

Adventures in Phonics

Second Edition

Level



Florence
Lindstrom

TEACHER'S MANUAL

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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**нна. 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.

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Short Vowel Sound A a

The short sound of A a is found in many words that you say and hear each day. Notice that the short vowel sound is usually heard at the beginning or middle of the words.

A
a
a

✓ Say the sound of A a (as in ant) as you circle and print the vowel.

ⓐ v ⓐ b ⓐ w ⓐ t ⓐ ⓐ

ⓐ V ⓐ o ⓐ V ⓐ y ⓐ q

ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ ⓐ

✓ Many of these words begin with the short sound of a. If a word begins with an a, underline the a and circle that word. Listen as your teacher reads them to you.

ⓐnt ⓐntler sand ⓐnd ⓐm ⓐndy men

ⓐx ⓐnn fill ⓐt him ⓐsh big

✓ Carefully print the missing a in these words, and say the words. Do you hear the sound of a?

 cap	 cat	 fan	 rat	 man
 tag	 ax	 bat	 can	 bag
 hat	 pan	 lamp	 ant	 map

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Purpose

To teach the sound of **ow** and **ou** as in the words cow and 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 **ow** and **ou** as in the words cow and 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.

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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 with diphthongs end with **l** as in **owl** or **n** as in **crow**.

✓ 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 <u>cow</u>	owl wow pow	growl crowd <u>vowels</u>	a e i o u town down frown	house proud <u>mouse</u>
cow	owl	vowels	down	mouse
<u>crow</u> brown gown	tower <u>flower</u> power	bound found <u>round</u>	sound hound pound	count ounce <u>cloud</u>
crow	flower	round	hound	cloud
allow <u>clown</u> plow	out shout <u>snout</u>	mound blouse ground	ouch couch pouch	<u>south</u> scout mouth
clown	snout	blouse	couch	south

✓ Choose the words with diphthongs **ou** or **ow** from the box at the right to complete these sentences. Print the correct words in the blanks.

- Dry the hound with a brown towel. thousand
- The trail up the mountain is steep. loud
- Jed has about a thousand stamps. towel
- A bell has a loud sound. mountain

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✓ 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 <u>scout</u> pout	sprout out doubt	hour our flour	crowd amount <u>towel</u>	fowl growl fower
scout	sprout	hour	towel	tower

✓ Choose the words with the diphthongs **ou** or **ow** from the box at the right to complete these sentences. Print the correct words in the blanks.

- The brown hound slept on the ground. snout
- A pig can sniff a sprout with its snout. house
- An owl can act like a wise fowl. fowl
- Mother got mad at a mouse in the house. ground

✓ Complete the words by adding the diphthongs. See how quickly you can read the words.

ow		ou	
bow	down	thousand	south
how	flower	mountain	ouch
now	crowd	amount	count
plow	chowder	blouse	about

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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.

Page 59

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** flashcard.

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.

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Diphthongs oi and oy

A diphthong is **two** vowel sounds in **one** syllable. The diphthong **oi** makes the sound that is heard in **noise**. Another diphthong that makes this sound is **oy**, which is used at the end of words or syllables as in **boy** or **royal**.

Underline the vowels **oi** and **oy** 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.

oil toil spoil	Roy toy joy	join void coin	soil moist hoist	avoid voice joints
oil	toy	coin	soil	joints
coil foil brail	enjoy boy joys	royal foil loyal	Floyd Lloyd boil	boil point joyful
coil	boy	royal	boil	point

Choose the words with the diphthongs **oi** or **oy** from the box at the right to complete these sentences. Print the correct words in the blanks.

1. Mother will fold <u>foil</u> around Joy's cupcake.	moist
2. It will help to keep it fresh and <u>moist</u> .	soil
3. Our class <u>enjoys</u> it when Roy sings.	enjoys
4. His <u>voice</u> sounds loud and clear.	foil
5. Floyd helps his father dig a hole in the <u>soil</u> .	voice
6. He will <u>hoist</u> a flag on a post in the hole.	hoist

Diphthongs oi and oy

A diphthong is **two** vowel sounds in **one** syllable. The diphthong **oi** makes the sound that is heard in **noise**. Another diphthong that makes this sound is **oy**, which is used at the end of words or syllables as in **boy** or **royal**.

