

Adventures in Phonics

Second Edition

Level

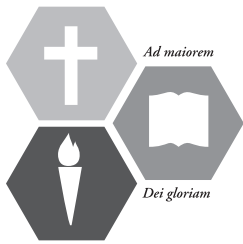


Florence
Lindstrom

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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*

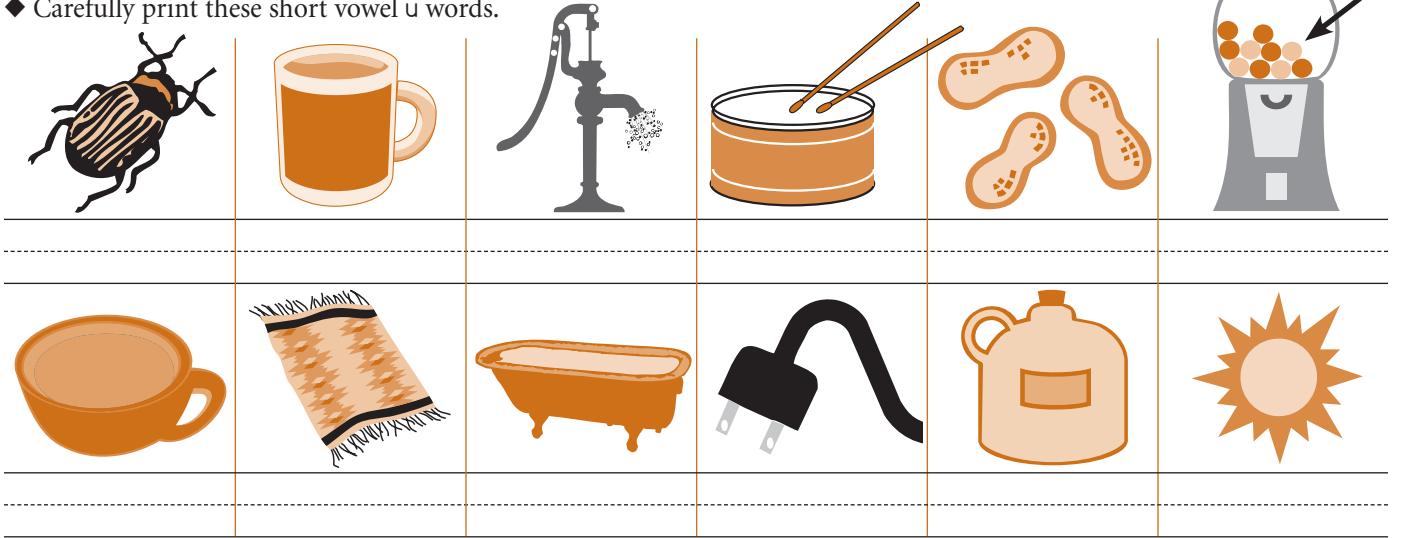
*Whatever you do, do it heartily,
as to the Lord and not to men.*

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 ũnder lŭmp ũmbrella

◆ Carefully print these short vowel u words.



◆ Complete these sentences with words from the pictures above.

1. More water would fit in a _____ than in a _____.



2. Never touch a _____ as you take a bath in a _____.

3. People used to get water from a _____ to fill a _____.



4. The child slept as snug as a _____ in a _____.



5. The _____ was hot as Tom played his _____ in the parade.



Some two-syllable words have a short vowel u in the first syllable. hŭs bānd = hŭsbānd

◆ Complete the sentences with these two-syllable words with a short vowel u in the first syllable.

hundred sudden rumble muscles hungry

1. God gave us _____ to help us live and move.



2. My tummy makes a _____ sound when I get _____.

3. Dad made his van come to a quick or _____ stop.

4. About one _____ sheep were crossing the road.




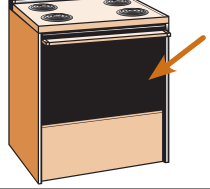



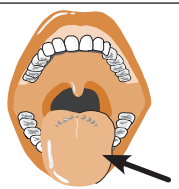

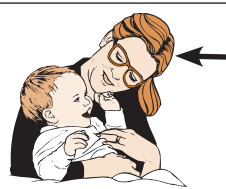



The Vowel o Having the Sound of u

In these words, the o makes the short sound of ŭ, as in love, some, and done.


mother	oven	dove	won	shovel	dozen
money	tongue	glove	brother	love	compass

◆ Carefully print these short vowel u words, spelled with an o, under the pictures.



