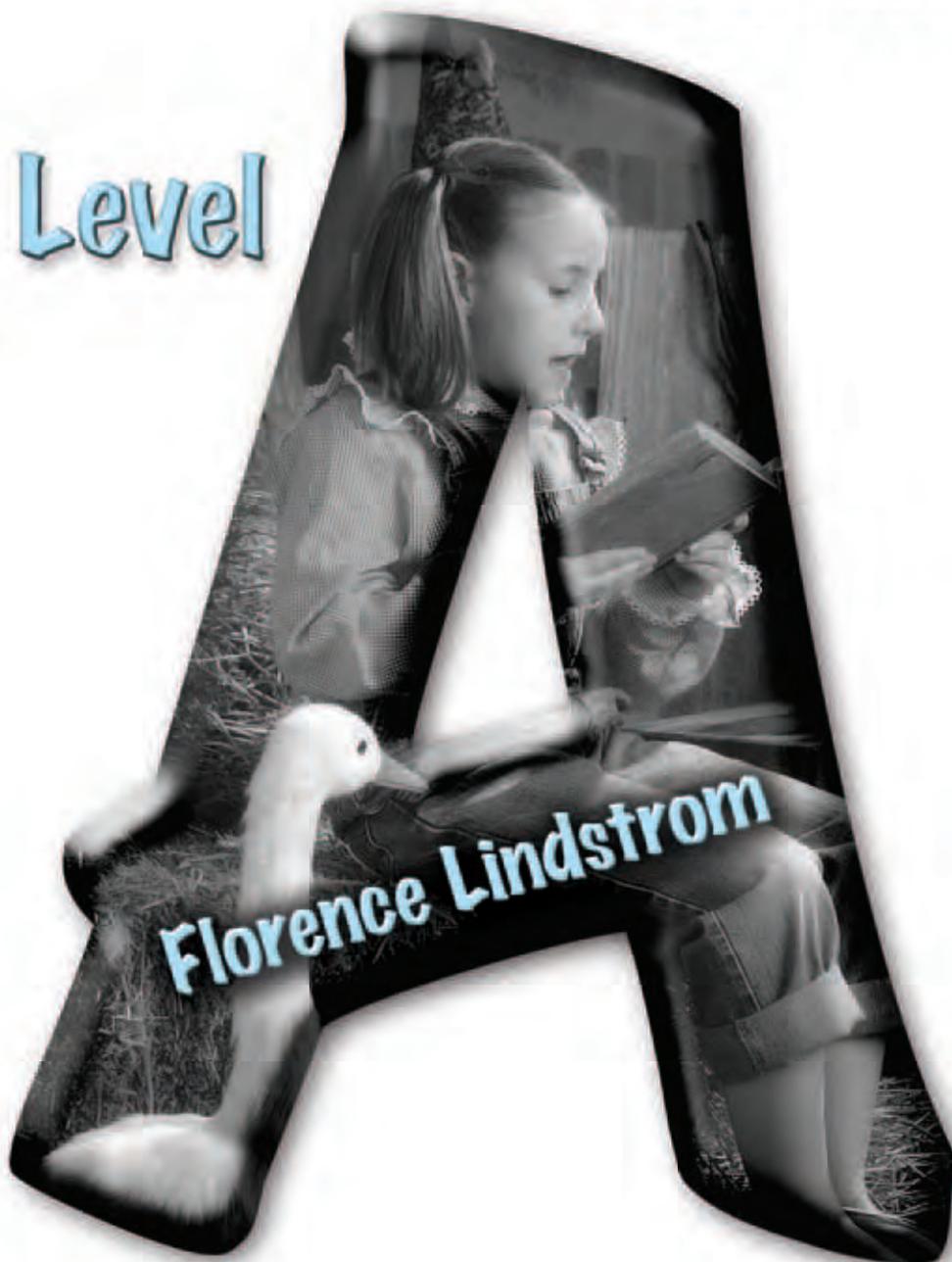


# Adventures in Phonics

Third Edition

Level



Copyright © 2013 Christian Liberty Press

Christian Liberty Press

Arlington Heights, Illinois

# Adventures in Phonics Level A

Copyright © 2013, 1993, 1991 Christian Liberty Press

All rights reserved. Copies of this product 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.

