | | | | | | |
|---|----------|---|-----------|---|-----------|
|  | p= brown |  | s= red |  | w= blue |
|  | q= gray |  | t= yellow |  | y= purple |
|  | r= pink |  | v= orange |  | z= black |

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Words with the Consonants P-Z used in Phonics 1b

park
pigpen
playground
quilting
queens
quiet
quails
quick
racing
rabbits
retired
raisins
robots
sour
slimy
thumping
tiny
trumpets

tan
valentines
violet
vowels
wiggly
wet
whales
wealthy
weasels
yellow
yaks
yawner
yelling
yarn
Zippy
zipper
zany

Lesson 16: Curly's Birthday Party

- Learn the Words - Middle of the Word Sounds
- Curly's Birthday Party

OBJECTIVE

The students will identify sounds that appear in the middle of words.

STANDARDS

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

ACTIVITY

In the "Learn the Words" section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the "Next Word" button and go through all of the words in this section. When you see the "Speed Round" button click on it and then on "Start".

In the speed round section, have the students tell you the answer and then click on those letters or word 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.

It's Buddy's birthday and the whole gang have come to give him presents. As he opens each one, the word will appear at the top that tells what his gift is, except one letter will be left out. It is up to you to choose the letter from one of the 4 choices below. Click on the correct letter to complete the word so that buddy will know what his gift it. This is a great way to show students that by sounding out letters, they can complete words.

Pass out Buddy's Middle of the Word worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.)

OTHER RELATED ACTIVITIES

Provide additional practice by preparing more words such as on the worksheet. Omit the middle sound and have students come up to the chalkboard or overhead projector and write the missing letter(s).

Which letter is missing?

Curly got lots of gifts for his birthday but he's not sure what they are. You can help him figure it out by circling the missing letter for each word.

mo__ey



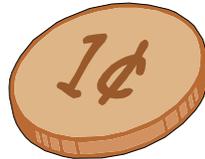
b n t w

ti__er



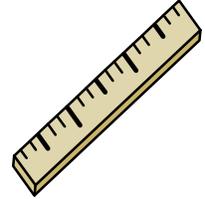
p s j g

pe__ny



n t r v

ru__er



d l m f

su__ker



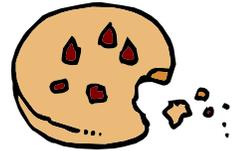
c s d n

pu__py



z d h p

coo__ie



r k f x

ha__mer



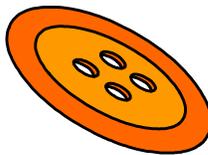
n d m k

ra__io



v d b t

bu__ton



r g t s

me__al



d t b h



Middle Sound Words used in Phonics 1b

tiger
ruler
medal
kitten
timer
spinner
hammer
pillow
button
cookie
puppy
sucker
penny
money
radio

Lesson 17: Sight Word Game

- Learn the Words - sight words
- Sight Word Game

OBJECTIVE

The students will recognize and be able to read irregularly spelled words.

STANDARDS

- Recognize that spoken words are represented in written language by specific sequence of letters.
- Read common high-frequency words by sight.
- Recognize and read grade-appropriate irregularly spelled words.

ACTIVITY

In the “Learn the Words” section, point to the picture first, then to the whole word, as you move over the sounds in the words have your class say, and or count the sounds. You could also have them clap one time as they say each sound. Click on the “Next Word” button and go through all of the words in this section. When you see the “Speed Round” button click on it and then on “Start”.

In the speed round section, have the students tell you the answer and then click on those letters or word 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.

Buddy and his lovely assistant Penny will show you 5 words that appear on the hats at the bottom of the screen. Mouseover each word to hear it. You must click on the hat that has the sight word on it. There might be more than one at times so have your class try to sound out all of the words and if some can't be sounded out, it is more than likely a sight word.

Sight words can be a bit difficult at first and there are quite a few words in this game to go through, but with repetition, your students can memorize them in no time.

