

Table of Contents



| | |
|---|----|
| Introducing Phonics Adventures | 6 |
| The Science of Reading | 6 |
| Components of the Phonics Adventures Program | 7 |
| Scope and Sequence | 7 |
| Why Teach Phonics? | 10 |
| Phonics in the Reading Program | 10 |
| Teaching Phonics | 10 |
| Suggestions for Using Level A | 11 |
| Format of the Student Book | 11 |
| Using the Teacher's Edition for Phonics Adventures Level A | 13 |
| Support for English Learners | 16 |
| Additional Instructional Strategies | 17 |

UNIT 1 Friends

Readiness

| | | | |
|--|-------|------------------------------------|-------|
| Unit Introduction | 19 | Visual Discrimination | 30-37 |
| Song: "The More We Get Together" | 20 | Rhyming | 38-39 |
| Family Letter | 21 | Take-Home Booklet: "Friends" | 40-41 |
| Rhyming | 22-23 | Unit 1 Progress Check | 42-43 |
| Listening and Following Directions | 24-29 | Scoring Information | 44 |

UNIT 2 The Alphabet

Letter Naming, Recognition, Writing, Matching Aa-Zz

| | | | |
|--------------------------------|-------|------------------------------------|-------|
| Unit Introduction | 45 | Letters Uu-Zz | 72-78 |
| Song: "ABC Song" | 46 | Review Letters Aa-Zz | 79 |
| Family Letter | 47 | Rhyming | 80-81 |
| Letters Aa-Ee | 48-53 | Take-Home Booklet: | |
| Letters Ff-Jj | 54-59 | "Alphabet Soup" | 82-83 |
| Letters Kk-Oo | 60-65 | Unit 2 Progress Check | 84-85 |
| Letters Pp-Tt | 66-71 | Scoring Information | 86 |

UNIT 3 Pets and Play

Consonants **s, m, t, b, f, r, n, p**; Short Vowel **a**

| | | | |
|---|----------------|--|----------------|
| Unit Introduction | 87 | Review Initial | |
| Song: "Bingo" | 88 | Consonants s, m, t, b, f, r | 106-107 |
| Family Letter | 89 | Initial Consonant n | 108-109 |
| Initial Consonant s | 90-91 | Initial Consonant p | 110-111 |
| Initial Consonant m | 92-93 | Review Initial | |
| Review Initial Consonants s, m | 94-95 | Consonants t, b, f, r, n, p | 112-113 |
| Initial Consonant t | 96-97 | Vowel Sound Short a | 114-117 |
| Initial Consonant b | 98-99 | Take-Home Booklet: | |
| Review Initial | | "My Dog Bingo" | 118-119 |
| Consonants s, m, t, b | 100-101 | Unit 3 Progress Check | 120-121 |
| Initial Consonant f | 102-103 | Scoring Information | 122 |
| Initial Consonant r | 104-105 | | |

UNIT 4 Fun and Games

Consonants **d, h, c, g, j, l**; Short Vowel **i**

| | | | |
|---|----------------|--|----------------|
| Unit Introduction | 123 | Initial Consonant j | 138-139 |
| Song: | | Initial Consonant l | 140-141 |
| "If You're Happy and You Know It" | 124 | Review Initial | |
| Family Letter | 125 | Consonants d, h, j, l, n, b | 142-143 |
| Initial Consonant d | 126-127 | Vowel Sound Short i | 144-147 |
| Initial Consonant h | 128-129 | Take-Home Booklet: | |
| Review Initial Consonants d, h | 130-131 | "Hop! Skip! Jump!" | 148-149 |
| Initial Consonant c /k/ | 132-133 | Unit 4 Progress Check | 150-151 |
| Initial Consonant g /g/ | 134-135 | Scoring Information | 152 |
| Review Initial Consonants | | | |
| d, h, c, g, s, p | 136-137 | | |