Remember the rule above as you print the correct diphthong in the blanks below.

boil	spoil	boy	avoid
point	toy	noise	joint
moist	broil	joy	soy

Choose the correct words from the box at the left and print them in the blanks under their pictures.

poison	cowboy	joints	noise
noise	noise	poison	joints
cowboy	join	poison	enjoy
join	poison	enjoy	noise
join	poison	enjoy	noise
join	poison	enjoy	noise

Choose the correct words that complete the following sentences. Print the words in the blanks below.

- Joy hears the loud noise Roy makes with his horn.
- Both of them will join the club.
- Can you see the cowboy lead the cows?
- God made our hands with lots of joints.
- We feel joyful as we sing about God.

Page 168

Purpose

- To review the three sounds made by the letters **ear**: **ear** as in **dear**, **ear** as in **earth**, and **ear** as in **pear**.
- 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:

eār	ēār	ēâr
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.

Page 169

Purpose

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

Lesson

Ask your student to say these sounds and words:

eā	ēā	ēâ
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: Modified Vowels ear Sound

The letters **ear** can make three different sounds as in **ear, earth, and pear**.

✓ Make the correct vowel sound **marks** in the following words: **ear, earth, and pear**.

dēār	clēār	hēār	yēār	gēār
ēarn	pēarl	lēarn	sēarch	hēard
pēār	bēār	wēārs	tēāring	wēāring

✓ Choose the **ear** words from the box at the right to complete the following sentences. Print the correct words in the blanks below.

ears

search

hear

wears

early

earth

learn

earn

- Tim wears his coat during the winter every year.
- Anne will search for her pencil near her desk.
- Phil is thankful he has good ears so he can hear.
- From the Bible we learn that God created the heavens and the earth.
- Jeff wakes up early in the morning for his paper route so that he can earn some money.

✓ How do you make these words ending with **s, x, z, ch, and sh** to be plural? Divide them.

wash	<u>wash-es</u>	branch	<u>branch-es</u>	waltz	<u>waltz-es</u>
brush	<u>brush-es</u>	tax	<u>tax-es</u>	patch	<u>patch-es</u>
buzz	<u>buzz-es</u>	march	<u>march-es</u>	quiz	<u>quiz-es</u>
box	<u>box-es</u>	bush	<u>bush-es</u>	cross	<u>cross-es</u>

Review: Three Sounds of Digraph ea

Letters **ea** make three different sounds: **ea = ē** as in **ēach**, **ea = ē** as in **grēāt**, and **ea = ē** as in **brēād**.

✓ Make the correct vowel sound **marks** over the **ea** in the following words as in **ēach, grēāt, and brēād**.

tēase	pēanut	wēapon	grēäter	pēas
hēad	lēather	dēaf	bēan	squēal
stēak	blēach	flēa	lēaf	brēath
hēaven	spēak	tēach	prēach	hēalth
fēather	brēaking	bēak	bēach	brēak

✓ Use the words in the box at the right to complete the following sentences.

- We say "please" and "thank you" to be polite.
- The bread will rise because it has yeast in it.
- A piano is too heavy for one person to move.
- The Bible, God's Word, is a great treasure.
- The cows graze in the meadow and get water from a stream.

heavy

meadow

treasure

stream

please

yeast

✓ Where do these words belong?

fishbowl	necktie	snowman	mailbox
fishbowl	snowman	fishbowl	necktie

Page 182

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**.

shad-ow heav-en sev-en

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

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**.

pa-per se-cret mu-sic

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 ⇒ **speak' er**
point ⇒ **point' er**


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

Rule Six For Dividing Words

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 in **cab' in**, **heav' en**, and **shad' ow**.

✓ Divide these words into syllables and print the words under the pictures. If the vowel has a **short** sound, a consonant stays with it.

cam-el cab-in wag-on sev-en rob-in




robin wagon camel seven cabin

✓ Divide these words into syllables. Listen for a short vowel. Do not divide consonant digraphs th.

liz-ard rad-ish trav-el ped-al
heav-y met-al heav-en vis-it
mel-on fin-ish lev-el mod-el

Do you remember learning about words ending with **le**? You have already learned how to divide them. **RULE 10 a:** When a word ends in **le**, the consonant just before the **le** is usually part of the last syllable as in **bu' gle** and **cat' tle**. Divide these words into syllables and print them under the correct pictures.

ap-ple tum-ble tur-tle bot-tle peo-ple



turtle people bottle apple tumble

RULE 10 b: Words ending with **ckle** are divided after the **ck**, making **le** the last syllable as in **pick' le**. Divide these words into syllables as you print them on the lines provided.

tickle tick-le trickle trick-le speckle speck-le
buckle buck-le freckle freck-le crackle crack-le


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Rule Seven For Dividing Words

When a **single** consonant comes between **two** vowels, the word is usually divided before the consonant if the first vowel sound is **long** as in **mu' sic**, **ze' bra**, **co' zy**, and **tu' lip**.

