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Introduction

The primary goal of phonics instruction is to help the student become a strong reader by teaching him the *sounds* made by individual letters and the combinations of letters. This will enable him to sound out an unlimited number of words. Emphasis should be placed upon teaching the *sound* of each letter and not its name. Only the *sounds* of the letters help us read words. Once your student understands the basic rules of phonics, the world of reading will open up to him. This will also enable him to be a good speller.

It is important for teachers to follow the instructions located in this **Teacher's Manual** as a preparation for the daily lessons in *Adventures in Phonics Level B*. Keep in mind that students learn at varying rates of speed depending on their previous schooling, their maturity, and the difficulty of the lesson. If your student has completed *Adventures in Phonics Level A*, then the first 129 pages will serve as a review and reinforcement of that workbook. If this, however, is the first exposure to learning the sounds of the letters and to reading, the student may need extra drill and review. In this case, the student should use the flashcards, which can be removed from the back of this **Teacher's Manual**. Spend as much time as you feel necessary to help your student understand each lesson.

In the student's workbook, the pages have been perforated so that they can easily be removed to help the student in completing his work. All the student's work should be carefully saved for review purposes.

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

> Florence Lindstrom Arlington Heights, Illinois

Page 1

Purpose

Teach the recognition, sound, and formation of the short vowel **a**.

Before class begins

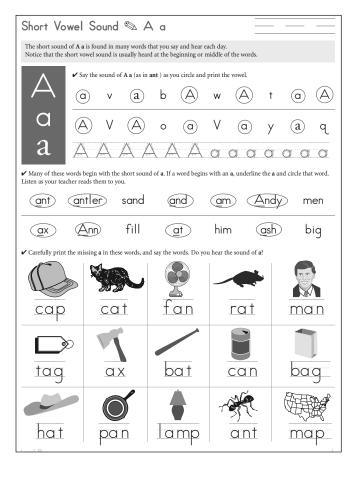
- 1. Remove flashcard A a from the set of flashcards.
- 2. Open to the first page.

Lesson

Enthusiastically explain that the **A a** is one of the five vowels that are so important in reading. Vowels have several sounds, but the short sounds will be learned first. Ask the student to repeat the sound three times after you as you point at the three ways it is printed (A, a, and a). This sound is heard at the beginning of a-pple, a-nt, a-nswer. In the shaded box near the upper left-hand side of the page, the top letter shows how people print the capital or *upper-case* letter **A**—used at the beginning of a person's name such as **A**ndrew or **A**nna. The bottom letter shows how people print the *lower-case* letter **a**.

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

Follow the directions and complete the work.



Purpose

Teach the recognition, sound, and formation of the short vowel **e**.

Before class begins

- 1. Remove flashcard **E e** from the set at the back of this manual.
- 2. Open to page 2.

Lesson

Review the **A a** flashcard with your student, saying it five times. Say the short sound of **E e** as you introduce that flashcard, having the student repeat it after you. Drill with both cards, listening to hear that the student can distinguish between the two sounds.

Have him repeat after you: **e**-gg, **e**-nd, **E**-mily, **e**-mpty, **e**-lephant, **e**-lbow, etc., taking additional examples from the worksheet if needed.

Follow the directions and complete the work.

Page 3

Purpose

Teach the recognition, sound, and formation of the short vowel **i**.

Before class begins

- 1. Remove flashcard **I i** from the set at the back of this manual.
- 2. Open to page 3.

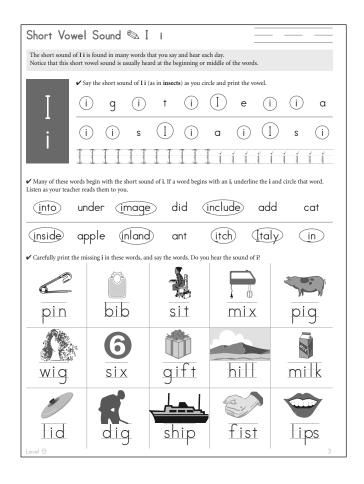
Lesson

Review the **A a** and **E e** flashcards with your student, saying them five times. Say the short sound of **I i** as you introduce that flashcard, having the student repeat it after you. Drill with all three cards, listening to hear that the student can distinguish between the three sounds.