					
					

◆ Complete these sentences with words from the boxes below.

month shove color from other front

- In the _____ of October, the leaves change _____. 
- It is not polite to push or _____ another person.
- Doug carried food _____ the car to the _____ door.
- The class set a good example for the _____ students.

honey wonderful comfort come company


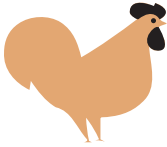


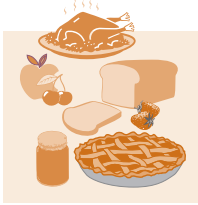

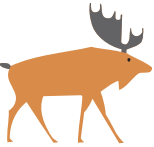



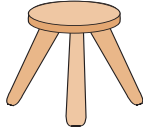

- God gives _____ to His people in times of trouble.
- Don enjoys _____ or guests _____ for dinner.
- His family helps them to have a _____ time. 
- Jane paid money to cover the cost of the _____. 

Review of Digraph oo Words

Remember! A **vowel digraph** has **two** vowels that make **one** sound.

In this lesson the vowel digraph **oo** makes the long vowel sound of **u**, as in **moo**se, **stoo**l, and **loo**p.

◆ Carefully print these words with the sound of **oo**.

◆ Complete these sentences with words in the box below.

loom zoo room smooth food noon

- At school, many students got balloons after lunch at _____.
- Soon they will take their balloons back to their class _____.
- Mrs. Bloom knows how to weave rugs on a large _____.
- The new road was very _____ as we rode our bikes on it.
- We saw a man give _____ to a baboon at the _____.

◆ Complete these sentences with the **oo** words from the box at the right.

- Did you _____ to eat soup with _____?
- June's little _____ likes to bark at people.
- In Australia, we are sure to see a _____.
- Do you like books with _____ pictures?
- The sound of the horses' _____ was loud.

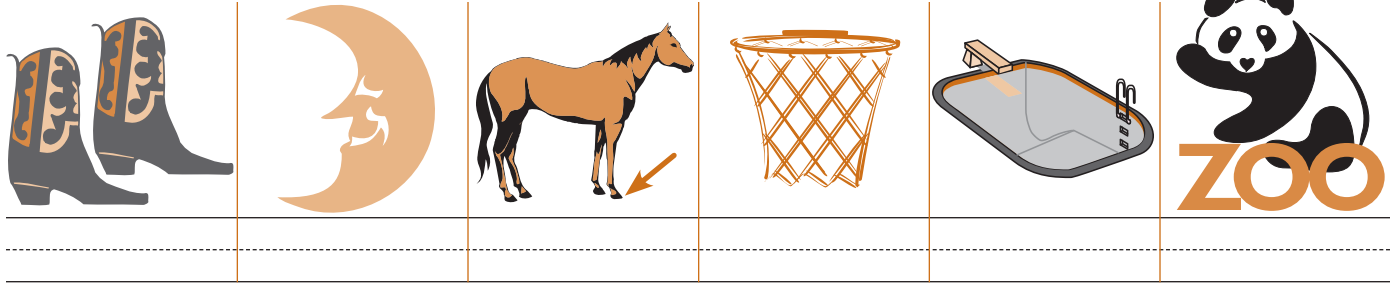
cartoon
poodle
noodles
choose
hooves
kangaroo

Review of Digraph oo Words

Remember! A **vowel digraph** has **two** vowels that make **one** sound.

The vowel digraph oo makes two sounds: one is \bar{o} (\bar{u}) as in zoo, and the other is \bar{oo} as in book.







◆ Carefully print these words with the vowel digraph \bar{o} .

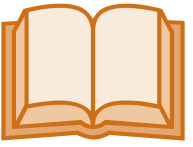


◆ Complete these sentences with words from the pictures above.

- It is important to take care of a horse's foot or _____.
- The cowboy remembered to leave his _____ at the door.
- On clear nights, the stars and _____ can easily be seen.
- The boys threw balls in the _____ and swam in the _____.
- The children always enjoy seeing the animals at the _____.

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

u_e	ue	ew	oo
r <u>u</u> d <u>e</u>	tr_____ 	scr_____ 	bl____m 
pr____n____	gl_____	thr_____	n____dles
J____n____	bl_____ 	kn_____ 	p____dle
fl____t____ 	S_____	dr_____	ch____se

- As we visited _____ in June, we saw her pet _____.
- James _____ that he had to tighten a _____ on his bike.
- The Bible, the Word of God, is _____.
- Don _____ a picture and used _____ to paste it in a book. 

