# Adventures in Phonies Second Edition 



Second Edition
Copyright © 2016, 2000 Christian Liberty Press

All rights reserved. Copies of this workbook may be made by the purchaser for personal or immediate family use only. Reproduction or transmission of this product-in any form or by any means-for use outside of the immediate family is not allowed without prior permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.

Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004-5402
www.christianlibertypress.com

Author: Florence M. Lindstrom
Layout and editing: Edward J. Shewan
Copyediting: Diane C. Olson
Cover design: Bob Fine
Cover image: iStockphoto \#000016191061

ISBN: 978-1-935796-35-0 (print)
978-1-629820-66-8 (eBook PDF)

The book outline found in your application's table of contents/bookmarks includes listings that are in two different formats: TABLE OF CONTENTS Order and ALPHABETICAL Order.

If you are using this workbook as a formal study of phonics, we recommend that you use the progression found in the table of contents listing. As a phonics course, the material was designed to be completed in this order.

The alphabetical listing has been included to more easily find a specific topic, should you be using this text as a supplement to another phonics program and your student needs specific help in a particular area.

## Table of Contents

Introduction ..... iv
Welcome to Adventures in Phonics ..... 1
Review of Short Vowel Words ..... 2
Consonant Digraphs ..... 12
Consonant Blends ng and nk ..... 14
Consonant Digraphs ..... 16
Review of Long Vowel Words ..... 18
Review of Sounds of $\mathbf{c}$ and $\mathbf{g}$ ..... 28
Review of Vowel Digraph oo Words ..... 32
Review of Diphthong ou and oi Words ..... 36
Review of Modified Vowel Words ..... 40
Review of $\hat{\mathbf{o}}$ Words ..... 50
Silent Letters ..... 52
Review of Vowel Digraph ou ..... 60
Sounds of ear and âr ..... 62
Letters y and was Vowels ..... 64
Sound of Vowel Digraphs ei and ey ..... 66
Vowel Digraph ie ..... 68
Review of Consonant Digraphs ..... 70
Using a and an. ..... 73
Syllables sure, zure, and ture ..... 74
Suffixes. ..... 76
Plural Form of Words ..... 93
Prefixes ..... 98
Rules for Dividing Words into Syllables ..... 105
Accented Syllables. ..... 120
Review of Sounds of a and $\mathbf{o}$ ..... 128
Review of Vowel Digraph ou ..... 130
Sounds of ci, si, ti, sure, and ture ..... 132
Review of Plural Words ..... 134
Using the Apostrophe ..... 136
Synonyms and Antonyms ..... 142
Homonyms ..... 148
Synonyms, Antonyms, Homonyms ..... 153
Review of Short Vowel Words ..... 154
Review of Plural Words with es ..... 157
Review of Special Vowel Sounds $\mathbf{u}$ and e. ..... 158
Review of Consonant Blends nk and ng, Compound Words. ..... 159
Review of Long Vowel Words ..... 160
Review of Vowel Digraphs, Modified Vowels, and Diphthongs ou and oi ..... 165
Sound of $\hat{\boldsymbol{o}}$ and Sounds of ou ..... 168
Review of Syllables, Suffixes, and Prefixes ..... 169
Review of the Apostrophe ..... 177
Review of Silent Letters ..... 178
A Last Look at Consonant Digraphs ..... 179
Review of Phonics ..... 180
Phonics Charts. ..... 181

## Introduction

The ability to read is so important. The wonderful mind God gave us is able to gain knowledge through the written words in countless books and reading materials, the most valuable being His Holy Word. God's gift of language, as it is written or spoken, makes it possible to communicate with others, sharing thoughts and concerns, information and instructions, and especially the truth of Scripture. May each of us continually fear and honor the Lord, which is the beginning of knowledge. May we choose to read worthwhile, excellent materials that are true, honorable, right, pure, lovely, and of good reputation.

Every teacher feels very rewarded as his or her student suddenly seems to understand the lessons. This often takes many hours of patient instruction. Each student learns at his own pace. Pray for discernment, patience, desire, and perseverance as the daily lesson is done. You are not only teaching lessons of our language, but attitude as well. Be enthusiastic about this important area of study and always encourage neatness.