Have him repeat after you: **i**-nch, **i**-nvite, **i**-n, **i**-tch, **i**-nside, **i**-nner, etc., taking additional examples from the worksheet if needed.

Follow the directions as you have the student complete the lesson.

Short Vowel	Sound 🛸 E	e			
	is found in many words owel sound is usually hea				
√ S	ay the short sound of E e	(as in egg) as you circle	and print the vowel.		
E	t r	e (E)	w e k	e E e	
e	e) (E) (e)	(E) (e)	s E s	s e E	
			Eeee	eeee	
✓ Many of these words Listen as your teacher re	begin with the short sour ads them to you.	id of e . If a word begins	with an e , underline the	e and circle that word.	
egg a	ant engine	edge	Ted Eth	el elder	
Ed Er	Ed Emily dog elbow fast exit empty				
✔ Carefully print the mi	ssing e in these words, an	id say the words. Do you	hear the sound of e?		
0	7	X			
ten	bed	jet	pen	men	
0		M	æ		
eqq	sled	vest	pet	we	
		A ON			
		PREX			
	Web	nest	tent	Adventures in Phonics	



Purpose

To teach the sound of \mathbf{ow} and \mathbf{ou} as in the words \mathbf{cow} and \mathbf{house} .

Lesson

If this is the first lesson about the **ow** and **ou** that the student has had, spend as much time as needed for teaching it. Help him read the words from Charts 23 and 24 (page 222 in the workbook), perhaps reading words from Chart 23 for this lesson, and the rest from Chart 24 for the next lesson. Also use the **ow/ou** flashcard.

Listen as the student reads all of the words on the lists and gives the answers to the lesson orally before he completes it independently.

Page 57

Purpose

To teach the sound of \mathbf{ow} and \mathbf{ou} as in the words \mathbf{cow} and \mathbf{house} .

Lesson

Review the sound of **ow** and **ou**. Help the student read the rest of the words that were not read from Chart 24 (page 222 in the workbook). Repetition greatly helps to confirm any lesson. Use drills whenever it is necessary for strengthening reading skills. Also use the **ow/ou** flashcard.

Listen as the student reads all of the words on the lists and gives the answers to the lesson orally before he completes it independently.

Diphthongs 🗞 ou and ow				
A diphthong is two vowel sounds in one syllable. The diphthong ou makes the sound that is heard Another diphthong that makes this sound is ow , which is used at the end of words as in cow , or wh dipthongs end with l as in owl or n as in crown .				
✓ Underline the vowels that make the ou sound as you read these words with diphthongs. Circle the correct word that names the picture next to each list, and write it on the line below.				
how now cow Cow how now cow cow cow cow cow cow co	h <u>ou</u> se pr <u>ou</u> d m <u>ou</u> se			
cow owl vowels down	mouse			
crown brown gown bower bound power cound pound bound found pound pound pound pound pound pound	c <u>ou</u> nt ounce cl <u>ou</u> d			
crown flower round hound	cloud			
clown is nout in the shout shout is nout in the shout is not in the	south scout mouth ?			
COWN SNOUT blouse couch south Colose the words with diphthongs ou or ow from the box at the right to complete these sentences. Print the correct words in the blanks.				
I. Dry the hound with a brown to we thousand				
2. The trail up the <u>mountain</u> is steep. loud				
3. Jed has about a thousand stamps. towel				
4. A bell has a mountain				
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Diphthongs 🗞 ou and ow				
A diphthong is two vowel sounds in one syllable. The diphthong ou makes the sound that is heard in house . Another diphthong that makes this sound is ow , which is used at the end of words as in cow , or when words end with I as in owl or n as in crown .				
in owl or n as in crown. • Underline the vowels that make the ou sound as you read these words with diphthongs. Circle the correct word that names the picture next to each list, and write it on the line below. Sound Sprout Sound Sprout Out Our Crowd fowl growl Towel Scout Sprout Hour Crowd Growd Towel Scout Sprout Hour Towel Hour Towel				
I. The brown h	ound slept on t	he <u>groun</u>	snout	
2. A pig can s	niff a sprout w	vith its <u>sno</u>	ut house	
3. An owl can	3. An owl can act like a wise <u>fow</u> fowl			
4. Mother got	mad at a mous	e in the hou	ise ground	
✔ Complete the words by add	ing the diphthongs. See how qui	ickly you can read the words.	N	
ow ou v e				
bow	down	thousand	south	
how flower mountain ouch				
now	crowd	amount	count	
plow chowder blouse about				
Level B			57	

Page 58

Purpose

To teach the sound of **oi** and **oy** as in the words **coin** and **joy**.