More Silent Consonants

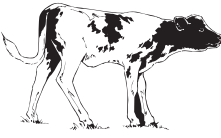








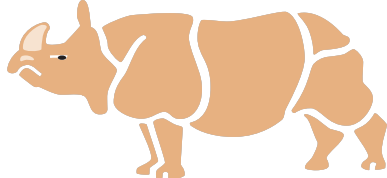
Several sets of letters in which one consonant may be silent are:

~~l~~f as in half ~~l~~k as in talk ~~l~~ch as in watch ~~l~~m as in palm ~~r~~h as in rhyme.

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

match	l psalm	stretch	pitcher	calf
walk	rhythm	rhubarb	catch	rhinoceros
chalk	hatch	half	stalk	palm

◆ Choose words from the list above for the following pictures and the sentences below.

			<i>The Lord is my shepherd ...</i>		
					

1. The song had a cheerful, happy .

2. Jane made a delicious strawberry and  pie.

3. Write three words that rhyme with **batch**, **patch**, and **snatch**.



--	--	--

4. Write three words that have a silent **l** and rhyme with **talk**.

--	--	--

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

hatch	chalk	stretch	snatch	batch	stalk
walk	calm	half	fetch	rhyme	patch
palm	catch	pitch	calf	talk	thyme
match			ditch		

More Silent Consonants

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

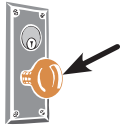


◆ Cross out the silent consonants in the words in the box below. kn-know wr-wrist rh-rhyme

wrench knob rhinestone wrist knife rhythm
 knuckles wreath wrangler wrinkle knit rheumatism

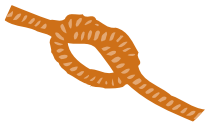
◆ Complete these sentences and label the pictures below with words from the box above.

- The orchestra played songs with a nice _____.
- An old man used a cane because of his _____.
- The _____ had sore _____ from his rope.
- Jill thanked Grandma for the _____ pin.
- Mother had to press the _____ 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.

wrong knuckle know knot wrestle rhyme
 kneel wrote wren wraps knee wreck



batch match
 catch patch
 hatch snatch



32
 +43

 76 ✓

- Neal has to _____ on the floor as he _____ Dad's gift.
- Ken and Al know how to _____ with each other on mats.
- Mr. Wright _____ a report about the car _____.
- Did you _____ 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



a cat's mat

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

door of car

Bible of Cal

pen of Mike

spoon of baby

desk of Pam

shoe of Judy

hat of Ted

wall of room

scarf of Jan

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.

cat cats
cat's food

boy boys
boy's balloons

Sara's smile is beautiful.



◆ Complete these sentences with words from the box at the right.

1. The coat has four _____.

2. The _____ boots are under his bed.

3. The _____ food is in the box.

4. My _____ coat is in the closet.

5. The _____ live in the jungle.

6. Tom sat in the _____ chair.

7. We fed each of the _____.

8. We could hear the _____ bell.

9. Dad hammered sixteen _____ in the wall.



buttons

button's

boys

boy's

rabbits

rabbit's

sisters

sister's

tigers

tiger's

dentists

dentist's

kittens

kitten's

cows

cow's

nails

nail's

The Apostrophe for Possession

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.

☆ If a word needs to be plural and possessive, make the word plural; then add the 's.

☆ 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



children's

the man's hat



◆ 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 one the robin's nest

the babies' cribs more than one the eagles' wings

the lady's purse the puppies' ears

the horses' barn the cities' lights

the duck's beak  the radio's plug 

the monkeys' tails 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.



1. If women have a meeting, it is the _____.

2. If kangaroos have a yard, it is the _____.

3. If the babies have scarves, they are the _____.

4. Alison was given a doll, so it is _____.



5. The wolves have a den, which is the _____.

6. Lonna has many toys, so they are _____.



7. Dad gave Joey a Jeep, so it is _____.



8. Some boots belong to Connel, 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

◆ Print these words as contractions, putting in an apostrophe when the underlined letters are removed.

do not = don't would not = wouldn't were not = weren't

do <u>not</u>	<u>don't</u>	should <u>not</u>	are <u>not</u>
had <u>not</u>		were <u>not</u>	does <u>not</u>
has <u>not</u>		was <u>not</u>	is <u>not</u>
have <u>not</u>		could <u>not</u>	did <u>not</u>

