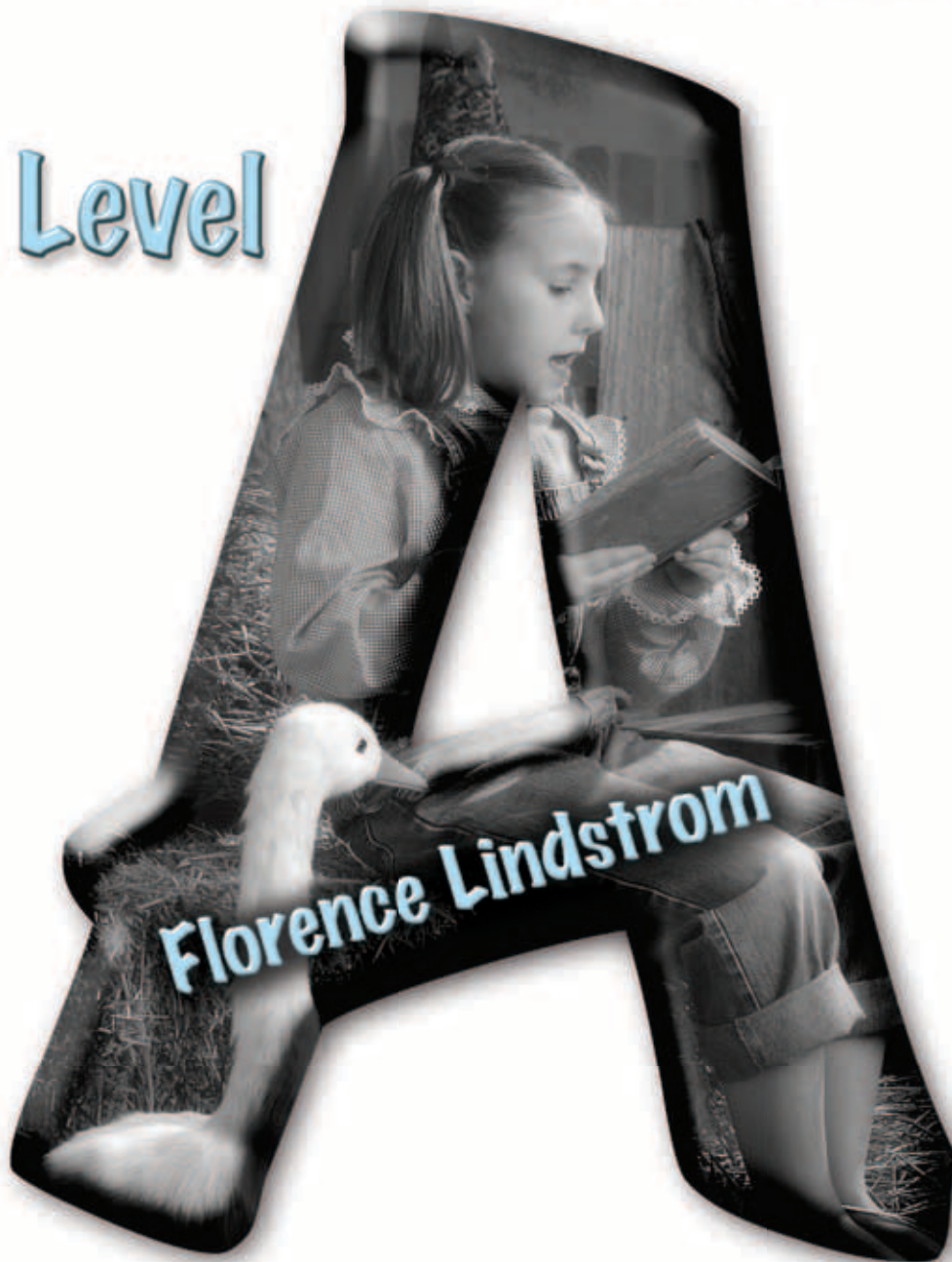


Adventures in Phonics

Third Edition

Level



TEACHER'S MANUAL

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Introduction

The primary goal of phonics instruction is to give each student the ability to decode the proper *sound* for each letter-symbol in the alphabet. Once your student truly understands the basic rules of phonics, along with the appropriate letter sounds, the world of reading will open up to him. Moreover, learning through phonics builds a good speller.