Copyright © 2013 Christian Liberty Press

A publication of

***Christian Liberty Press***

502 West Euclid Avenue  
Arlington Heights, Illinois 60004  
[www.christianlibertypress.com](http://www.christianlibertypress.com)  
[www.shopchristianliberty.com](http://www.shopchristianliberty.com)

Written by Florence M. Lindstrom  
Editing and layout by Edward J. Shewan  
Copyediting by Diane C. Olson  
Cover design by Bob Fine  
Cover image © Design Pics 2013, Pete Stec

ISBN: 978-1-935796-31-2 (print)  
978-1-629820-01-9 (eBook PDF)

Printed in the United States of America

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.

# Contents

Introduction.....	vii
Short Vowel a – A.....	1-4
Short Vowel e – E.....	5-8
Review of Short Vowels a – A and e – E.....	9-10
Short Vowel i – I.....	11-14
Review of Short Vowels a – A, e – E, and i – I.....	15-16
Short Vowel o – O.....	17-20
Review of Short Vowels a – A, e – E, i – I, and o – O.....	21-22
Short Vowel u – U.....	23-26
Review of Short Vowels a – A, e – E, i – I, o – O, and u – U.....	27-28
Consonant Sound s – S.....	29-30
Consonant Sound t – T.....	31-32
Consonant Sound b – B.....	33-34
Consonant Sound h – H.....	35-36
Consonant Sound f – F.....	37-38
Consonant Sound m – M.....	39-40
Consonant Sound c – C and k – K.....	41-42
Consonant Sound d – D.....	43-44
Consonant Sound j – J.....	45-46
Consonant Sound r – R.....	47-48
Consonant Sound g – G.....	49-50
Consonant Sound l – L.....	51-52
Consonant Sound n – N.....	53-54
Consonant Sound w – W.....	55-56
Consonant Sound p – P.....	57-58
Consonant Sound v – V.....	59-60
Consonant Sound qu – Qu.....	61-62
Consonant Sound y – Y.....	63-64
Consonant Sound x – X.....	65-66

# Adventures in Phonics Level A

Consonant Sound z – Z.....	67-68
Introducing Short Vowel – a – Words.....	69
Introducing Short Vowel – e – Words.....	70
Introducing Short Vowel – i – Words.....	71
Introducing Short Vowel – o – Words.....	72
Introducing Short Vowel – u – Words.....	73
Short Vowel – a – Words.....	74-75
Short Vowel – e – Words.....	76-77
Short Vowel – i – Words.....	78-79
Short Vowel – o – Words.....	80-81
Short Vowel – u – Words.....	82-83
Additional Work with Words having Short Vowels – a – e – i – o – u –.....	84-89
Marking Short Vowels in Words.....	90-94
Spelling Short Vowel Words.....	95-98
Consonant Blends.....	99-105
Short Vowel Words Ending with ss, ll, ff, zz, and ck.....	106-109
Short Vowel Words Ending with Consonant Blends.....	110-113
Short Vowel Words with Digraphs ch, sh, th, and wh.....	114-115
Long Vowel – a – Words.....	116-122
Long Vowel – e – Words.....	123-128
Long Vowel – i – Words.....	129-133
Long Vowel – o – Words.....	134-138
Long Vowel – u – Words.....	139-143
Review of Long Vowel Words.....	144-149
Spelling Long Vowel Words.....	150-152
Long Vowel Sound with Single – i – and – o –.....	153-154
Words with ow and ou Sounds.....	155-157
Words with ör Sounds.....	158-160
Words with ôr Sound.....	161-164