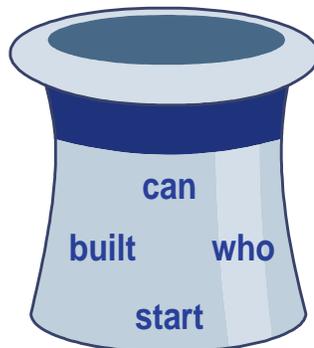
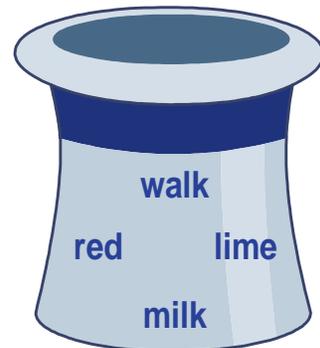
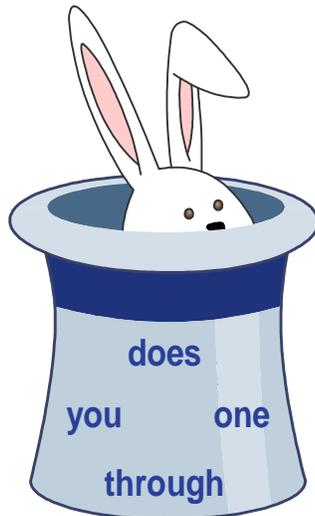
Pass out the Sight Word worksheet. (You can make copies of the worksheet provided in this manual, or print them out from your computer.)

OTHER RELATED ACTIVITIES

Play Sight Word Challenge. Print the sight word list in large print and cut apart the words. You can also write the words on word cards. Divide your class into two teams. The teacher stands in the middle. Choose a beginning team. Take turns allowing students to say the words. After each turn, they go to the end of the line. If they are correct, lay the card face down in their pile. Play continues until all cards are read. The team with the most words wins.

Sight Words

Circle all the sight words on each hat.



Sight Words used in Phonics 1b

anyone
are
bear
berry
break
build
built
busy
buy
clothes
come
could
cover
do
does
eight
enough
eyes
friend
give

gone
great
guess
have
heard
laugh
lived
love
many
move
none
nothing
of
once
one
pretty
said
says
shoe
should

some
special
their
they
through
to
trouble
two
walk
want
was
water
were
what
where
who
woman
would
you
your

Lesson 18: Treasure Hunt Game

- Treasure Hunt (review game)

OBJECTIVE

The student will use phonics skills to identify the initial sounds of words.

STANDARDS

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

ACTIVITY

Help the frog jump from level to level by finding the jewel with the same sound as the beginning letter of the word presented at the top.

You will be given the word. You must then advance your frog by using the arrow keys on the keyboard. Move the frog to the nearest jewel. Once the jewel has been captured, mouseover it at the bottom. If it makes the same sound as the first letter in the word presented at the top, then click on it. If it does not, go to the next jewel and repeat. If it is the correct sound, click on it and the door at the top will open. Have the frog make his way through the open door by using the arrow keys and you will be on to level 2. There is no need to collect any remaining jewels once the correct jewel has been captured. Once you have mastered all 10 levels, you will be advanced to the Secret Chamber where even more challenging mazes await you.

OTHER RELATED ACTIVITIES

Create a Treasure Hunt Game in your classroom. The students can work in teams. Give each team a piece of paper. Provide clues to name items in your classroom. For example: I'm searching for something that is round and begins with 'b'. Give them 'search time' and call on a team to answer. If they are correct they get a sticker on their paper. Continue play until all teams have participated for multiple rounds. The team with the most stickers wins.

Lesson 19: BMX Spelling Race Game

- BMX Race (spelling game)

OBJECTIVE

Help your students use their phonics skills to fill in the missing letter based on a picture.

STANDARDS

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

ACTIVITY

In this activity, you will be challenged to quickly fill in the blank of the letter that is missing to complete the word. You will get to be a BMX bike racer and can even choose which racing character you want to be. The faster you choose the correct letter, the faster your racer goes and the more tricks they will do as well. There are 3 levels of difficulty. There is a practice level, a Silver Star level and a Gold Star level. There is also a high score list that is a true motivator!

OTHER RELATED ACTIVITIES

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

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

Lesson 20: Phonics Review

- Phonics Review Game

OBJECTIVE

The students will use their phonics skills to answer questions correctly and earn a star.

STANDARDS

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

ACTIVITY

In this activity, the student will be challenged to beat the Silver or Gold Star mouse in a game show setting. Questions will be asked based on concepts taught in this program. After the question is presented, the player is to hit the red button on their contestant stand once they know the right answer. Be sure to beat the mouse to the buzzer. Once you have hit the red button, you must push the correct number on your contestant stand to answer the question. As soon as you hit the red buzzer, you will be given 5 seconds to answer the question and push the right number button. If you fail to answer within the 5 seconds, the mouse will have the chance to answer and the point will go to him if he answers correctly.