It is important for the teacher to follow the lesson plans located in the *Adventures in Phonics Level A Teacher's Manual* regarding how and when to use the phonics flashcards and phonics word charts that accompany the student's workbook. These supplemental materials can help your student to grasp the principles of phonics as you systematically drill each important concept presented in the *Phonics Level A* workbook.

Each page in the *Adventures in Phonics Level A* workbook is perforated so that teachers can easily remove pages if this helps the student in completing his work. All work, however, should be carefully saved for review purposes.

For the completion of exercises found in certain lesson plans, the student is encouraged to print or draw on lined paper or a whiteboard; also, desktop and laptop computers, iPads®, and other devices have applications that allow students to complete these assignments. For extra practice, Christian Liberty Press publishes *Hearts & Hands Second Edition*, which provides drill sheets that correspond to the material in *Adventures in Phonics Level A*.

This manual also indicates when the *Christian Liberty Phonics Readers* should be introduced. The teacher should first read the introduction to each reader, found on the inside front cover, before the student begins the lessons in the reader. These readers reinforce what he is learning in the *Adventures in Phonics Level A* workbook. Use the following chart as a suggested guideline for beginning the lessons in the four readers:

| Workbook Page | Title of Reader |
|---------------|-----------------------------|
| 74 or 84 | <i>It is Fun to Read</i> |
| 100 | <i>Pals and Pets</i> |
| 122 | <i>A Time at Home</i> |
| 157 | <i>It is a Joy to Learn</i> |

In conclusion, the two most important attributes of a phonics teacher are loving patience and caring perseverance. May the Lord grant you an abundant supply of both.

Florence Lindstrom

Arlington Heights, Illinois

Page 1

Purpose

To begin to teach the recognition and sound of the short vowel **a**.

Before class begins

1. Remove flashcard **a A** from the set of flashcards.
2. Open to the first page or tear it from the workbook, and set it aside.

Lesson


Eagerly explain that today the student will begin to learn one of the sounds we make as we speak and read. Show the flashcard and say its short vowel *sound*. Have the student repeat the sound three times after you as you point to the three ways it is printed, listening to hear that he makes the correct sound. We can hear this sound in **apple**, **ax**, **ant**, **anchor**, etc.

Look at the blue box at the top of the page. The top letter **a** is how people print it; the middle letter **A**, or capital letter, is used for proper names, as in **A**dam and **A**nn; and the bottom letter **a** is how it is printed in a book or magazine or shown on the screen of an electronic device (smart phone, computer, etc.).








Place the flashcard near the work area so it is seen as the page is being studied.

Follow directions and complete the work.

Short Vowel **a** – **A**



As you learn each letter, just say the *sound* of each letter and not the name. The first vowel to learn is the letter sound of **a** as in **ant**. On this page the **a** sound is at the beginning of the words. After you have said each picture word three times, underline the **a**. Look at the blue box to the left and see the three ways **a** may be printed. People usually print this letter as **A** or **a**. In a printed book or on a computer or iPad you may see it as **a**.

| | | |
|---|--|--|
|  apple |  ax |  ant |
|  anchor |  astronaut |  alligator |
|  antler | | |

Circle each **a** sound you see below. Say the short sound of **a** as you circle it.

(a) (A) e (a) (a) p s (A)
 (A) o (a) (a) u (a) (A) (a)
 (a) (a) (A) (a) g (a) n q
 (a) m i (a) v b (a) (a)

Page 22

Purpose

To review once more the short vowel sounds of **a**, **e**, **i**, and **o**.

Before class begins

Open to page 22.

Lesson

If this lesson is completed on a separate day from page 21, quickly drill with the vowel flashcards of **a**, **e**, **i**, and **o**. As mentioned in previous instructions, work the page twice by having the student correctly point or to the flashcards, determining whether he knows the correct sound of the short vowels found in the *middle* of these words.

Have your student carefully print the correct vowels ("a," "e," "i," or "o") in the spaces in the *middle* of the words, as he pronounces them.

Page 23

Purpose

To teach the recognition and sound of the short vowel **u**.