Words with $\bar{o}$ Sound.....	165-167
Words with $\bar{o}$ Sound.....	167-169
Review of Words with $\bar{o}$ and $\bar{o}$ Sounds.....	170
Words with oi and oy Sounds.....	171-173
Words with er, ir, ur, ear, and (w)or.....	174-177
Words with Sound of - $\hat{o}$ -.....	178-181
Review of Modified Vowels.....	182-189
Words with $\hat{a}$ r Sound.....	190-193
Hard and Soft Sound of - c -.....	194
Review of the Long and Short Sound of - a -.....	195
Hard and Soft Sound of - g -.....	196
Review of the Sounds of - i - and Soft - g -.....	197
Digraphs kn and wr.....	198
The Letters ing as Part of a Word and as a Suffix, and Review of kn and wr.....	199
The Importance of the - y - as a Vowel.....	200
Adding Suffixes -er, -y, and -ing.....	201
The Vowel - o - Making the Short Sound of - u -, and the Schwa Sound made by - a -.....	202
Compound Words, Review of Schwa Sound of - a -, and Short Sound of ea.....	203
Sets of Consonants with Silent Letters mb, bt, gu, and bu, and Suffixes.....	204
Using an or a in Sentences, and Review of $\hat{o}$ Sound.....	205
Making Words That End with - y - Plural.....	206
Review of Silent Consonants, and Review of Compound Words.....	207
Review of Words Ending with - y -, and Words with Modified Vowels.....	208
Review of - o - Sound, and Digraphs kn and wr.....	209
Review of the Use of - e - i - or - y - after - c - or - g -.....	210
Review of the Doubled Consonants, and the ck Sound.....	211
Review of the Use of an or a in Sentences, and the - $\hat{o}$ - Sound.....	212

# Introduction

The importance of being able to read cannot be overstated. It gives our minds access to endless knowledge—the greatest being God’s Holy Word. It is such a blessing to gain understanding through listening and speaking. How wonderful it is to also 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 studying, suddenly realize he understands how to read. It is as if a light has turned on. The student knows he can do something that is most valuable to him.

The phonics lessons contained in this workbook have been successfully used in the Christian Liberty Academy day school for over ten 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 twenty-five years from teachers, textbooks, and other resources. This help has been greatly appreciated.

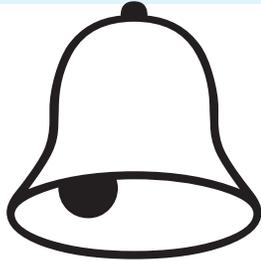
The general plan of this workbook includes the introduction of phonetic principles in a logical sequence, along with a consistent dose of drill and repetition of these concepts to ensure comprehension. Students are often directed to demonstrate their comprehension of lesson material by way of written 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 book. Therefore, instructors should feel free to allow their students to complete some of their workbook lesson orally. Perhaps some of the written exercises can be completed orally by the student while the teacher fills in the student’s answers. 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 the 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 in constantly seeking to be lovingly obedient. He alone deserves all praise.

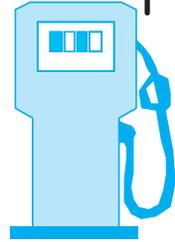
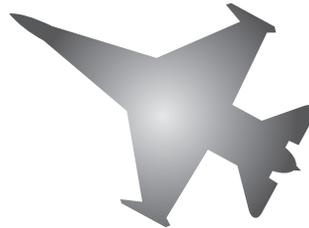
*Florence M. Lindstrom  
Arlington Heights, Illinois*

# Review of Short Vowels

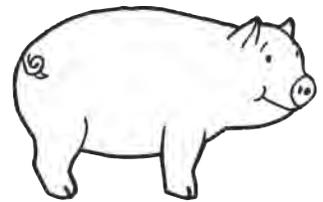
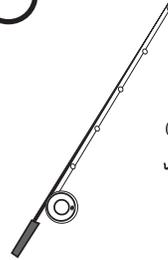
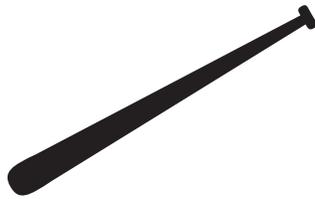
What short sound vowels do you hear in these words? Carefully print the correct vowel in each space as you say the words.