Phonics Review Questions

1. Find the word that has the same beginning sound as dinosaur.
 - a. camp
 - b. friend
 - c. dime
2. Find the word that has the same beginning sound as flower.
 - a. cup
 - b. flag
 - c. mit
3. Find the word that has the same ending sound as mat.
 - a. bet
 - b. cup
 - c. tub
4. Find the word that has the same ending sound as hand.
 - a. sand
 - b. mist
 - c. bump
5. Which of the following words is a sight word?
 - a. dog
 - b. bug
 - c. the
6. Which of the following words has the same ending sound as camp?
 - a. cat
 - b. lamp
 - c. flag

Phonics Review Questions

7. Find the word that has the same beginning sound as giggle.
 - a. wiggle
 - b. zipper
 - c. garden

8. Find the word that has the same ending sound as fox.
 - a. mix
 - b. rock
 - c. luck

9. Which word has the same ending sound as park?
 - a. mix
 - b. mark
 - c. past

10. Which word is a sight word?
 - a. you
 - b. sit
 - c. hand

11. Which letter makes the "K" sound?
 - a. soft "c"
 - b. hard "c"
 - c. d

12. Find the word that has the same ending sound as best.
 - a. dress
 - b. test
 - c. pick

Phonics Review Questions

13. Find the word that has the soft c sound.
 - a. camp
 - b. coat
 - c. city

14. Find the word that has the hard c sound.
 - a. celery
 - b. cent
 - c. comb

15. Find the word that has the soft g sound.
 - a. giraffe
 - b. goat
 - c. gorilla

16. Find the word that has the hard g sound.
 - a. gentle
 - b. gorilla
 - c. gem

17. Find the word that has the same ending sound as queen.
 - a. quilt
 - b. quit
 - c. bean

18. Find the word that has the same beginning sound as sun.
 - a. silly
 - b. table
 - c. rabbit

Phonics Review Questions

19. Find the word that has the same ending sound as belt.
 - a. tent
 - b. bend
 - c. fan

20. Find the word that has the same beginning sound as violin.
 - a. winter
 - b. vest
 - c. worm

21. Find the sight word.
 - a. one
 - b. red
 - c. yard

22. Which word has the same ending sound as weather?
 - a. them
 - b. west
 - c. feather

23. Find the word with the same beginning sound as yellow.
 - a. yawn
 - b. wig
 - c. vest

24. Find the word that has the same beginning sound as bug.
 - a. clap
 - b. frog
 - c. bump

Phonics Review Questions

25. Which of these letters is not a consonant?
- a. c
 - b. o
 - c. w
26. Which of these letters is not a consonant?
- a. u
 - b. v
 - c. p
27. Which of these letters is not a consonant?
- a. z
 - b. g
 - c. i
28. Which of these letters is a consonant?
- a. a
 - b. u
 - c. v
29. Which of these letters is a consonant?
- a. i
 - b. p
 - c. o
30. Which of these letters is a consonant?
- a. q
 - b. e
 - c. u

Phonics Review Questions

31. How many consonants are there?
- a. 15
 - b. 21
 - c. 30
32. How many sounds do consonants usually make?
- a. 1
 - b. 2
 - c. 3
33. Which letter makes the "S" sound?
- a. z
 - b. hard "c"
 - c. soft "c"
34. Which letter makes the "J" sound?
- a. hard "g"
 - b. J
 - c. soft "c"
35. How many sounds does the consonant x make?
- a. 1
 - b. 2
 - c. 3
36. How many sounds does the consonant s make?
- a. 1
 - b. 2
 - c. 3

Phonics Review Questions

37. Which letter makes the "S" sound?
- a. hard "c"
 - b. s
 - c. soft "g"
38. Which of these letters is not a Multi-sound consonant?
- a. c
 - b. g
 - c. z
39. Which of these letters is not a Multi-sound consonant?
- a. c
 - b. s
 - c. x
40. How many letters are there in the alphabet?
- a. 16
 - b. 26
 - c. 32
41. Words that don't follow the phonics rules are called:
- a. Multi-sound words
 - b. sight words
 - c. blended words
42. What are the letters of the alphabet called that are not vowels?
- a. consonants
 - b. continents
 - c. sight words