Before class begins

1. Have the short vowel **u** **U** flashcard ready.
2. Open to page 23.

Lesson

Discuss the sound and shape of the short vowel **u**, using the **u** **U** flashcard. Explain that we can hear this sound in **umbrella**, **up**, and **umpire**. Quickly drill with the vowel flashcards **a**, **e**, **i**, **o**, and **u** in a fun, but attentive manner.

Test to see if the student has learned these letters by having him point to the correct flashcard as you say words like the following:

















| | | | | |
|-------|-------|--------|--------|--------|
| inch | egg | under | Africa | olives |
| into | until | unfair | Edward | Adam |
| Oscar | igloo | uncle | animal | infect |

Next teach the correct way of printing **u** **U**, following the **Printing Chart**. Have your student practice its formation on lined paper or whiteboard.

Follow directions and complete page 23.




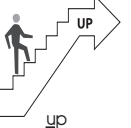
Review of Short Vowels

What short sound vowels do you hear in these words? Carefully print the correct vowel in each space as you say the words.

| | | | |
|---|---|---|---|
|  |  |  |  |
| rock | bell | hill | map |
|  |  |  |  |
| clock | gift | jet | gas |
|  |  |  |  |
| doll | bat | rod | pig |
|  |  |  |  |
| ten | bag | nest | lips |

Short Vowel u - U

To help you learn the short vowel sound of **u**, listen to the beginning sound as you say the names of these pictures three times. Underline the first **u**.

| | | | |
|--|---|---|---|
|  |  |  |  |
| umbrella | umpire | up | |


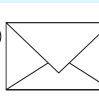


Circle each **u** sound you see below. Say the short sound of **u** as you circle it.

U u a i e e a u
u U u u o i u o
O o U a u u U o
u u U A i i p U

Say the short sound of each letter as you carefully trace it.

u u u u u u u u
U U U U U U U U

Circle the short vowel sound you hear in these words.

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| a |  | a |  | a |  | a |  |
| e | | e | | e | | e | |
| i | | i | | i | | i | |
| o | | o | | o | | o | |
| u | | u | | u | | u | |

Page 24

Purpose

To review the identity and sound of the short vowel **u** as it is found at the beginning of words.

Before class begins

Open to page 24.

Lesson

Drill with the flashcards for the vowels **a**, **e**, **i**, **o**, and **u**. For variety, have your student draw an **umbrella**, **egg**, **apple**, **Indian**, and **octopus** on paper, computer, or whiteboard; then have him point to the correct flashcard that matches the **beginning** short vowel sound as you name the picture.

Follow directions and complete page 24.

Page 25

Purpose

To become more familiar with the short vowel sound of **u**, as it appears in the **middle** of words and at the **beginning** of short or long words.

Before class begins

Open to page 25.

Lesson

Quickly drill with the vowel flashcards of **a**, **e**, **i**, **o**, and **u**. Review the use of these vowels in the **middle** of short vowel words by having the student point to the correct flashcard as you say words such as the following:

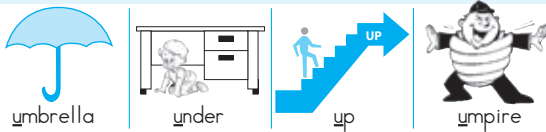
| | | | | | |
|-----|-----|-----|-----|------|-----|
| sit | pan | rob | hum | bell | hit |
| hut | hat | hot | hem | tub | nut |

Before your student completes this lesson, have him draw a picture of a **sun**, **tub**, and **bug** on paper, computer, or whiteboard. Discuss the **middle** sound of **u** as you print the word under each of his pictures.

Follow the directions and complete page 25.

Short Vowel u - U

Think again about the short vowel sound of **u** as you say the names of these pictures, which begin with **u**. Do you remember the **u** sound? Underline the **u** after you practice saying the names of the pictures.