r ck b ll h ll m p

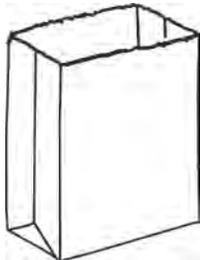


c ck g ft j t g s



d ll b t r d p g

10



t n b g n st l ps

# Short Vowel u – U

---

---

---

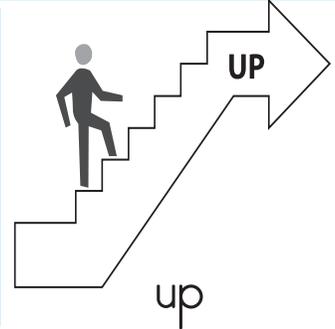
To help you learn the short vowel sound of **u**, listen to the beginning sound as you say the names of these pictures three times. Underline the first **u**.



umbrella



umpire



up

Circle each **u** sound you see below. Say the short sound of **u** as you circle it.

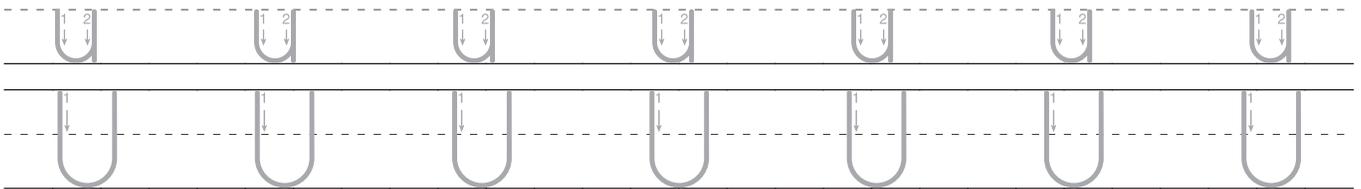
U u a i e e a u

u U u u o i u o

O o U a u u U O

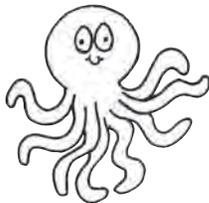
u u U A i i p U

Say the short sound of each letter as you carefully trace it.

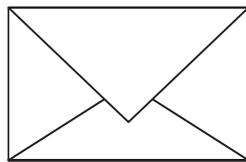


Circle the short vowel sound you hear in these words.

a  
e  
i  
o  
u



a  
e  
i  
o  
u



a  
e  
i  
o  
u



a  
e  
i  
o  
u



# Short Vowel u – U

---



---

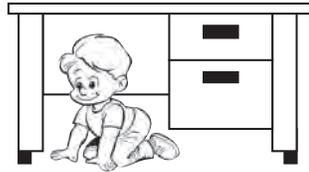


---

Think again about the short vowel sound of **u** as you say the names of these pictures, which begin with **u**. Do you remember the **u** sound? Underline the **u** after you practice saying the names of the pictures.



umbrella



under



up



umpire

Many of these words begin with the **u** sound. Look at the first letter in each word, and circle it if it begins with the **u** sound. Listen for the **u** sound as your teacher reads the words to you.

uncle

us

plant

alligator

upon

upset

usher

answer

up

ant

umpire

unfair

ugly

until

time

stand

otter

into

under

enter

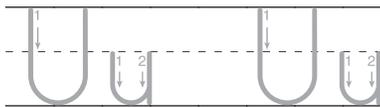
stop

umbrella

undo

engine

Say the short sound of each letter as you carefully trace it. Continue to print the letters to fill the line.