Phonics Review Questions

43. How many consonants make the "s" sound?
- a. 1
 - b. 2
 - c. 3
44. How many consonants make the "d" sound?
- a. 1
 - b. 2
 - c. 3
45. Which consonant is found in the middle of the word "tiger"?
- a. hard "g"
 - b. s
 - c. soft "g"
46. Which consonant is found in the middle of the word "timer"?
- a. hard "g"
 - b. m
 - c. n

ADDITIONAL CLASSROOM ACTIVITIES

Have a class Spelling Bee. Students line up and spell the words you say. They can stay up if they spell the words correctly. Play continues until a student wins. You can reward stickers to the top five students. It's fun to play several rounds.

Sound Around Game: Have your students stand in a circle. You say a word that begins with a consonant. The students needs to say the beginning sound and the letter that makes the sound in the word. Play continues around the circle. As students learn to play well, they can give a word to the next student.

Riddle in a Bag: This is a great homework activity. Students pick an object at home and put it in a paper bag. Their parents help them write a riddle on the bag to describe what is inside. They student or teacher reads the riddle and the class guesses what is inside. If they can't guess, they can ask questions to help them.

Play BINGO with your students. You can play using sight words or beginning sounds. Create a grid or use one you already have. Write the target sounds or sight words on the cards. Remember to vary the cards. Call out words and have students cover the spaces with counters or small squares of paper. Play until a student calls BINGO!

The Super Star Motivational and Data Tracking System

- The Super Star Page
- Speed Rounds

The Super Star Page



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



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

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

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

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

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

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

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

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



Speed Rounds

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

from the "Super Star" page. Students can also click on the buttons for each speed round to go to the "Learn the Words" page for that speed round.

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

Educational Application

- Uses
- Research and State Standards
- Instructional Design

Use of this program and this guide:

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

Some of the other uses of the program:

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

Some specific activity centers uses are:

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

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

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

Research and State Standards Correlations:

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

State Standards Correlations – Phonics 1b – Consonant Sounds is correlated to the state standards of all 50 states. You can run a report for your grade(s) and state at: <http://helpme2learn.com/school/standards> .

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

Instructional Design:

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

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

We also have the following objectives:

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

software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class, if you want to.

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



“Super Star” Kids

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

(left blank for notes)

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-alone 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 7 tests, it should take about 14 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see and print the summary report and the detailed report for the tests in the Student Management section of the program.

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

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

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

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



Class Test Report button

← Class Report		Student Name: Dan		Phonics 1b		Print
Gold Stars: 13		Silver Stars: 3				
WHAT ARE CONSONANTS	ONE SOUND CONSONANTS	TALKING MULTI-SOUND LETTERS	SONG BCDF	BCDF SUFFIX		
			GOLD	GOLD		
PHONICS: LETTER SOUNDS	SONG GHJK	GHJK DOT-TO-DOT	PHONICS: RULES & MAKING WORDS	SONG LMNP		
GOLD	GOLD	SILVER	GOLD	GOLD		
LMNP ANIMAL BUILDER	PHONICS: BLENDING & SPELLING	SONG QRST	QRST SAFARI	SONG VWXYZ		
GOLD	GOLD	GOLD	SILVER	GOLD		
VWXYZ PAINTING GAME	STORY: LILY'S PARTY	LILY'S WORD FINDER	STORY: CONSONANT PARADE	PARADE GAME		
	GOLD	SILVER	GOLD			
MIDDLE OF THE WORD GAME	SIGHT WORD GAME	TREASURE HUNT	BMX SPELLING RACE GAME	PHONICS REVIEW		
				GOLD		
Speed Round Total: 52						
CONSONANTS BCDF	CONSONANTS GHJK	CONSONANTS LMNP	CONSONANTS QRST			
19	14	19	0			
CONSONANTS VWXYZ	CONSONANTS B-N	CONSONANTS P-Z	FILL IN THE BLANK			
0	0	0	0			
SIGHT WORDS						
0						

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.

Super Star Online

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

Overview

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

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

Some of the other advantages of Super Star Online are:

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

child. We believe that a better educated parent will be better prepared to help their child.