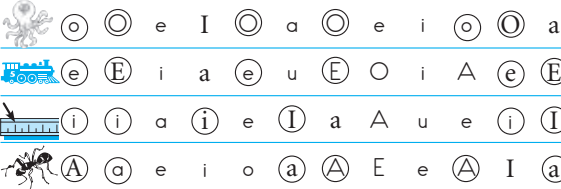
Many of these words begin with the **u** sound. Look at the first letter in each word, and circle it if it begins with the **u** sound. Listen for the **u** sound as your teacher reads the words to you.

| | | | | | |
|-------|--------|-------|-----------|--------|--------|
| uncle | us | plant | alligator | upon | upset |
| usher | answer | up | ant | umpire | unfair |
| ugly | until | time | stand | otter | into |
| under | enter | stop | umbrella | undo | engine |

Say the short sound of each letter as you carefully trace it.

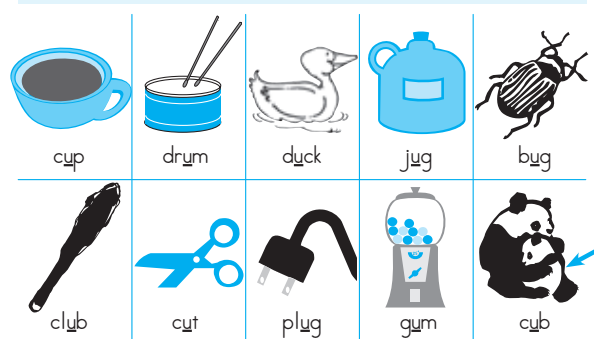
U U U U U U U U U U U U U U U U

Circle the short vowel sounds you hear at the beginning of these pictures.



Short Vowel u - U

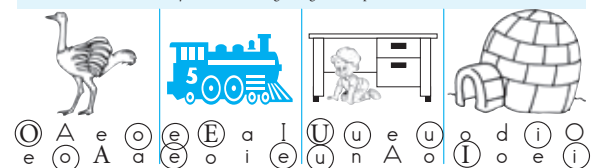
In the following rows, the **u** sound is in the middle of these words. As you say the names of the pictures, listen for the **u** sound. Underline the **u** sound. Say the name of each picture three times.



Say the short sound **u** as you carefully trace it.

u u u u u u u u u u u u u u u u

Circle the short vowel sound you hear at the beginning of these pictures.



Page 98

Purpose

To again give additional work with spelling short vowel words.

Lesson

Have a quick time of "warm up" as your student reviews the words with the short vowel **o** and **u** on Charts 4 and 5.

Discuss the directions for page 98 and have your student complete the lesson.

When the lesson is completed, look over the work and underline any letters that were the very best ones printed. Ask him to rework some that were not printed as nicely as they should be.

Page 99

Purpose

To introduce words that begin with consonant blends having **l**.

Lesson





There have been a few words beginning with blends in previous lessons, such as **sled** and **block**. Mention that *consonant blends* are two or more consonants that are joined together and their sounds are blended together. Print the following blends on the board or paper and say them, having the student repeat after you:

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| bl | cl | fl | gl | pl | sl |
| block | clock | flag | glass | plug | sled |

Discuss the directions for page 99. After the student is able to pronounce the consonant blends correctly, have him complete the lesson.

Spell Short Vowel Words

Do you remember what to do on a page like this? Try to write the correct name under each picture.

| | | | |
|---|---|---|---|
|  |  |  |  |
| sock | cuff | list | lid |
|  |  |  |  |
| bell | vest | pen | wig |

Will you draw the picture for these words?

| | | | |
|-----|------|-----|------|
| bag | hill | sun | tent |
| cup | hat | egg | six |





98

Consonant Blends

Many words begin with two or three consonants. When each of these consonants says its usual sound, we call it a **blend**. You have seen blends in such words as **block**. Say the sound as you trace each blend and draw a line to the correct picture.

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| bl | cl | fl | gl | pl | sl |
| bl | cl | fl | gl | pl | sl |
| block | clock | flag | glass | plug | sled |

Underline the blends as you sound out these words. Carefully print the words in the correct spaces.

| | | | |
|--|---|---|---|
|  |  |  |  |
| clip | sled | flag | glass |

99

Page 100

Purpose

To introduce words that begin with consonant blends having **r**.

Lesson

Print the following **r** blends on the board or paper, and say them with the student repeating after you many times:

| | | | |
|-------------|-------------|------------|------------|
| br brick | cr crab | dr drum | fr frog |
| gr grass | pr press | tr trap | |

After your student has learned these blends, go over page 100 orally. After tracing the blends and words in the first exercise, have him draw lines from the words to the correct pictures. Then complete the rest of the lesson.