Lesson

If this is the first lesson about the **oi** and **oy** that the student has had, spend as much time as needed for teaching it. Help him to read the words from Chart 25 (page 223 in the workbook). Also use the **oi/oy** flashcard.

Listen as the student reads all of the words on the lists and gives the answers to the lesson orally before he completes it independently.

Purpose

To teach the sound of **oi** and **oy** as in the words **coin** and **joy**.

Lesson

Listen as your student again reads the words from Chart 25 (page 223 in the workbook). Also use the **oi/oy** flash-card.

Prepare for the first part of the lesson by teaching that **oi** is usually followed by another consonant or two, but the **oy** usually is at the end of a word or syllable.

Have the student give the answers to the lesson orally before he completes the page independently.

Diphthongs 🗞 oi and oy			Dip	ohth
A diphthong is <i>two</i> vowel sounds in <i>one</i> syllable. The diphthon diphthong that makes this sound is oy , which is used at the end		se. Another		iphtho hthong
✓ Underline the vowels oi and oy as you read these words with next to each list, and write it on the line below.	diphthongs. Circle the correct word that n	ames the picture	✔ Ren	memb
toil spoil spoil	m <u>oi</u> st Y Vo	oid ice		k F r
oil toy co	in soil	joints	✔ Ch	100se t
coil denjoy royal	Floyd bo			poi
t <u>oi</u> l (<u>S</u> (<u>boy</u>) t <u>oi</u> l broil (<u>S</u> <u>joy</u> s (<u>Joya</u>)			c	cow
		-		joi
✓ COULE DOY TOY		point		no 100se t
words in the blanks.		Thit the correct	₽ Ch	100se t
I. Mother will fold <u>f-o-i</u> t ar	ound Joy's cupcake.	moist		
2. It will help to keep it fresh and <u>moist</u> . soil I.				
3. Our class <u>enjoys</u> it when Roy sings. enjoys 2.				
4. His <u>voice</u> sounds loud and clear. S foil 3.				Ca
5. Floyd helps his father dig a hole in the <u>soit</u> . voice 4.				Go
6. He will <u>noist</u> a flag on a post in the hole. hoist				We
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Diphthongs 🗞 oi and oy				
	nds in <i>one</i> syllable. The diphtho and is oy, which is used at the en			
✔ Remember the rule above as	you print the correct diphthong	; in the blanks below.		
boi	spoi	boy	avoid	
point	toy	noise	joint	
moist	broil	јоу	soy	
✓ Choose the correct words from the corre	om the box at the left and print t	hem in the blanks under their	pictures.	
poison				
cowboy				
joints				
noise 🔤	noise poi	son joint	s cowboy	
✓ Choose the correct words that complete the following sentences. Print the words in the blanks below.				
cowboy join	poison joints	enjoy joyful	noise broils	
I. Joy hears the loud <u>noise</u> Roy makes with his horn.				
2. Both of them will <u>join</u> the club.				
3. Can you see the <u>cowboy</u> lead the cows?				
4. God made our hands with lots of <u>""joints</u> ".				
5. We feel <u>control of the sing about God</u> .				

Purpose

- 1. To review the three sounds made by the letters **ear**: **ear** as in **dear**, **ear** as in **earth**, and **ear** as in **pear**.
- 2. To review the rule about adding **-es** when making words that end with **s**, **x**, **z**, **ch**, or **sh** *plural*.

Lesson

Ask your student to say these sounds and words:

ēþar	ėar	∖eâr
dear	earn	bear
fear	earth	pear
gear	learn	tear
hear	pearl	wear
near	search	swear

Review the rule about adding **-es** to make words that end with **s**, **x**, **z**, **ch**, or **sh** *plural*. (See page 134 in the workbook.)

When the student understands the page and has given the answers orally, have him do the work by himself.