◆ Print these words as **contractions**. Take out the underlined letters, as in we are = we're.

they <u>are</u>	<u>they're</u>	you <u>will</u>	he <u>had</u>
you <u>are</u>		it <u>will</u>	she <u>had</u>
we <u>are</u>		I <u>will</u>	they <u>had</u>
we <u>would</u>		he <u>will</u>	you <u>have</u>
he <u>would</u>		she <u>will</u>	we <u>have</u>
she <u>would</u>		we <u>will</u>	they <u>have</u>
they <u>would</u>		they <u>will</u>	 I <u>am</u>

◆ Complete these sentences with **contractions** made from the words in the box at the right.

1. Jim _____ get much sleep, so he _____ stay awake.
2. _____ hoping that _____ able to come to my party.
3. Jan knows she _____ be able to eat a big pizza.
4. Mother thinks that _____ go shopping today.
5. Now that this page is finished, _____ need a rest.

did not
can not
I am
you are
would not
she will
we will



The Apostrophe for Contractions

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 = won't.

do not = don't they have = they've she is = she's he would = he'd we will = we'll

◆ Print the two words that make up these contractions. ☆ Notice: can not = can't will not = won't



don't do not


hadn't _____

hasn't _____

haven't _____

wasn't _____

can't _____



couldn't _____

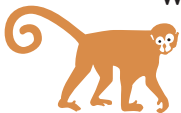
isn't _____

didn't _____

aren't _____

doesn't _____

won't _____



they're they are



you're _____

we're _____

they'll _____

you'll _____

it'll _____

I'll _____



I'm _____

he's _____

it's _____

we'd _____

he'd _____

they've _____

you've _____

◆ Print the two words that make up each underlined **contraction** in the box at the right.

1. Soon we'll 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.








4. It'll be fun to play catch with a baseball.

5. We're 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.

 displease _____ please _____ impatient _____ incomplete _____
 impolite _____  illegal _____  disobey _____
 nonstop _____ incorrect _____ nonsense _____
 unfair _____ irregular _____  unscrew _____

◆ Print the **antonyms** of these words. The **antonym** is the **root word** after the prefix is removed.

impure _____ immature _____ indirect _____
 unfold _____ disagree _____ illegal _____

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.

 enclose _____ en-close _____  insight _____ improve _____
 mislead _____ inflate _____  imprint _____
 embrace _____ enlarge _____ misplace _____


Prefixes or beginning syllable a- and be- can have several meanings as they become part of words. away below

◆ Divide these words with the prefix or beginning syllable a- into syllables as you print them on the lines.

 afraid _____ among _____  alarm _____
 around _____  astray _____ aware _____
 ahead _____ amount _____  adopt _____

◆ Print the prefix or beginning syllable be- to complete these words. Match them to their definitions.

behave c a. faith, conviction
 ___ lief ___ b. to start
 ___ gin ___ c. how one acts, conduct







___ long ___ a. in back of 
 ___ ware ___ b. to be part of; own
 ___ hind ___ c. to be on guard

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.

 depress	<u>de-press</u>	 depart	 deflate
prejudge	_____	prefix	preboard
 defrost	_____	 detour	 debug
preview	_____	prepay	precook

The prefix *re-* usually means *do again.* replace
 The prefix *ex-* usually mean *from or out of.* explain



◆ Divide these words with the prefixes *re-* or *ex-* into syllables as you print them on the lines.

 rejoice	<u>re-joice</u>	 research	respell
exhale	_____	exchange	exclaim
 replace	_____	 retreat	 rebuild
export	_____	explain	extend

The prefix *fore-* usually means *before in time and place.* forenoon
 The prefix *for-* usually means *away, apart, or off.* forbid



◆ Print prefixes *fore-* or *for-* before the root words. Match them to their definitions.

<u>fore</u> head	<u>d</u>	a. from sunrise to noon	<u>for</u> get	<u>d</u>	a. to move ahead
___man	___	b. from wrist to elbow	___ward	___	b. to give up or leave
___noon	___	c. chief person of group	___ever	___	c. to pardon, overlook
___father	___	d. face below hairline	___bid	___	d. to remember no more
___warn	___	e. to warn in advance	___give	___	e. for eternity
___arm	___	f. an ancestor	___sake	___	f. to prevent, not allow

◆ Complete this sentence with words from the lists above.

God will never leave or _____ us, nor should we _____ our friends.