UNIT 5 Animals

Consonants **k, v, w, z, qu, y, x**; Short Vowels **o, u, e**

| | | | |
|---------------------------------------|----------------|------------------------------------|----------------|
| Unit Introduction | 153 | Review Beginning Sounds and | |
| Song: "Six Little Ducks" | 154 | CVC Words | 166-167 |
| Family Letter | 155 | Vowel Sound Short o | 168-171 |
| Initial Consonants k, v | 156-157 | Vowel Sound Short u | 172-175 |
| Initial Consonants w, z | 158-159 | Vowel Sound Short e | 176-179 |
| Initial Consonants qu, y | 160-161 | Take-Home Booklet: | |
| Review Initial Consonants | | "Six Little Ducks" | 180-181 |
| k, v, w, z, qu, y | 162-163 | Unit 5 Progress Check | 182-183 |
| Final Consonant x | 164-165 | Scoring Information | 184 |

Pretest and Posttest

| | |
|-----------------------------|------------|
| Pretest Instructions | 185 |
| Reproducible Pretest | 188 |
| Posttest Instructions | 189 |
| Reproducible Posttest | 191 |

Reproducible Student Profile Charts

| | |
|--------------|------------|
| Unit 1 | 193 |
| Unit 2 | 194 |
| Unit 3 | 195 |
| Unit 4 | 196 |
| Unit 5 | 197 |

Reproducible Class Progress Chart

198

Reproducible Family Letters in Spanish

| | |
|------------------------------------|------------|
| Unit 1 | 199 |
| Unit 2 | 200 |
| Unit 3 | 201 |
| Unit 4 | 202 |
| Unit 5 | 203 |
| Word Lists | 204 |
| Phonics Generalizations | 207 |
| Reproducible Puzzle Patterns | 210 |
| Reproducible Bingo Card | 211 |

Scope and Sequence

| | Level A | Level B | Level C |
|---|---------|---------|---------|
| EMERGING AND DEVELOPING LITERACY SKILLS | | | |
| Auditory and Visual Skills | | | |
| listening and following directions | • | | |
| auditory discrimination | • | | |
| visual discrimination | • | | |
| letter and word discrimination | • | • | |
| Phonemic Awareness | | | |
| rhyming | • | • | |
| segmenting and blending | • | • | |
| hearing sounds in words | • | • | |
| Concepts | | | |
| print concepts: letter, word, sentence | • | | |
| direction of print | • | | |
| beginning sound, beginning letter | • | • | • |
| sight words | • | • | • |
| Alphabet | | | |
| recognizing and naming uppercase and lowercase letters | • | • | |
| alphabet sequence | • | • | |
| matching uppercase and lowercase letters | • | • | |
| Writing | | | |
| letters, words, and phrases | • | • | • |
| sentences and stories | | • | • |
| LETTER-SOUND ASSOCIATIONS | | | |
| Consonants in Initial Position | | | |
| <i>s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y</i> | • | • | • |
| hard and soft c and g | | | • |
| Consonants in Final Position | | | |
| <i>b, m, t, d, g, n, p, f, l, r, s, x</i> | | • | • |
| <i>ss, ll, tt, ck</i> | | • | • |
| Consonants in Medial Position | | | |
| <i>b, d, f, g, l, m, p, t, v, z</i> | | | • |
| <i>bb, dd, ll, mm, nn, pp, rr, tt, zz</i> | | | • |
| Consonant Blends | | | |
| <i>bl, cl, fl, pl, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw</i> | | • | • |

| | Level A | Level B | Level C |
|--|---------|---------|---------|
| Consonant Digraphs and Combinations | | | |
| <i>sh, ch, th, wh</i> in initial position | | • | • |
| <i>sh, th, ch, ck, tch</i> in final position | | • | • |
| <i>dge, ng</i> | | • | • |
| <i>ph, gh</i> | | | • |
| Silent Letters | | | |
| <i>kn, wr, mb, gh, gu, sc</i> | | | • |
| Short Vowels | | | |
| initial vowel sounds | • | • | • |
| medial vowel sounds, CVC words | • | • | • |
| vowels in phonograms | | • | • |
| vowels in syllables | | • | • |
| Long Vowels | | | |
| CVCe words | | • | • |
| vowel digraphs <i>ai/ay, oa, ee, ea</i> | | • | • |
| <i>y</i> as a vowel | | • | • |
| Variant Vowels, Digraphs, and Diphthongs | | | |
| <i>oo, ou, ow, ew, oi/oy, au/aw, ie, ey</i> | | | • |
| vowels in words ending in <i>Cle</i> | | | • |
| vowels followed by <i>r</i> : <i>ar, or, ore, er, ir, ur</i> | | | • |
| letter combinations: <i>alt, all, wa, ind, ild, igh, old, olt, ost</i> | | | • |
| STRUCTURAL ANALYSIS | | | |
| Syllabication | | | |
| compound words | | • | • |
| hearing syllables in words | | • | • |
| dividing and identifying polysyllabic words | | • | • |
| Word Forms | | | |
| plurals | | • | • |
| contractions | | • | • |
| possessives | | | • |
| verb endings | | • | • |
| adjective endings | | | • |
| base words | | • | • |
| prefixes: <i>dis, un, re, mis, pre</i> | | | • |
| suffixes: <i>ful, ly, less, ness, er, or</i> | | | • |