Revie	w: Modif	ied Vowels	s 🔍 ear Sc	ound	
The letter	s ear can make thre	ee different sounds as	in ear, earth , and peâr .		
🖌 Make th	e correct vowel sou	and <i>marks</i> in the follow	wing words: ear, earth, a	nd peâr .	
dē	àr	clētr	hē\ar	yēþr	gēar
ėα	irn	pė\arl	lė⁄ąrn	se`arch	hèàrd
b¢	âr	b e âr	wæârs	tèâring	wèaring
		the box at the right to correct words in the b			ears
I. Tim	wear	S^{-} his coat	during the wi	nter every ye	
2. An	ne will <u></u> S	earch	for her penci	l near her de	sk. hear
3. Phil is thankful he has good <u>ears</u> so he can <u>hear</u> . wears					
4. From the Bible we <u>erly</u> that God created ^{early}					
the heavens and the earth earth					
5. Jeff wakes up <u>er early</u> in the morning for his learn					
paper route so that he can <u>equrn</u> some money. earn					
✓ How do you make these words ending with s , x , z , ch , and sh to be plural? Divide them.					
wash	wash-	<u>es</u> branc	h branch-	es waltz V	valtz-es
brush	brush	- es tax	tax-es	 5 patch	patch-es
buzz	buzz	es marc	h march	es quiz	quiz-zes
box					
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Page 169

Purpose

To review the three sounds made by the vowels **ea**.

Lesson

Ask your student to say these sounds and words:

ēø	¢a	ĕø
deal	break	bread
flea	great	deaf
leap	steak	head
meal	breaking	health
sea	greater	meant

When he understands the page and has given the answers orally, have him do the work by himself.

Review: Thre	e Sounds of	° Digraph «	2 ea 📃	
	ferent sounds: $ea = \overline{e}$ as in	Ŷ		
✓ Make the correct vowe			5	
tēģse	pēģnut	wĕ&pon	græāter	pēģs
hĕ&d	lĕ\ather	dĕàł	bēģn	squē≽l
st≽āk	blē&ch	flēø	lēģf	brĕ\ath
hĕ\ven	spē⁄ak	tēàch	prē&ch	hĕ\lth
fĕ\ather	br∖eāking	bē≽k	bēàch	bræāk
✔ Use the words in the b	ox at the right to complete	e the following sentences	š.	heavy
I. We say "	please "	and "thank	you" to be po	olite.
	1			meadow
2. The bread will rise because it has YEASt in it.				
3. A piano is too <u>heavy</u> for one person to move.				
4. The Bible, God's Word, is a great <u>treasure</u>				
5. The cows graze in the <u>meadow</u> and get please				
water from	a strec	am	J.	yeast
✓ Where do these words belong?				
fishbowl necktie snowman mailbox				
mailbox snowman fishbowl necktie				

Purpose

- 1. To learn about **Rule Six** for dividing words into syllables.
- 2. To review the rule about dividing words ending with **le** or **ckle**.

Lesson

Discuss Rule Six:

When a single consonant comes between two vowels, the word is usually divided *after the consonant* if the *first* vowel sound is **short**.

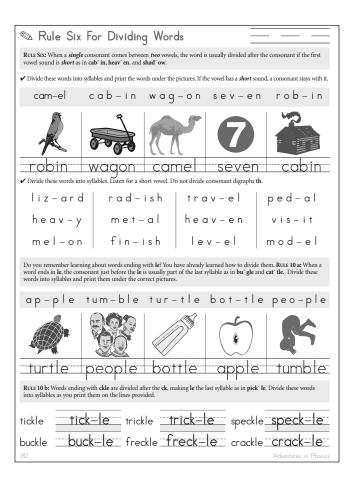
As is true about many rules, we need to listen to the vowel sound. This rule may remind us of short vowel words that end with a consonant.

cab–in chap–el fig–ure

Review the rule about dividing words ending with **le** or **ckle**.

cir–cle	rum-ble	bot-tle
pick–le	tack–le	buck–le

When your student understands the page and has given the answers orally, have him do the work independently.



Page 183

Purpose

- 1. To learn about **Rule Seven** for dividing words into syllables.
- 2. To review the suffix **-er**.