Reading

This would be a good time to begin the first lesson in the phonics reader *Pals and Pets*.^{*} You should have your student go over the phonics part of the lesson and read the story three or more times.

^{*} This is the second book in the *Christian Liberty Phonics Readers* series. The teacher should first read the introduction to *Pals and Pets* on the inside front cover, before having the student complete Lesson 1.

Consonant Blends

Here are some more words that begin with two consonants. When each of these consonants says its usual sound, we call it a **blend**. You have seen blends in such words as **brick**. Practice saying the sound as you trace each blend; then draw a line to the correct picture.

br cr dr fr gr pr tr

br br br brick

cr cr cr crab

dr dr dr drum

fr fr fr frog

gr gr gr grass

pr pr pr print

tr tr tr truck

Circle the correct word that matches the picture.

brick
trick
track
grass
grip
grin

dress
drop
brick
brag
brim

drip
trip
drip
grab
crab
drum

Page 101

Purpose

To give practice in reading and spelling words beginning with **l** and **r** consonant blends.

Lesson

Quickly review all the flashcards, setting aside any that the student does not know perfectly. Concentrate on these uncertain sounds each day until they are mastered.

Practice saying the first two rows on the Consonant Blends Chart. Watching closely to correct formation in printing letters, help the student to print these words with beginning blends on the board or lined paper:

trip flag crib clap drop plug sled

First have your student read the sentence at the top of page 101. Then discuss the directions for the lesson and have him do the work orally before printing the answers with a pencil.

Encourage him to work independently.

Consonant Blends



Brad will print
at his desk.

This is a review page for the **l** and **r** blends. Carefully print the correct word under each picture.

flag
drum
block
plug
truck
glass
clock
plant

flag plug drum block

truck glass plant clock

Read the sentence carefully and trace the words. Color the picture when you are finished.

The truck was stuck
in the mud.

Page 134

Purpose

To introduce the long vowel sound of **o**.

Lesson

Quickly drill the short vowel flashcards with emphasis on the short sound of **o**. Ask the student to read these words several times:

hop got rob not rod cot

Teach that when a second vowel is added to these words, the letter **o** will say its name, as in **oak**. Print these words under the above line, and have them read many times:

hope goat robe note road coat

Show the flashcard for the long vowel **o**. The top single **o** follows this rule:

When a word has only one vowel, which is an **o** at the **end** of the word, it is a long vowel as in **no** and **so**.

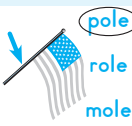


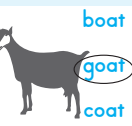
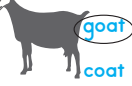







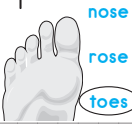







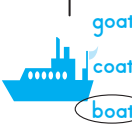










The other four sets of letters follow the long vowel rule. Note that the letter **w** acts like a vowel when it follows another vowel. Do you remember the rule?

When two vowels are in a word, usually the first vowel says its **name**, and the second vowel is **silent**.

Ask the student to circle the answers for the first exercise on page 134 before writing them in pencil. Then have him complete the second exercise.

Long Vowel o Words

This lesson teaches the long sound of **o** as in **oak**. The first vowel says its name, and the second vowel is silent. Most of the words have the two vowels **o_e** as in **pole** and **oa** as in **boat**. The **w** is a vowel when it follows another vowel and makes the long sound of **o** as in **mow**.

| | | | |
|--|--|---|--|
| o oe oa ow o_e |  pole  role  mole |  boat  goat  coat |  toad  mow  soap |
|  hope  rope  road |  nose  rose  toes |  cane  cone  cape |  road  note  crow |
|  goat  coat  boat |  road  toad  boat |  stop  stove  same |  not  coat  bowl |

Read the sentence and carefully trace the words.

crow snow tow bowl slow
May God bless this home.

Page 135

Purpose

To give further practice in reading and printing long vowel **o** words.

