

# Adventures in Phonics

Second Edition

Level



**Florence  
Lindstrom**

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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.

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# Introduction

The importance of being able to read cannot be overstated. It gives our minds access to important knowledge—the greatest being God’s Holy Word. Surely it is such a blessing to gain understanding through listening and speaking. But how wonderful it is to know how to read and write as thoughts and friendships are shared.

Each loving and caring teacher knows the joy of seeing a student, after many diligent hours of study, suddenly realize that he understands how to read. It is as if a light turned on. The student knows he can do something that is most valuable to him. To this end, the *Adventures in Phonics* program seeks to open a new world of understanding to the student.

The phonics lessons contained in this workbook have been successfully used in the Christian Liberty Academy day school for over fifteen years. In addition, the *Adventures in Phonics* program has been field tested over a period of several years with numerous home school families who have found the pages to be very helpful. Much of the material has been developed with the help of many ideas obtained over the past thirty years from teachers and other resources.

The general plan of this workbook includes the introduction of phonetic principles in a logical sequence, along with a consistent dose of drill and repetition to insure comprehension. Students are often directed to demonstrate their comprehension of lesson material by way of written exercises. Ideally, students should be encouraged to complete most of these exercises by themselves. However, some students may become unnecessarily frustrated with the quantity of written work that appears throughout the workbook. Therefore, instructors may allow their students to complete some of the workbook lessons orally; however, students in CLASS must complete all workbook lessons. Instructors are encouraged to be sensitive to the individual capabilities of each of their students, especially in the area of handwriting development.

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. May each of us show our love and gratitude to Him as we constantly seek to be lovingly obedient. He alone deserves the praise.

*Florence M. Lindstrom  
Arlington Heights, Illinois*

# Short Vowel Sound E e

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



✓ Say the short sound of E e (as in **egg**) as you circle and print the vowel.

E t r e E w e b E e

e E e E e s E s e E



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

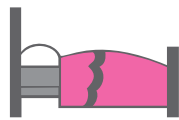
egg ant engine edge Ted Ethel elder

Ed Emily dog elbow fast exit empty

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



t \_ n



b \_ d



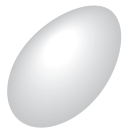
j \_ t



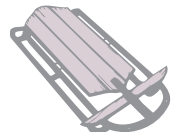
p \_ n



m \_ n



\_ gg



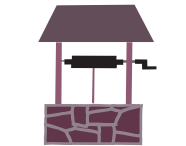
s l \_ d



v \_ st



p \_ t



w \_ ll



h \_ n



w \_ b



n \_ st



t \_ nt



n \_ t



# Short Vowel Sound I i

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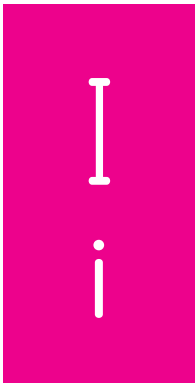


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The short sound of **I i** is found in many words that you say and hear each day.  
Notice that this short vowel sound is usually heard at the beginning or middle of the words.



✓ Say the short sound of **I i** (as in **insects**) as you circle and print the vowel.

i g i t i l e i i a

i i s l i a i l s i

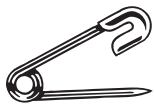


✓ Many of these words begin with the short sound of **i**. If a word begins with an **i**, underline the **i** and circle that word. Listen as your teacher reads them to you.

into under image did include add cat

inside apple inland ant itch Italy in

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



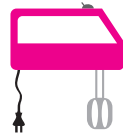
p \_ n



b \_ b



s \_ t



m \_ x



p \_ g



w \_ g



s \_ x



g \_ f t



h \_ l l



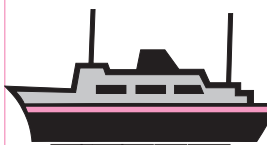
m \_ l k



l \_ d



d \_ g



sh \_ p



f \_ st



l \_ ps

# Diphthongs ou and ow

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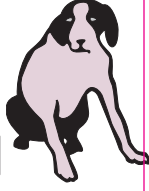


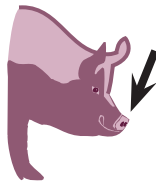


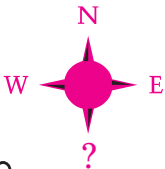
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A diphthong is **two** vowel sounds in **one** syllable. The diphthong **ou** makes the sound that is heard in **house**. Another diphthong that makes this sound is **ow**, which is used at the end of words as in **cow**, or when words with diphthongs 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.

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

✓ 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 \_\_\_\_\_.
- The trail up the \_\_\_\_\_ is steep.
- Jed has about a \_\_\_\_\_ stamps.
- A bell has a \_\_\_\_\_ sound.



thousand

loud

towel

mountain

# Diphthongs ou and ow

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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 **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.