Lesson

c

Discuss Rule Seven:

When a single consonant comes between two vowels, the word is usually divided *before the consonant* if the *first* vowel sound is **long**.

ba-per	se–cret	mu–sic
	Je elet	ind sie

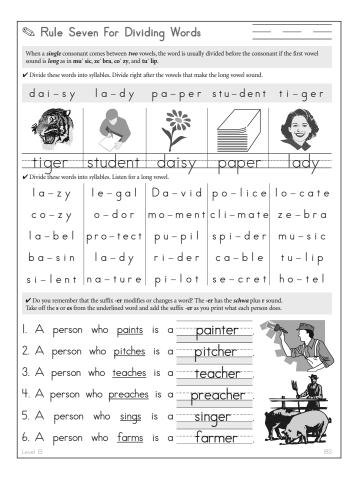
Again it is important to listen to vowel sounds! This rule reminds us of words that end with a long vowel sound.

no-tice	go–pher	so–lo
free-dom	He-brew	lo–cal

Talk about how the suffix **-er** changes or modifies a word such as in:

speak
$$\Rightarrow$$
 speak' er
point \Rightarrow point' er

When your student understands the page and has given the answers orally, have him do the work independently.



Purpose

- 1. To teach the three possible sounds of the digraph **ch**.
- 2. To give additional practice in adding the suffix **-ed** and saying the sound it makes as it is added to a short vowel sound word.

Lesson

Discuss the three sounds of **ch** as they are mentioned in the directions. Many of the **ch** words may be new to your student. Go slowly through the lesson as he gives you the answers. If the student has questions about the sound of the suffix **-ed**, refer to page 140 in the workbook or page 71 in this teacher's guide.

When you feel your student is ready, ask him to complete the written work independently.

Page 205

Purpose

To teach the sounds of the digraphs **gh** and **ph**.

Lesson

Introduce these sounds and listen to your student read the words in Chart 43 (page 228 in the workbook). You may also use the **ph** flashcard.

Many of the words in this lesson will be new to your student. Go slowly through the lists and exercises as he tells you the answers.

When you feel your student is ready, ask him to complete the written work independently.

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Three Sounds of Digraph 🗞	ch			
The digraph ch can make three sounds: ch as in chair, k as in Christ, and sh as in chef.				
✓ Print the underlined ch words in the correct columns below sh for the sound as in chef.	w: ch for the sound as i	n <u>ch</u> eck, k for the sound as in <u>ch</u> oir, and		
I. The <u>choir</u> sang in <u>church</u> .	5. The <u>chef</u> is a good cook.			
2. They sang praises to <u>Christ</u> .	6. The <u>chiffon</u> pie is sweet.			
3. The <u>orchestra</u> also played.	7. Timothy sat in a <u>chair</u> .			
4. <u>Cheryl</u> has a new Bible. 8. Ed likes <u>chocolate</u> ice cream				
ch	k	sh		
churchch	ioir	Cheryl		
chairCh	nrist	chef		
chocolate orchestra chiffon chocolate chocolate				
chrysalis Christian	champic	on parachute		
I. Stephen was the first <u>Christian</u> to be killed for his faith.				
2. He was a <u>cchampion</u> of the Christian faith.				
3. The hard pupa of a butterfly is called a <u>chrysalis</u> .				
4. Would you be brave enough to jump with a parachute?				
\checkmark Correctly add the suffix -ed to these words. Think of the sound -ed makes and print it in the column.				
tap tapped to dip dipped to patted ed				
pad padded ed sob sob	bed d	rub rubbed d		

Digraphs 🗞 gh	n and ph			
The digraphs gh and ph can make the sound of f as in digraph, phrase, laugh , and tough .				
✔ Print the gh and ph words u	inder their correct pi	ctures.		
telephone	cough	photo	dolphin	elephant
				Courde
Review the following digraph:				cougi
 Circle the digraphs in these 				
<u>Christ</u> p	arachute	(wh)ch	(knock)	chef
rough) <u>t</u> e	<u>elephone</u>	Shepherd	Chocolate	Philip
birthday	t)c	sign	church	champion
Phyllis <u>t</u>	together	Chorus	thermometer	whsper
tough	brother	sheep	knowledge	laugh
I. The Lord is the Shepherd of His people.				
2. The girls <u>Chorus</u> ang about the birth of <u>Christ</u> .				
3. Mom used a				
4. Grandpa called the twinsPhilipandPhytlis				
5. They like to talk together on the telephone .				
6. The twins each got a big <u>chocolate</u> candy bar.				
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