✓ Divide these words into syllables. Divide right after the vowels that make the long vowel sound.

dai-sy la-dy pa-per stu-dent ti-ger




tiger student daisy paper lady

✓ Divide these words into syllables. Listen for a long vowel.

la-zy le-gal Da-vid po-lice lo-cate
co-zy o-dor mo-ment cli-mate ze-bra
la-bel pro-ject pu-pil spi-der mu-sic
ba-sin la-dy ri-der ca-ble tu-lip
si-lent na-ture pi-lot se-cret ho-tel

✓ Do you remember that the suffix **-er** modifies or changes a word? The **-er** has the **schwa** plus **r** sound. Take off the **s** or **es** from the underlined word and add the suffix **-er** as you print what each person does.

1. A person who paints is a painter.
2. A person who itches is a itcher.
3. A person who teaches is a teacher.
4. A person who preaches is a preacher.
5. A person who sings is a singer.
6. A person who farms is a farmer.



Level B 183

Page 204

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.

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: **ch** for the sound as in **check**, **k** for the sound as in **choir**, and **sh** for the sound as in **chef**.

1. The <u>ch</u> oir sang in <u>ch</u> urch.	5. The <u>ch</u> ef is a good cook.
2. They sang praises to <u>Ch</u> rist.	6. The <u>ch</u> iffon pie is sweet.
3. The <u>ch</u> estra also played.	7. Timothy sat in a <u>ch</u> air.
4. <u>Ch</u> eryl has a new Bible.	8. Ed likes <u>ch</u> ocolate ice cream.

ch	k	sh
church	choir	Cheryl
chair	Christ	chef
chocolate	orchestra	chiffon

✓ Choose the correct **ch** words from the list below to complete the following sentences.

chrysalis	Christian	champion	parachute
-----------	-----------	----------	-----------

1. Stephen was the first Christian to be killed for his faith.
2. He was a champion of the Christian faith.
3. The hard pupa of a butterfly is called a chrysalis.
4. Would you be brave enough to jump with a parachute?

✓ Correctly add the suffix **-ed** to these words. Think of the sound **-ed** makes and print it in the column.

tap <u>tapped</u> <u>t</u>	dip <u>dipped</u> <u>t</u>	pat <u>patted</u> <u>ed</u>
pad <u>padding</u> <u>ed</u>	sob <u>sobbed</u> <u>d</u>	rub <u>rubbed</u> <u>d</u>

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Digraphs gh 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 under their correct pictures.

telephone	cough	photo	dolphin	elephant
elephant	dolphin	telephone	photo	cough

Review the following digraphs: **ch**, **sh**, **th**, **wh**, **kn**, **gn**, **wr**, **ph**, **gh**, and **ck**.

✓ Circle the **digraphs** in these words. Use the underlined words to complete the sentences below.

Ch <u>ri</u> st	par <u>ch</u> ute	wh <u>ch</u>	kn <u>ck</u>	ch <u>ef</u>
rou <u>gh</u>	tel <u>ph</u> one	Sh <u>ph</u> er <u>ph</u>	ch <u>oc</u> olate	Ph <u>ph</u> ilip
bir <u>th</u> day	th <u>ck</u>	s <u>gn</u>	ch <u>ur</u> ch	ch <u>am</u> pio <u>n</u>
Ph <u>ph</u> yllis	to <u>gh</u> er	ch <u>br</u> us	th <u>er</u> mometer	wh <u>sp</u> er
t <u>gh</u>	br <u>gh</u> er	sh <u>ep</u>	kn <u>ow</u> ledge	la <u>gh</u>

1. The Lord is the Shepherd of His people.
2. The girls' chorus sang about the birth of Christ.
3. Mom used a thermometer to see if I had a fever.
4. Grandpa called the twins Philip and Phyllis.
5. They like to talk together on the telephone.
6. The twins each got a big chocolate candy bar.

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