<u>sound</u> <u>scout</u> <u>pout</u> 	sprout out doubt 	hour our flour 	crowd amount towel 	fowl growl 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 \_\_\_\_\_.
- A pig can sniff a sprout with its \_\_\_\_\_.
- An owl can act like a wise \_\_\_\_\_.
- Mother got mad at a mouse in the \_\_\_\_\_.

snout  
 house  
 fowl  
 ground



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

ow		ou	
b _____	d _____ n _____	th _____ sand _____	s _____ th _____
h _____	fl _____ er _____	m _____ ntain _____	_____ ch _____
n _____	cr _____ d _____	am _____ nt _____	c _____ nt _____
pl _____	ch _____ der _____	bl _____ se _____	ab _____ t _____



# Diphthongs oi and oy

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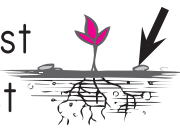






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A diphthong is **two** vowel sounds in **one** syllable. The diphthong **oi** makes the sound that is heard in **noise**. Another diphthong that makes this sound is **oy**, which is used at the end of words or syllables as in **boy** or **royal**.

✓ 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.

<p><u>oi</u>l to<u>oi</u> spo<u>oi</u></p> 	<p>Roy toy joy</p> 	<p>join void coin</p> 	<p>soil moist hoist</p> 	<p>avoid voice joints</p> 
<p>coil foil broil</p> 	<p>enjoy boy joys</p> 	<p>royal foil loyal</p> 	<p>Floyd Lloyd boil</p> 	<p>boil point joyful</p> 

✓ 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 \_\_\_\_\_ around Joy's cupcake.

moist

2. It will help to keep it fresh and \_\_\_\_\_.

soil

3. Our class \_\_\_\_\_ it when Roy sings.

enjoys

4. His \_\_\_\_\_ sounds loud and clear.



foil

5. Floyd helps his father dig a hole in the \_\_\_\_\_.

voice

6. He will \_\_\_\_\_ a flag on a post in the hole.

hoist

# Diphthongs oi and oy

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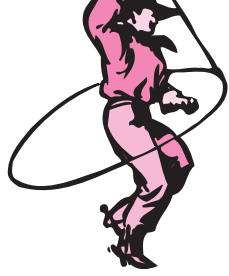
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A diphthong is **two** vowel sounds in **one** syllable. The diphthong **oi** makes the sound that is heard in **noise**. Another diphthong that makes this sound is **oy**, which is used at the end of words or syllables as in **boy** or **royal**.

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

b _____	sp _____	b _____	av _____ d
p _____ nt	t _____	n _____ se	j _____ nt
m _____ st	br _____	j _____	s _____

✓ 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

1. Joy hears the loud \_\_\_\_\_ Roy makes with his horn.

2. Both of them will \_\_\_\_\_ the club.

3. Can you see the \_\_\_\_\_ lead the cows?

4. God made our hands with lots of \_\_\_\_\_.

5. We feel \_\_\_\_\_ as we sing about God.



# Review: Modified Vowels ear Sound

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

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

dēar	clear	hear	year	gear
èarn	pearl	learn	search	heard
peâr	bear	wears	tearing	wearing

✓ 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 \_\_\_\_\_ his coat during the winter every year.

2. Anne will \_\_\_\_\_ for her pencil near her desk.

3. Phil is thankful he has good \_\_\_\_\_ so he can \_\_\_\_\_.

4. From the Bible we \_\_\_\_\_ that God created the heavens and the \_\_\_\_\_.



5. Jeff wakes up \_\_\_\_\_ in the morning for his paper route so that he can \_\_\_\_\_ 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	_____	waltz	_____
brush	_____	tax	_____	patch	_____
buzz	_____	march	_____	quiz	_____
box	_____	bush	_____	cross	_____

# Review: Three Sounds of Digraph ea ea

Letters **ea** make three different sounds: **ea** = ē as in **ē**ach, **ea** = ā as in gr**ea**t, and **ea** = ě as in br**ea**d.

✓ Make the correct vowel sound **marks** over the **ea** in the following words as in **ē**ach, gr**ea**t, and br**ea**d.

t <b>ea</b> se	peanut	weapon	greater	peas
h <b>ea</b> d	leather	deaf	bean	squeal
st <b>ea</b> k	bleach	flea	leaf	breath
heaven	speak	teach	preach	health
feather	breaking	beak	beach	break

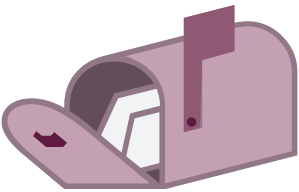


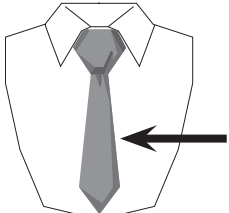
✓ Use the words in the box at the right to complete the following sentences.