Much of this workbook is a reinforcement of the work introduced in the previous two workbooks, Adventures in Phonics Levels $A$ and $B$, but at a more difficult level. The general plan of this workbook includes the introduction of phonetic principles, followed with a page of exercises to apply the rules of the lesson and to demonstrate comprehension of the material. As the teacher's instructions repeatedly say, the entire lesson should be studied together with your student or "taught" before he completes the work independently. The lessons are not tests, but rather a time for teaching or reviewing. Ideally, students should be encouraged to complete all of the exercises on the page. It would be beneficial to look back on previous lessons for review, especially if some principle needs to be reinforced.

This book is only possible because of God's gracious goodness in direction and strength. His faithfulness has granted perseverance and guidance. From the beginning to the end of our life of learning, line upon line and precept upon precept, may we always be conscious of the fact, and thankful, that it is God who has fearfully and wonderfully made us. It is God who is at work in us, both to will and to work for His good pleasure.

May students who complete these lessons seek to glorify God in their preparation to be our country's future leaders.

Florence M. Lindstrom
Arlington Heights, Illinois

> Whatever you do, do it heartily,
> as to the Lord and not to men.

Colossians 3:23

## Review of Short Vowel u Words

If a word or syllable has only one vowel, which comes before a consonant or between two consonants, the vowel usually has the short sound. drŭm under lŭmp umbrella

## - Carefully print these short vowel u words.



- Complete these sentences with words from the pictures above.
I. More water would fit in a $\square$ than in a $\qquad$ .

2. Never touch a-....-.-a as you take a bath in a
3. People used to get water from a $\qquad$

4. The $\qquad$ was hot as Tom played his

Some two-syllable words have a short vowel $u$ in the first syllable. hus bănd = hŭsbănd

- Complete the sentences with these two-syllable words with a short vowel u in the first syllable.
hundred sudden
rumble
muscles
hungry
I. God gave us $\qquad$ to help us live and move.

2. My tummy makes a $\qquad$ sound when I get $\qquad$ .
3. Dad made his van come to a quick or - stop.
4. About one

The Vowel o Having the Sound of $u$

I. In the $\qquad$ of October, the leaves change $\qquad$
2. It is not polite to push or $\qquad$ another person.
3. Doug carried food $\qquad$ the car to the $\qquad$ door.
4. The class set a good example for the $\qquad$ students. honey wonderful comfort come company
I. God gives $\qquad$ to His people in times of trouble.
2. Don enjoys $\qquad$ or guests $\qquad$ for dinner.
3. His family helps them to have a $\qquad$ time.
4. Jane paid money to cover the cost of the $\square$ $\because$

## Review of Digraph oo Words

Remember! A vowel digraph has two vowels that make one sound.
In this lesson the vowel digraph $\overline{o 0}$ makes the long vowel sound of $u$, as in moose, st owl, and loop.


- Complete these sentences with words in the box below.
loom
zoo
room
smooth
food
noon
I. At school, many students got balloons after lunch at $\qquad$ .

2. Soon they will take their balloons back to their class $\qquad$ .
3. Mrs. Bloom knows how to weave rugs on a large $\qquad$
4. The new road was very as we rode our bikes on it.
5. We saw a man give $-\cdots-----------$ to a baboon at the $\qquad$ .

- Complete these sentences with the $\overline{00}$ words from the box at the right.
cartoon
I. Did you
to eat soup with
? poodle

2. June's little $\square$ likes to bark at people.
3. In Australia, we are sure to see a $\qquad$
4. Do you like books with
----------------- pictures? noodles choose hooves
5. The sound of the horses' $\qquad$

Review of Digraph oo Words $\qquad$
Remember! A vowel digraph has two vowels that make one sound.
The vowel digraph oo makes two sounds: one is $\overline{00}(\overline{\mathrm{u}})$ as in z $\overline{\mathrm{OO}}$, and the other is $\breve{0}$ as in bōk.

- Carefully print these words with the vowel digraph $\overline{\circ 0}$.

- Complete these sentences with words from the pictures above.
I. It is important to take care of a horse's foot or $\qquad$

2. The cowboy remembered to leave his $\qquad$ at the door.
3. On clear nights, the stars and $\qquad$ can easily be seen.
4. The boys threw balls in the $\qquad$ and swam in the $\qquad$
5. The children always enjoy seeing the animals at the $\qquad$ $\because$

- Complete the words with the vowels that make the $\bar{u}$ sound. Use some in the sentences below.

| ue | ue |  | ew |  |  | -0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| rude | tr |  | scr |  |  | m |
| pr_n |  | sive | thr |  |  | dles |
| J_n | bl |  | kn |  |  | dle |
| $\mathrm{fl}+$ | S |  | $d r$ |  |  | se |

I. As we visited $\qquad$ in June, we saw her pet $\qquad$
2. James $\qquad$ that he had to tighten a $\qquad$ on his bike.
3. The Bible, the Word of God, is $\qquad$
$\square$
4. Don $\qquad$ a picture and used $\qquad$ to paste it in a book.