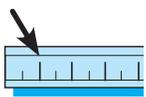
Circle the short vowel sounds you hear at the beginning of these pictures.



o O e I O a O e i o O a



e E i a e u E O i A e E



i i a i e I a A u e i I



A a e i o a A E e A I a

# Short Vowel u – U

---

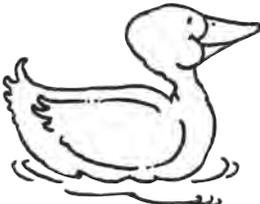
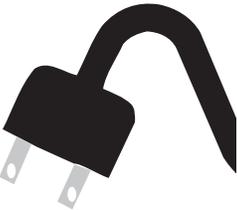


---



---

In the following rows, the **u** sound is in the middle of these words. As you say the names of the pictures, listen for the **u** sound. Underline the **u** sound. Say the name of each picture three times.

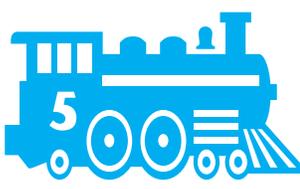
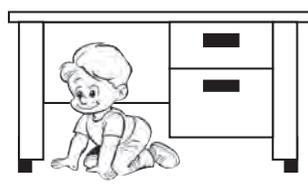
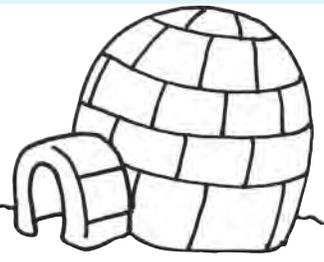
 cup	 drum	 duck	 jug	 bug
 club	 cut	 plug	 gum	 cub

Copyright © 2013 Christian Liberty Press

Say the short sound **u** as you carefully trace it.

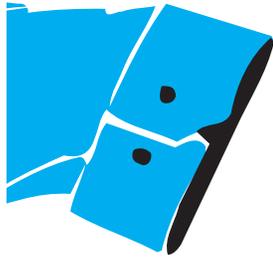
						
						

Circle the short vowel sound you hear at the beginning of these pictures.

			
O A e o e o A a	e E a l e o i e	U u e u u n A o	o d i O I o e i

# Spell Short Vowel Words

Do you remember what to do on a page like this? Print the correct name under each picture.



Will you draw the picture for these words?

bag

hill

sun

tent

cup

hat

egg

six

# Consonant Blends

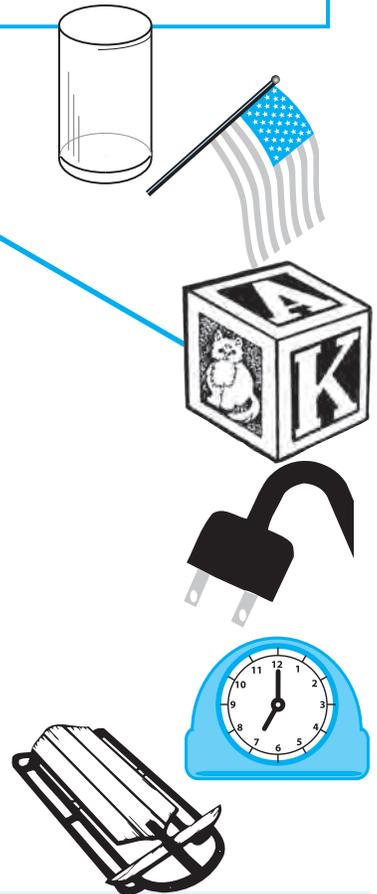
Many words begin with two or three consonants. When each of these consonants says its usual sound, we call it a **blend**. You have seen blends in such words as **block**. Say the sound as you trace each blend and draw a line to the correct picture.



bl      cl      fl      gl      pl      sl

Tracing practice for the words: block, clock, flag, glass, plug, sled.

Each word is written on a set of three horizontal lines (top, middle-dashed, bottom) with numbered arrows indicating the stroke order for each letter.