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

Student Management

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

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

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

Student Management System – Super Star Online

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



Teachers & Admin button



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

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



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

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



The Class & Student Settings menu has four buttons:

1. Game Locks & Difficulty: contains the teacher controlled setting for the program. These controls allow the teacher to set the program to run in the progressive manner (meaning that students must earn a Gold Star in the activity they are working on before going on to the next activity),

controls for the difficulty level, assignment of stars, and activity locks.

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

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

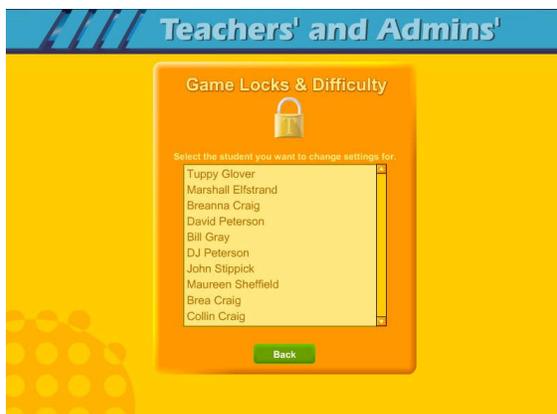
4. Reset Default Class Settings: allows the teachers controls to be reset to the default.



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

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

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



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



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



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



The Difficulty level setting can be changed to help make the course more appropriate for the student. Our default star system awards a student a Gold Star for listening to a song or presentation all the way through and for completing each

activity/game without any mistakes. The Speed Rounds after the "Learn the Words" sections requires students to earn a score of 15 in order for the display to show green (though the Speed Round scores to not affect the stars). If you want to allow students to make some mistakes, click on the button in the difficulty column for each game, you can chose from the most relaxed level of Casual to Standard. Generally, students are allowed one more mistake for each lower level of difficulty.



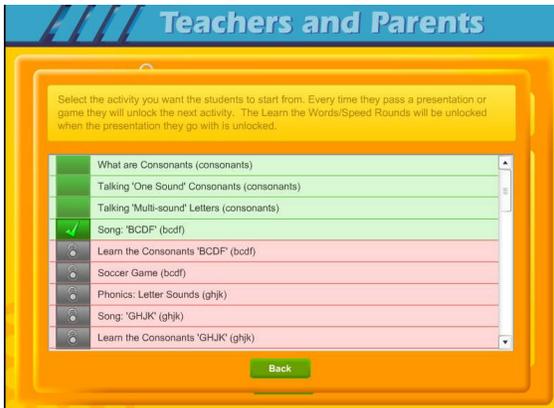
The final setting is the Lock, here teachers can lock or unlock specific activities. The most common activity to lock would be the Coloring Game which is a "just for fun" activity that does not earn the student a star. Click on an unlocked (open green lock) to lock it (turns red locked). Generally, you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

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



Progress Tree – since the operation of the class settings is very similar to the operation of individual setting, I will only

cover the Progress Tree. The Progress Tree can be used to require students to complete each activity to a Gold Star level (or 15 points for a Speed Round) before going on to the next activity. The Progress Tree can be used to keep students from jumping around from one activity to another. To start the Progress Tree, click on the red Progress Tree button.



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



to change the starting place.

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

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.

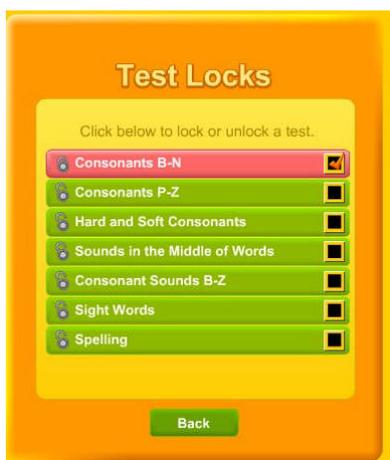
To lock the program, click on the Lock Program button. This would prevent students from having access to any of the main program. This would typically be used if you want them to do the pre-test or post-test.

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.



will show locked.

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



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.