| | Level A | Level B | Level C |
|---|---------|---------|---------|
| Word Study | | | |
| synonyms | | | • |
| antonyms | | | • |
| homonyms | | | • |
| Reading Text | | | |
| using context and phonic skills to read words, phrases, sentences, and text | • | • | • |
| stories | • | • | • |
| poems | | • | • |
| information | | | • |

Objective

- Hear initial sound /s/

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Identity Show students a small suitcase or paper bag. Inside it, have several objects that begin with the sound /s/, such as a bar of soap, a sock, a pair of scissors, a toy sailboat, a sandwich bag containing sand or salt, a saucer, and seeds. Invite students to pull an object out of the suitcase and say the name of the object. Tell them to listen carefully to the names of the objects and guess what is the same about all the words. After students have discovered that all the words begin with /s/, have them repeat the sound at the beginning of several other /s/ words. Use these words and others:

soup seal seat send Sam
seem sink self same sing

Introduce the Sound

Show the picture of the **super sandwich**. Tell students to listen carefully for the sound /s/ as you say the sentence, "Sara has a super sandwich for a snack." Exaggerate the sound /s/, and have students repeat the sentence after you. Tell them that when you say the sentence again, they should stand up when they hear a word that begins with the sound /s/, but stay sitting for the other words. Repeat several times, having different groups of students stand for the /s/ words. Use the sentence frequently to remind students of the sound while they are learning about /s/.

Ask students what they would like to have in a **super sandwich**. Have them draw a picture of a **super sandwich** that they would like to eat. As students finish, write the student's name and the words **super sandwich** on their papers. [Example: Jamie's super sandwich]

Draw a line from the pictures with names that begin with the /s/ sound to the picture of the **sandwich**.

Ss

6
six

sink

sock

super sandwich

sun

apple

soap

© The Continental Press, Inc. Duplicating this material is illegal.

Initial sounds: /s/ 71

WORK WITH THE PAGE

Have students repeat after you, "Sara has a super sandwich for a snack," emphasizing the sound /s/. Identify the pictures with students. Have them draw a line from pictures with names that begin with /s/ to the picture of the **sandwich**. The number **six** has been done as an example.

Teaching Tools • Words with Initial s

| | | | |
|------|------|------|------|
| sad | safe | said | sail |
| sand | sat | save | saw |
| say | see | sit | six |
| so | soft | such | sun |

The words in the Teaching Tools lists are high frequency words. They can be used to give students additional practice in recognizing words with initial sound /s/.

Objectives

- Hear initial sound /s/
- Associate beginning sound /s/ with beginning letter **s**
- Practice writing the letter **s**

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Blending Ask students to listen as you say the sound /s/ and the sounds of a word part. Then have them blend the sounds together to say the word.

/s/...ee [see] /s/...ink [sink] /s/...ock [sock]
/s/...o [so] /s/...ail [sail] /s/...and [sand]
/s/...un [sun] /s/...ave [save] /s/...oap [soap]

Relate the Sound and Letter

Show the picture, and remind students of the sentence, “Sara has a super sandwich for a snack.” Have them repeat the sentence with you. Write it on a sentence strip, using different colors for each word. Use the sentence to review the concepts of **word**, **letter**, **sentence**, and **beginning letter** (see page 29). Explain that we write the letter **s** for the sound /s/. Have students circle the beginning letters that stand for the sound /s/. Help them see that both the upper- and lowercase letters **Ss** stand for the same sound, /s/.

Read each word in the sentence, running your finger under the letters as you say the word. Have students trace the letters **S** or **s** in each word with a different colored marker as you say the words.