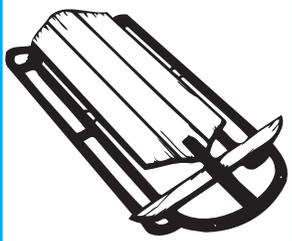
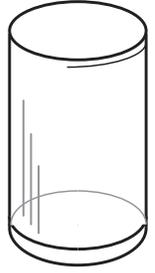
Underline the blends as you sound out these words. Carefully print the words in the correct spaces.

clip

flag

sled

glass

# Consonant Blends

---



---



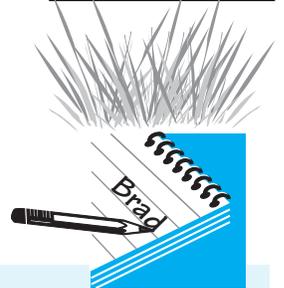
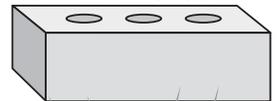
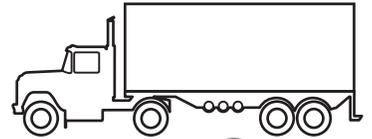
---

Here are some more words that begin with two consonants. When each of these consonants says its usual sound, we call it a **blend**. You have seen blends in such words as brick. Practice saying the sound as you trace each blend; then draw a line to the correct picture.

br cr dr fr gr pr tr

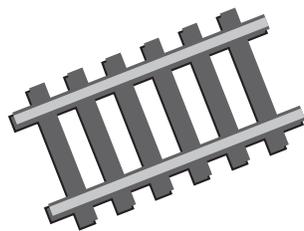
Tracing practice for the following words:

- brick
- crab
- drum
- frog
- grass
- print
- truck



Copyright © 2013 Christian Liberty Press

Circle the correct word that matches the picture.



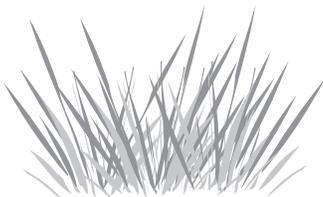
brick  
trick  
track



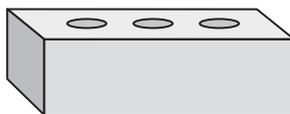
drip  
dress  
drop



grip  
trip  
drip



grass  
grip  
grin



brick  
brag  
brim



grab  
crab  
drum

# Consonant Blends



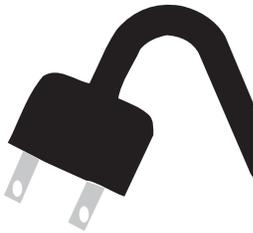
Brad will print  
at his desk.

This is a review page for the l and r blends. Carefully print the correct word under each picture.

flag

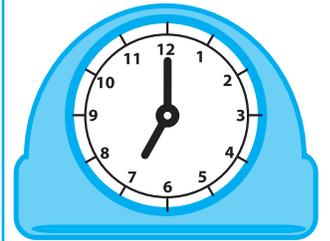
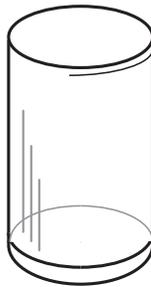


drum



block

plug



truck

glass

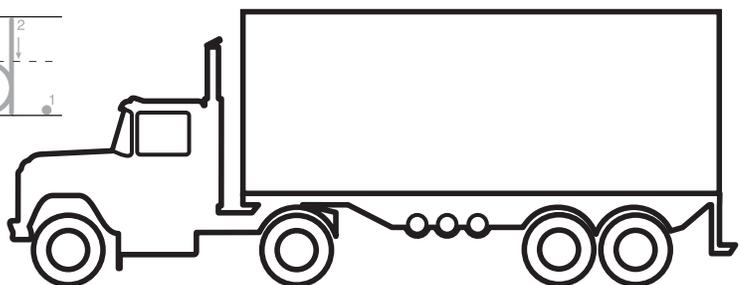
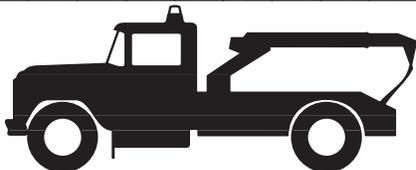
clock

plant

Read the sentence carefully and trace the words. Color the picture when you are finished.