Several sets of letters in which one consonant may be silent are:
Xf as in half $k k$ as in talk $k c h$ as in wakch $k m$ as in palm rhas in rhyme.

- Draw a line through the silent consonants in the words in the box below.

| match |
| :---: |
| walk |
| chalk |

chalm
rhythm

hatch \begin{tabular}{c}
stretch <br>
rhubarb <br>
half

 

pitcher <br>
catch <br>
stalk

 

calf <br>
rhinoceros <br>
palm
\end{tabular}

I. The song had a cheerful, happy $\qquad$

2. Jane made a delicious strawberry and $\square$ pie. $\qquad$
3. Write three words that rhyme with batch, patch, and snatch.
$\square$
4. Write three words that have a silent I and rhyme with talk.
$\square$

- Cross out the silent consonants and match the words that rhyme.


Review these several sets of letters in which one consonant may be silent.
kn as in know rh as in rhyme wr as in write

- Cross out the silent consonants in the words in the box below. kn-know wr-wrist rh-rhyme
wrench knob rhinestone wrist knife rhythm knuckles wreath wrangler wrinkle knit rheumatism
- Complete these sentences and label the pictures below with words from the box above.
I. The orchestra played songs with a nice $\qquad$ 4

2. An old man used a cane because of his $\qquad$
3. The $\qquad$ had sore $\qquad$ from his rope.
4. Jill thanked Grandma for the $\qquad$ pin.
5. Mother had to press the $\qquad$ out of the tablecloth.



- Cross out the silent consonants in the words in the box below.

Label the pictures and complete the sentences below with these words.

I. Neal has to $\qquad$ on the floor as he $\qquad$ Dad's gift.
2. Ken and AI know how to $\qquad$ with each other on mats.
3. Mr. Wright $\qquad$ a report about the car $\qquad$
4. Did you $\qquad$ the tick bird helps the rhinoceros?

## The Apostrophe for Possession

The small mark called the apostrophe (') is used in two ways. This lesson deals with the first way.
Rule 1: To show that someone or something owns or possesses something, usually an apostrophe and s ('s) are added to the end of the word. (Rule 2, concerning contractions, is covered in a later lesson.) the dog's house Jill's coat Miss Smith's car Tom's book a boy's boots


- Add an apostrophe and an s ('s) to show possession or ownership.

desk of Pam
hat of Ted
$\square$
Bible of Cal
pen of Mike

$\square$ shoe of Judy
hat of Ted $\square$ wall of room
scarf of Jan $\square$ cup of child collar of dog dress of lady

An -s is added to many words to make them plural. The 's is added to show ownership. $\begin{array}{ll}\text { cat cats } & \text { boy boys } \\ \text { cat's food } & \text { boy's balloons }\end{array}$

Sara's smile is beautiful.

- Complete these sentences with words from the box at the right.
I. The coat has four $\qquad$ -

buttons button's boys boy's rabbits rabbit's sisters sister's tigers tiger's dentists dentist's kittens kitten's cows nails boots are under his bed.

8. We could hear the

9. Dad hammered sixteen $\qquad$ in the wall.
10. The $\qquad$ food is in the box.
11. My $\qquad$ coat is in the closet.
12. The $\qquad$ live in the jungle.
13. Tom sat in the $\qquad$
14. We fed each of the ----------------------
 chair

15. The -- boots are under his bed.


## The Apostrophe for Possession

Rule 1: To show that someone or something owns or possesses something, usually an apostrophe and ('s) are added to the end of the word. a pony's saddle - the man's hat $\hat{\sim}$ If a word needs to be plural and possessive, make the word plural; then add the 's. children's At If a plural word ends in s, usually just the apostrophe is added to make it possessive.

> six cows' bells many boys' jackets three girls' dresses five kittens' bowls

- As you study each phrase, underline the word with the apostrophe and think about how many people or things have something. If one person or thing has something, print the word one on the line. If more than one person or thing possesses something, print more than one on the line.