Write the words **Sara**, **super**, **sandwich**, and **snack** on individual index cards. Have students take the cards and match them to the words in the sentence.


WORK WITH THE PAGE

Have students repeat after you, “super sandwich,” emphasizing the sound /s/. Then have them trace the letters **Ss**. Explain that

Trace the letters **S** and **s**.


Circle the pictures with names that begin with the /s/ sound.













Write the letter **s** on the lines.



Ss

super
sandwich



| | |
|---|--|
|  <p>saw</p> <p>_____</p> <p>S</p> |  <p>hammer</p> <p>_____</p> <p>S</p> |
|  <p>tiger</p> <p>_____</p> <p>S</p> |  <p>seal</p> <p>_____</p> <p>S</p> |
|  <p>ball</p> <p>_____</p> <p>S</p> |  <p>seesaw</p> <p>_____</p> <p>S</p> |
|  <p>horse</p> <p>_____</p> <p>S</p> |  <p>saddle</p> <p>_____</p> <p>S</p> |
|  <p>sub</p> <p>_____</p> <p>S</p> |  <p>fish</p> <p>_____</p> <p>S</p> |
|  <p>suitcase</p> <p>_____</p> <p>S</p> |  <p>box</p> <p>_____</p> <p>S</p> |

72

Initial sounds and letters: /s/ s

© The Continental Press, Inc.
 DUPLICATING THIS MATERIAL IS ILLEGAL.

sandwich begins with /s/ and we write **s** for the sound /s/. Name the pictures. Ask them how the pictures in each box are alike [**A saw and hammer are both tools**]. Have them circle the pictures with names that begin with /s/ and write the letter **s** on the lines.

Intervention Strategies

Work individually or in small groups with students who seem to have difficulty with the concepts of words, letters, and beginning letters. Write a sentence such as "Today is a sunny day," and use the sentence to reinforce these concepts (see page 29).

Beginning sounds may also be a difficult concept. Ask students to say a word (such as **sit**). Then tell them to say just the sound at the beginning [/s/], pause, and say the rest of the word [**it**]. Model the process, using other words from the Teaching Tools list. Repeat until you are sure students have the concept.

Objective

- Hear initial sound /m/

Teaching Strategies

Phonemic Awareness

Phoneme Identity Sing the familiar jump rope rhyme "Miss Mary Mack" together. Have students say the name Mary Mack, then repeat only the sound /m/ at the beginning of the name. Say other names that begin with /m/, especially of students in the class [Maria, Matthew, Mario, Mia]. Then say each name again, first repeating the initial /m/ with emphasis and then the rest of the name.

Introduce the Sound

Show the picture of the **mighty moose**. Ask students to listen for the sound /m/ as you say the sentence, "Mighty moose munched many mushrooms." Exaggerate the sound /m/, and have students repeat the sentence after you.

Create a class story about mighty moose's adventures.

Color the pictures with names that begin with the /m/ sound.
Draw a picture in the box of something that begins with the /m/ sound.

Mm

mighty moose

moon

mug

man

mask

queen

mouse

Pictures will vary.

© The Continental Press, Inc.
DUPLICATING THIS MATERIAL IS ILLEGAL.

Initial sounds: /m/ 73

WORK WITH THE PAGE

Have students repeat after you, "Mighty moose munched many mushrooms," emphasizing the sound /m/. Identify the pictures with them, and have them color the pictures with names that begin with /m/. In the box at the bottom of the page, students can draw a picture of something that begins with /m/.

Teaching Tools • Words with Initial m

| | | | |
|------|------|--------|--------|
| make | man | map | march |
| may | me | men | mine |
| miss | most | mother | mouse |
| much | mud | my | myself |

These high frequency words can be used to build vocabulary and to give students additional practice in recognizing words with initial sound /m/.

Objectives

- Hear initial sound /m/
- Associate beginning sound /m/ with beginning letter **m**
- Practice writing the letter **m**

Teaching Strategies

Phonemic Awareness

Phoneme Segmentation Model how to segment initial /m/ from the rest of the sounds in a word: **match** /m/...atch. Then say the following words that begin with /m/. Have students repeat the words, segmenting /m/.

mask /m/...ask **mail** /m/...ail
man /m/...an **mat** /m/...at
milk /m/...ilk **mud** /m/...ud

Relate the Sound and Letter

Show the picture, and remind students of the sentence, "Mighty moose munched many mushrooms." Have them repeat it with you. Ask them what sound is at the beginning of all the words [m/]. Write the word **moose** on the board, and explain that we write the letter **m** for the sound /m/. Then write the whole sentence on the board, and have students circle each letter **m**. Have students identify the uppercase **M**.