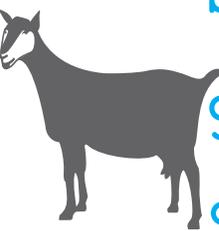
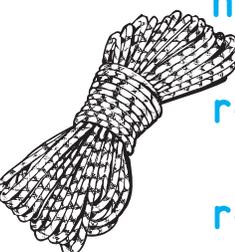
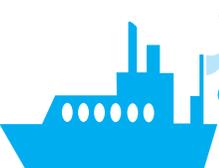
The truck was stuck

in the mud.



# Long Vowel o Words

This lesson teaches the long sound of o as in oak. The first vowel says its name, and the second vowel is silent. Most of the words have the two vowels o\_e as in pole and oa as in boat. The w is a vowel when it follows another vowel and makes the long sound of o as in mow.

	 <p>pole role mole</p>	 <p>boat goat coat</p>	 <p>toad mow soap</p>
 <p>hope rope road</p>	 <p>nose rose toes</p>	 <p>cane cone cape</p>	 <p>road note crow</p>
 <p>goat coat boat</p>	 <p>road toad boat</p>	 <p>stop stove same</p>	 <p>not coat bowl</p>

Read the sentence and carefully trace the words.

crow snow tow bowl slow  
 May God bless this home.

# Long Vowel o Words

---

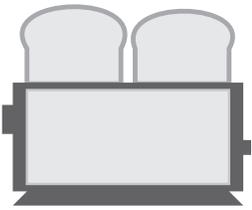
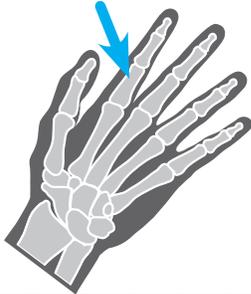
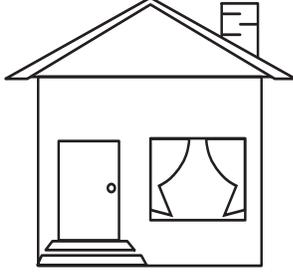
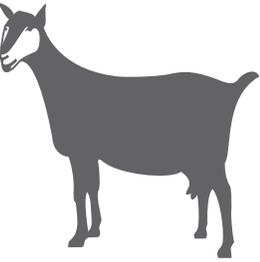
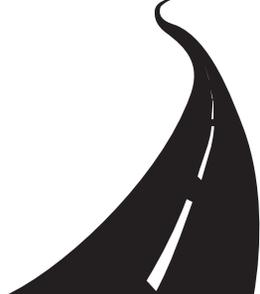
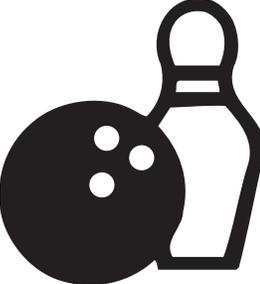
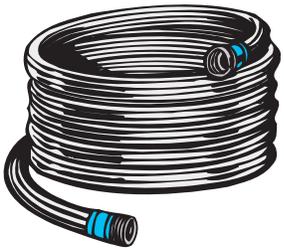


---



---

Remember to look at the vowels. The words on this page have the long vowel sound of o.

toast				
home				
nose				
bone				
stove				
goat				
road				
mow				
hoe				
bowl				
dome				
hose				
snow				
bow				
goal				
note				