Lesson

Quickly drill the short vowel flashcards followed by the long vowel flashcards. Then review the long vowel rule:













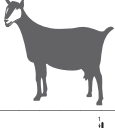



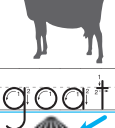

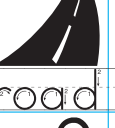



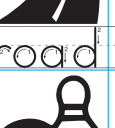





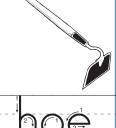


















When two vowels are in a word, usually the first vowel says its **name**, and the second vowel is **silent**.

Help your student to read the words with the long vowel **o** on Chart 10. Continue to have this chart read daily through page 138.

Ask the student to read the words in the lists at the left on page 135, pointing to the correct pictures that these words represent. Then have him complete the lesson in pencil.

Long Vowel o Words

Remember to look at the vowels. The words on this page have the long vowel sound of **o**.

| | | | | |
|-------|--|---|---|---|
| toast |  |  |  |  |
| home |  |  |  |  |
| nose |  |  |  |  |
| bone | toast | bone | nose | home |
| stove |  |  |  |  |
| goat |  |  |  |  |
| road |  |  |  |  |
| mow | goat | mow | road | stove |
| hoe |  |  |  |  |
| bowl |  |  |  |  |
| dome |  |  |  |  |
| hose | dome | hoe | bowl | hose |
| snow |  |  |  |  |
| bow |  |  |  |  |
| goal |  |  |  |  |
| note | note | bow | goal | snow |

Page 194

Purpose

To introduce the rule for the hard and soft sounds of **c**.

Lesson

Explain that the consonant **c** can make two sounds.

When the vowels **a**, **o**, or **u** come after the **c**, the **c** usually has the "hard" sound of **k** as in **cat**.*

When the vowels **e**, **i**, or **y** come after the **c**, the **c** usually has the "soft" sound of **s** as in **ice**.

Help the student to read these words:

| c = k sound | | c = s sound | |
|-------------|-------|-------------|---------|
| cat | cot | ice | circus |
| cob | cute | mice | city |
| cub | cube | face | cyclone |
| cone | candy | circle | cymbal |

Help in reading the soft **c** words on Chart 23.

Thoroughly go over page 194; then have your student read the words in the lists at the left before writing the correct words under the pictures.

* Note that the **c** also makes the "hard" sound of **k** when followed by a consonant.

Page 195

Purpose

1. To review the short and long vowel sound of **a**.
2. To examine the need for **k** instead of **c** in words such as **lake** and **cake**.

Lesson

Show the flashcard for the long vowel sound of **a** and have the words on Chart 7 read.

Make sure the student knows all the pictures on page 195.

Ask why the **k** is needed instead of the **c** in words such as **lake** and **fake**. Explain that these words would be pronounced **lase** and **case** (**lace** and **face**) if the **c** was printed instead of **k**. Remind him that the silent **e** makes the **c** have the soft sound of **s**.

Complete page 195.

Ask the student to do his very best printing.

Soft Sound of c

You have already learned that the consonant **c** makes the *hard* sound of **k** when the vowels **a**, **o**, and **u** come after the **c**, such as in **cat**, **cot**, and **cut**. This lesson teaches a very important *new* fact about the consonant **c**: It usually makes the *soft* sound as in **s** when the vowels **e**, **i**, or **y** come after the **c**.



How do you spell these soft sound **c** words? Write the correct word under each picture.

| | | | | |
|----------|---------|------|--------|------|
| race | | | | |
| fence | | | | |
| circle | | | | |
| rice | fence | rice | circle | race |
| city | | | | |
| pencil | | | | |
| necklace | | city | pencil | |
| celery | | | | |
| cymbals | | | | |
| mice | cymbals | mice | celery | |

194

Review of the Long and Short Sound of the Vowel a

Look in the boxes to see what vowels should be in the words below.

| | | | | |
|---|------|-------|-------|------|
| a_e | a_e | ai | ai | ay |
| | | | | |
| lake | cane | rain | bait | pray |
| | | | | |
| gate | wave | nail | snail | hay |
| | | | | |
| pane | cake | pail | sail | play |
| Do you still remember how to spell these short vowel a words? | | | | |
| | | | | |
| tag | bag | slack | van | can |
| | | | | |
| rat | fan | jam | jar | fan |

195