Eric's room - -----------------the robin's nest the babies' cribs more than one the eagles' wings the lady's purse $\square$ the puppies' ears
the horses' barn
 the cities' lights
the duck's beak

the radio's plug the monkeys' tails $\qquad$ the men's tools the men's cases the girls' shoes

- Add an apostrophe and an s ('s) or just an apostrophe (') to show possession or ownership.
I. If women have a meeting, it is the $\square$

2. If kangaroos have a yard, it is the $\qquad$
3. If the babies have scarves, they are the $\qquad$
4. Alison was given a doll, so it is $\qquad$
5. The wolves have a den, which is the $\square$
6. Lonna has many toys, so they are
7. Dad gave Joey a Jeep, so it is $\qquad$
8. Some boots belong to Cornel, so they are
9. The bunnies live in a box, so it is the

## The Apostrophe for Contractions

A contraction is a short way of writing two special words. They are written together, but one or more letters are left out. This lesson gives the second way in which the apostrophe is used.
Rule 2: An apostrophe is used to replace the missing letters. Usually the first word is not changed.
do not $=$ don't they have $=$ they've she is $=$ she's you are $=$ you're we will $=$ we'll
$\checkmark$ Print these words as contractions, putting in an apostrophe when the underlined letters are removed.


- Complete these sentences with contractions made from the words in the box at the right.
I. Jim
get much sleep, so he stay awake.
did not

2. $\qquad$ hoping that able to come to my party. can not I am
3. Jan knows she $\qquad$ be able to eat a big pizza.
you are
4. Mother thinks that $\qquad$ go shopping today. would not she will we will

The Apostrophe for Contractions $\qquad$
$\qquad$

Review again Rule 2: An apostrophe is used to replace the missing letters in contractions.
Usually the first word is not changed. An exception to the rule is will not $=$ wont.
do not $=$ don't they have $=$ they've she is $=$ she's - he would $=$ he'd we will $=$ well
Print the two words that make up these contractions. Ah Notice: can not $=$ cant will not $^{\dagger}=$ wont $^{\dagger}$
don't
hadn't $\qquad$
hasn't $\qquad$
haven't $\qquad$
wasn't $\qquad$ cant
they're $\qquad$ they
you're $\qquad$
$\qquad$
we're $\qquad$
they'll $\qquad$
$\qquad$
you'll $\qquad$
$\qquad$
$i t^{\prime} \mid l$ $\qquad$
$\qquad$
$\qquad$
couldn't $\qquad$
$\qquad$
isn't $\qquad$
$\qquad$
didn't $\qquad$
$\qquad$
aren't $\qquad$
$\qquad$
doesn't $\qquad$
$\qquad$
wont $\qquad$
$\qquad$lm $\qquad$
$\qquad$
he's $\qquad$
$\qquad$
it's $\qquad$
$\qquad$
wed $\qquad$
$\qquad$
he'd $\qquad$ they've $\qquad$
$\qquad$ you've $\qquad$

- Print the two words that make up each underlined contraction in the box at the right.
I. Soon well go out and play in the yard.

2. We wouldn't go until Mark finished his lesson.
3. He's happy that he has a new mitt.

$\square$
$\qquad$
$\qquad$
$\qquad$
4. It'll be fun to play catch with a baseball.
5. Were happy to have time to work and play.

## Review of Prefixes

You have learned that prefixes, like suffixes, change or modify the meanings of words.
A prefix usually is a syllable in itself, because it has a vowel sound.
The following prefixes usually make the word have the opposite meaning: un-, dis-, non-, ir-, im-, in-, and il-.

- Circle the prefix and underline the root in these words. Print the root word on the line.

- Print the antonyms of these words. The antonym is the root word after the prefix is removed.
impure $\qquad$ immature $\qquad$ indirect $\dagger$
unfold $\qquad$ disagree $\qquad$ illegal
$\qquad$
$\qquad$
Prefixes in-, en-, im-, and em- can have the meaning of on or in. inject encamp imprint embrace The prefix mis- can mean wrong or bad. misplace mistrust
- Circle the prefix and underline the root. Divide the words into syllables as you print them on the lines.



## Review of Prefixes

The prefix de- may mean away from, down, entirely, or to undo. depart The prefix pre- may mean before in time or place. prepay


- Divide these words with the prefixes de- or pre- into syllables as you print them on the lines.


- Complete this sentence with words from the lists above.

God will never leave or
us, nor should we $\qquad$ our friends.