# Soft Sound of c

---



---

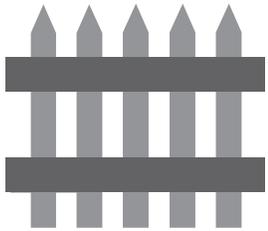
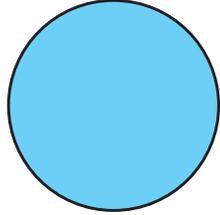
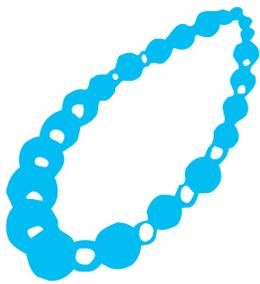
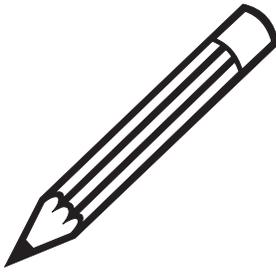
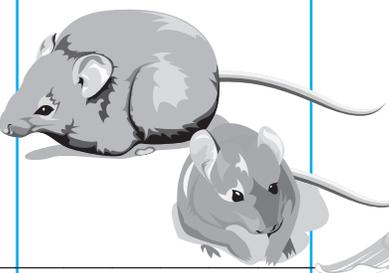


---

You have already learned that the consonant **c** makes the *hard sound* of **k** when the vowels **a**, **o**, and **u** come after the **c**, such as in **cat**, **cot**, and **cut**. This lesson teaches a very important *new* fact about the consonant **c**: It usually makes the *soft sound* as in **s** when the vowels **e**, **i**, or **y** come after the **c**.



How do you spell these soft sound **c** words? Write the correct word under each picture.

race				
fence				
circle				
rice				
city				
pencil				
necklace				
celery				
cymbals				
mice				

# Review of the Long and Short Sound of the Vowel a

---

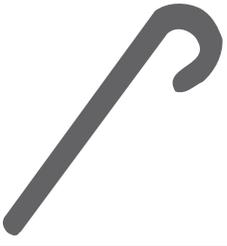
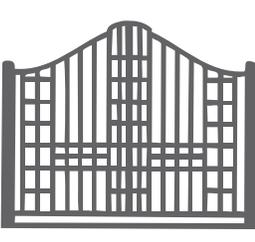
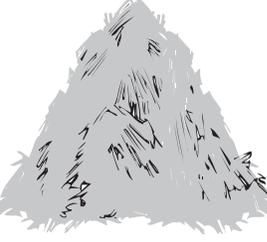
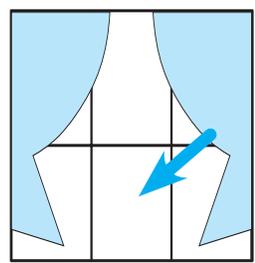


---

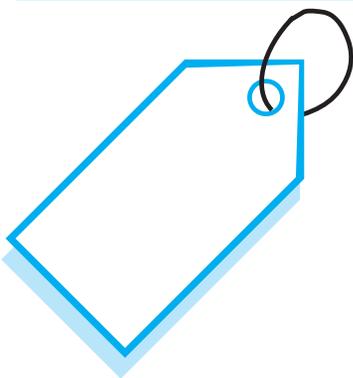


---

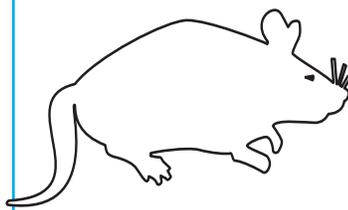
Look in the boxes to see what vowels should be in the words below.

a_e	a_e	ai	ai	ay
				
lake				
				
				

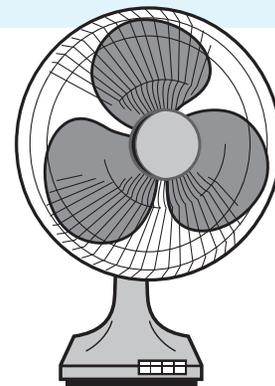
Do you still remember how to spell these short vowel a words?



tag  
bag  
slack



van  
can  
rat



jam  
jar  
fan

# The Alphabet

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

