

# 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

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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

A A A A A a a a a a a a

✓ 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**?

|         |         |          |         |         |
|---------|---------|----------|---------|---------|
| <br>cap | <br>cat | <br>fan  | <br>rat | <br>man |
| <br>tag | <br>ax  | <br>bat  | <br>can | <br>bag |
| <br>hat | <br>pan | <br>lamp | <br>ant | <br>map |



# Page 56

## 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 **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<br>now<br><u>cow</u>      | owl<br>wow<br>pow        | growl<br>crowd<br>vowels  | a<br>e<br>i<br>o<br>u<br>town<br>down<br>frown | house<br>proud<br>mouse  |
| cow                           | owl                      | vowels                    | down                                           | mouse                    |
| <u>crown</u><br>brown<br>gown | tower<br>flower<br>power | bound<br>found<br>round   | sound<br>hound<br>pound                        | count<br>pounce<br>cloud |
| crown                         | flower                   | round                     | hound                                          | cloud                    |
| allow<br><u>clown</u><br>plow | out<br>shout<br>snout    | mound<br>blouse<br>ground | ouch<br>couch<br>pouch                         | south<br>scout<br>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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**Diphthongs** **ou and ow**

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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<br>scout<br>pout | sprout<br>out<br>doubt | hour<br>our<br>flour | crowd<br>amount<br>towel | fowl<br>growl<br>tower |
| 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 |

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.

# 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<br>foi<br>spoil  | Roy<br>toy<br>joy    | join<br>void<br>coin  | soil<br>moist<br>hoist | avoid<br>voice<br>joints |
| oil                  | toy                  | coin                  | soil                   | joints                   |
| coil<br>foi<br>brail | enjoy<br>boy<br>joys | royal<br>foi<br>loyal | Floyd<br>Lloyd<br>boil | boil<br>point<br>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.

- Mother will fold foi around Joy's cupcake. moist
- It will help to keep it fresh and moist. soil
- Our class enjoys it when Roy sings. enjoys
- His voice sounds loud and clear. foil
- Floyd helps his father dig a hole in the soil. voice
- He will hoist 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  |  |  |  |  |

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

|        |        |        |        |
|--------|--------|--------|--------|
| cowboy | poison | enjoy  | noise  |
| join   | joints | joyful | broils |

- 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

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:

| 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    |
| ēārñ | pēārñ | lēārñ | sēārñ   | hēārñ   |
| pēâr | bēâr  | wēârs | tēâring | wēâring |

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

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

ears  
search  
hear  
wears  
early  
earth  
learn  
earn

✓ 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-zes</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 **grēât**, and **ea = ē** as in **brēâd**.

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





|         |          |        |         |        |
|---------|----------|--------|---------|--------|
| tēâse   | pēânut   | wēâpon | grēâter | pēâs   |
| hēâd    | lēâther  | dēâf   | bēâñ    | squēâl |
| stēâk   | blēâch   | flēâ   | lēâf    | brēâth |
| hēâven  | spēâk    | tēâch  | prēâch  | hēâlth |
| fēâther | brēâking | bēâk   | bēâch   | brēâk  |

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

1. We say "please" and "thank you" to be polite.
2. The bread will rise because it has yeast in it.
3. A piano is too heavy for one person to move.
4. The Bible, God's Word, is a great treasure.
5. 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                                                                               |
|  |  |  |  |
| mailbox                                                                              | 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.

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**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

**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.



# 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.**

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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: **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>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      |
|-----------|-----------|---------|
| 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.

|                                                                                                                                                                                            |   |   |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
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| t                                                                                                                                                                                          | a | p |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| t                                                                                                                                                                                          | a | p | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
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| d                                                                                                                                                                                          | i | p | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| p                                                                                                                                                                                          | a | t |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| p                                                                                                                                                                                          | a | t | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| pad <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>p</td><td>a</td><td>d</td><td></td></tr><tr><td>p</td><td>a</td><td>d</td><td>ed</td></tr></table> | p | a | d  |  | p | a | d | ed | sob <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>s</td><td>o</td><td>b</td><td></td></tr><tr><td>s</td><td>o</td><td>b</td><td>ed</td></tr></table> | s | o | b |  | s | o | b | ed | rub <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>r</td><td>u</td><td>b</td><td></td></tr><tr><td>r</td><td>u</td><td>b</td><td>ed</td></tr></table> | r | u | b |  | r | u | b | ed |
| p                                                                                                                                                                                          | a | d |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| p                                                                                                                                                                                          | a | d | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| s                                                                                                                                                                                          | o | b |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| s                                                                                                                                                                                          | o | b | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| r                                                                                                                                                                                          | u | b |    |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |
| r                                                                                                                                                                                          | u | b | ed |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |                                                                                                                                                                                            |   |   |   |  |   |   |   |    |

### 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.

|          |           |          |             |          |
|----------|-----------|----------|-------------|----------|
| Christ   | parachute | whch     | knock       | chef     |
| rough    | telephone | Shepherd | chocolate   | Philip   |
| birthday | thek      | sign     | church      | champion |
| Phyllis  | together  | chorus   | thermometer | whisper  |
| tough    | brother   | sheep    | knowledge   | laugh    |

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.