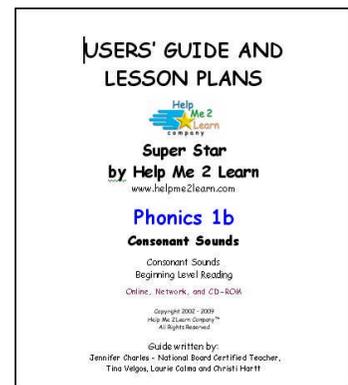
	Parent Program Time	Student Program Time	Student Program Progress
Tuppy Glover	0 hr 0 min	0 hr 16 min	4%
Marshall Elfstrand	0 hr 0 min	0 hr 0 min	0%
Breanna Craig	0 hr 0 min	0 hr 0 min	0%
David Peterson	0 hr 0 min	0 hr 0 min	0%
Bill Gray	0 hr 0 min	0 hr 0 min	0%
DJ Peterson	0 hr 0 min	2 hr 12 min	100%
John Slippick	0 hr 0 min	0 hr 0 min	0%
Maureen Sheffield	0 hr 0 min	0 hr 0 min	0%
Brea Craig	0 hr 2 min	0 hr 5 min	68%
Collin Craig	0 hr 0 min	0 hr 0 min	0%
Shelia Bradley	0 hr 0 min	0 hr 0 min	0%
Aleric Baudrige	0 hr 0 min	0 hr 0 min	0%
Cory Barnett	0 hr 0 min	0 hr 0 min	0%
Kallyn 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.

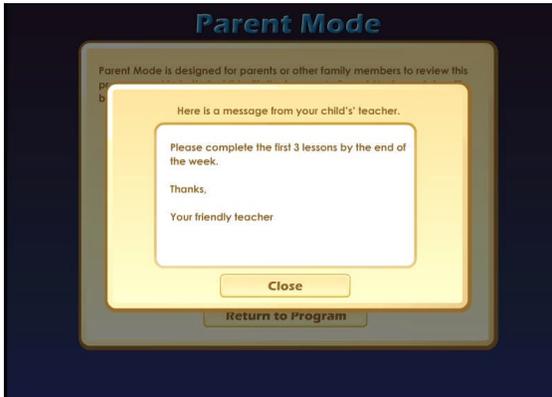
Users' Guide/Lesson Plans – click on this button to view our Users' Guide and Lesson Plans. This is an Adobe Acrobat (.pdf) file and you will need to have the free Acrobat reader (www.adobe.com) installed on your computer in order to be able to view this file. Once you can view this file, you can print 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.



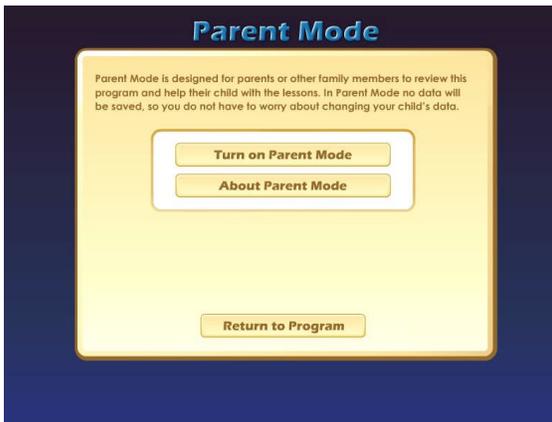
Understanding the Parent Mode



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.

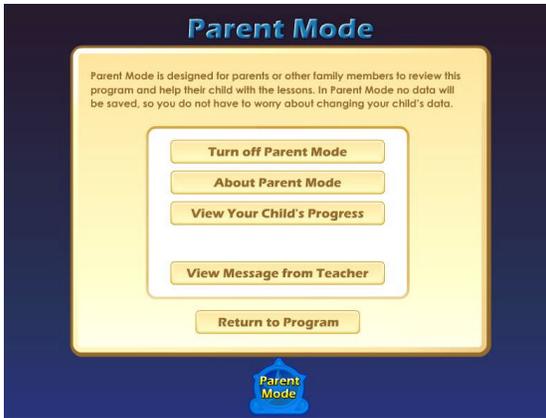


Message from the Teacher – if the teacher has written a message, the parents will see the message when they first enter the Parent Mode. If the teacher has not written a message, this screen will not appear. The purpose of this screen is to give parents some guidance as to what lessons the child is working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