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

heavy  
meadow  
treasure  
stream  
please  
yeast





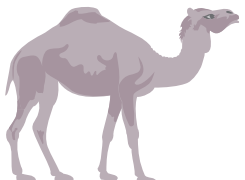


✓ Where do these words belong?

fishbowl	necktie	snowman	mailbox
			
_____	_____	_____	_____

# 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*.

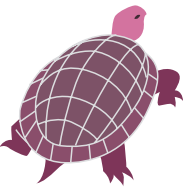

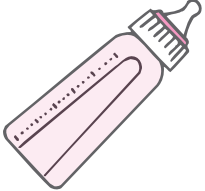
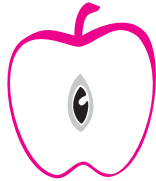

✓ Divide these words into syllables and print the words under the pictures. If the vowel has a *short* sound, a consonant stays with it.

cam-el	cab-in	wag-on	seven	robin
				
_____	_____	_____	_____	_____

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

liz-ard	radish	travel	pedal
heav-y	metal	heaven	visit
mel-on	finish	level	model

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	tumble	turtle	bottle	people
				
_____	_____	_____	_____	_____

**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	<u>    </u> tick-le <u>    </u>	trickle	<u>    </u> ----- <u>    </u>	speckle	<u>    </u> ----- <u>    </u>
buckle	<u>    </u> ----- <u>    </u>	freckle	<u>    </u> ----- <u>    </u>	crackle	<u>    </u> ----- <u>    </u>

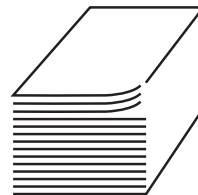


# Rule Seven For Dividing Words

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 - s y      lady      paper      student      tiger

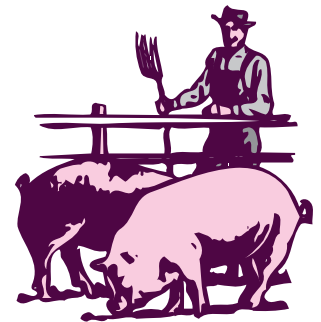


✓ Divide these words into syllables. Listen for a long vowel.

la - z y	legal	David	police	locate
co - z y	odor	moment	climate	zebra
la - bel	protect	pupil	spider	music
ba - sin	lady	rider	cable	tulip
si - lent	nature	pilot	secret	hotel

✓ 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 \_\_\_\_\_.
3. A person who teaches is a \_\_\_\_\_.
4. A person who preaches is a \_\_\_\_\_.
5. A person who sings is a \_\_\_\_\_.
6. A person who farms is a \_\_\_\_\_.



# 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

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

chrysalis      Christian      champion      parachute

- Stephen was the first \_\_\_\_\_ to be killed for his faith.
- He was a \_\_\_\_\_ of the Christian faith. 
- The hard pupa of a butterfly is called a \_\_\_\_\_.
- Would you be brave enough to jump with a \_\_\_\_\_?

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

tap	<u>tapped</u>   t	dip	_____   _____	pat	_____   _____
pad	_____   _____	sob	_____   _____	rub	_____   _____

# Digraphs gh and ph

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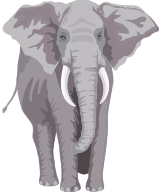


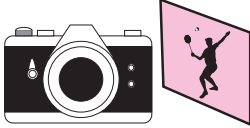

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The digraphs **gh** and **ph** can make the sound of f as in **digraph**, **phrase**, **laugh**, and **tough**.


✓ Print the **gh** and **ph** words under their correct pictures.

telephone	cough	photo	dolphin	elephant
				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

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.

<u>Christ</u>	parachute	which	knock	chef
rough	<u>telephone</u>	<u>Shepherd</u>	<u>chocolate</u>	<u>Philip</u>
birthday	thick	sign	church	champion
<u>Phyllis</u>	<u>together</u>	<u>chorus</u>	<u>thermometer</u>	whisper
tough	brother	sheep	knowledge	laugh

- The Lord is the \_\_\_\_\_ of His people. 
- The girls' \_\_\_\_\_ sang about the birth of \_\_\_\_\_.
- Mom used a \_\_\_\_\_ to see if I had a fever.
- Grandpa called the twins \_\_\_\_\_ and \_\_\_\_\_.
- They like to talk \_\_\_\_\_ on the \_\_\_\_\_.
- The twins each got a big \_\_\_\_\_ candy bar.

# The Alphabet

Here is a chart to help you study how to properly write the letters and numbers.