BCDF Soccer

celery boy fish circus

dime city bike comb

feather coat dance candy

GHJK Butterflies

soft g (red): giraffe, giant, gentle, gym

hard g (yellow): giggle, game, guppy, goat, gum

h (orange): hog, hat, hammer, horse

j (blue): jet, jam, jump, jello

k (green): kitten, key, kite, king

LMNP Matching

magnet pizza night pink leaf milk

monkey nose pencil lobster nail leg

Answer Key -- page 2

Buzz's QRST Safari

q: quiz, question, quarter, queen

r: red, rabbit, run, rain

s: song, seed, salt, silly

t: table, turkey, trail, tent

VWXYZ Consonat Match

1. van & vest (v)

2. yellow & yo-yo (y)

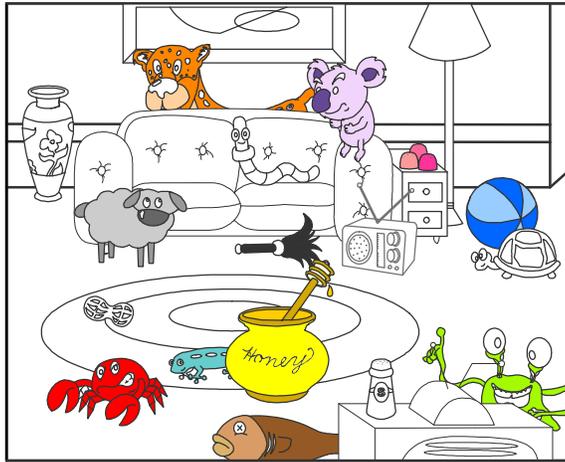
3. water & worm (w)

4. mix & fox (x)

5. zebra & zipper (z)

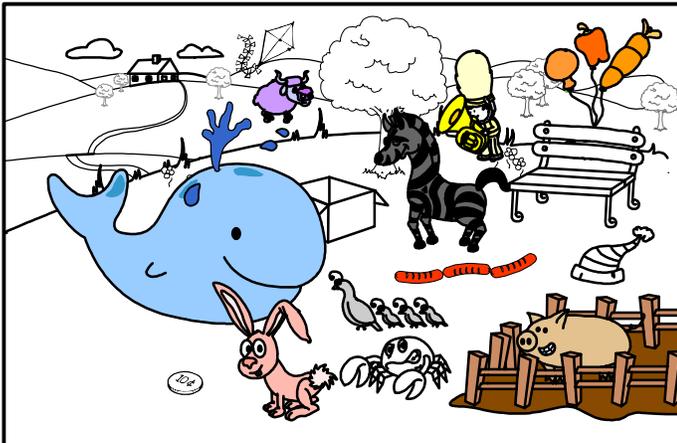
Answer Key -- page 3

Lily's Word Finder Game



b= blue		f= brown		j= orange		m= green	
c= red		g= pink		k= purple		n= aqua	
d= black		h= yellow		l= gray			

Scooter's Word Finder Game



p= brown		s= red		w= blue	
q= gray		t= yellow		y= purple	
r= pink		v= orange		z= black	

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Answer Key -- page 4

Middle of the Word Sounds

money tiger penny ruler

sucker puppy cookie hammer

radio button medal

Sight Words

eight, should, two, none, eyes, does, you, one
through, have, walk, buy, of, laugh, built, who

Phonics Review Questions

- | | | | |
|------------|-----------------|--------------------|-----------------|
| 1) c. dime | 7) c. garden | 13) c. city | 19) a. tent |
| 2) b. flag | 8) a. mix | 14) c. comb | 20) b. vest |
| 3) a. bet | 9) b. mark | 15) a. giraffe | 21) a. one |
| 4) a. sand | 10) a. you | 16) b. gorilla | 22) c. feather |
| 5) c. the | 11) b. hard "c" | 17) c. bean | 23) a. yawn |
| 6) b. lamp | 12) b. test | 18) a. silly | 24) c. bump |
| 25) b. o | 31) b. 21 | 37) b. s | 43) b. 2 |
| 26) a. u | 32) a. 1 | 38) c. z | 44) a. 1 |
| 27) c. i | 33) c. soft "c" | 39) b. s | 45) a. hard "g" |
| 28) c. v | 34) b. J | 40) b. 26 | 46) b. m |
| 29) b. p | 35) b. 2 | 41) b. sight words | |
| 30) a. q | 36) a. 1 | 42) a. consonants | |



Certificate of Achievement

_____ has been awarded the

Silver Star Award
for excellent work in Phonics 1b

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Gold Star Award
for excellent work in Phonics 1b



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