Cut out or draw simple pictures of a mitten, monkey, and mop. Put tape on the back of the pictures. Tell students to read the sentence again, but that you have a surprise for the last word. As students read the sentence, tape one of the pictures over the word **mushrooms**. Repeat the sentence with each picture.

Invite students who have **M** or **m** in their names to write their names on the board. Have students say the names and listen for the sound /m/. Ask other students to circle all the letters **M** or **m** in the names.

Trace the letters **M** and **m**.
 Circle the pictures with names that begin with the /m/ sound.
 Write the letter **m** on the lines.

mighty moose

mitten gloves cake muffin

broom mop monkey bird

rug mat magnet nail

74 Initial sounds and letters: /m/ m

© The Continental Press, Inc.
 DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH THE PAGE

Have students repeat after you, "mighty moose," emphasizing the sound /m/. Then have them trace the letters **Mm**. Explain that **moose** begins with /m/, and we write **m** for the sound /m/. Name the picture with students. Ask them to tell how the pictures in each box are alike. Have them circle the pictures with names that begin with /m/ and write the letter **m** on the lines.

Objectives

- Review initial sounds /s/ and /m/
- Categorize words by initial sounds
- Associate beginning sounds with beginning letters **s, m**

Teaching Strategies

Phonemic Awareness

Phoneme Blending Tell students that you will say the ending of words, and they are to add the sound /s/ to the beginning to make a word. Next, have them add the sound /m/ to the beginning of the word part to create a new word. Repeat for each of the following words:

| | | |
|--------|-------------|-------------|
| ...ad | sad | mad |
| ...at | sat | mat |
| ...ail | sail | mail |

Relate the Sounds and Letters


Display the letter side of the alphabet card for upper- and lowercase **Ss** from the alphabet cards in the **K-3 Vocabulary Picture Cards**, or point to the letters on an alphabet chart. Ask students what sound these letters stand for. Repeat for **Mm**.

Write the following two lists of words on the board, with the beginning letter above each list.


| | |
|----------|----------|
| s | m |
| sand | mother |
| soda | make |
| seal | mask |
| seven | mud |

Choose a word from either list, and read it aloud without giving any clues about which list it is from. Ask students to point to the list they think the word is in. Then point to the word you read to verify or correct each response.










Name each picture.
Write the letter for the sound you hear at the beginning of each picture name.



super sandwich



mighty moose

| | | |
|--|---|--|
|  <p>seal</p> <p><u> </u></p> |  <p>sock</p> <p><u> </u></p> |  <p>mouse</p> <p><u> </u></p> |
|  <p>moon</p> <p><u> </u></p> |  <p>sink</p> <p><u> </u></p> |  <p>motorcycle</p> <p><u> </u></p> |
|  <p>mittens</p> <p><u> </u></p> |  <p>milk</p> <p><u> </u></p> |  <p>seven</p> <p><u> </u></p> |

© The Continental Press, Inc. Duplicating this material is illegal. Initial sounds and letters: **s** and **m** 75

WORK WITH THE PAGE

Point to the picture of the **super sandwich**, and ask students to say the beginning sound, /s/. Repeat for /m/ and **mighty moose**. Name each picture with students. Then ask them to write the letter for the sound they hear at the beginning of each picture name.

Intervention Strategies

Some students may have difficulty distinguishing between the sounds /m/ and /n/. To help them identify the sounds, have them watch your mouth carefully as you form the sounds. Say words that begin with each letter, normally at first, then exaggerating the sounds. Use words and phrases such as "my mask" and "number nine." Show students how your lips are closed when saying the /m/ words, but open for the /n/ words, with your tongue against your teeth. Have students repeat each word, making sure their tongue placement is correct.

Objectives

- Review initial sounds /s/, /m/
- Associate beginning sounds with beginning letters **s, m**
- Use letters and sounds in context

Teaching Strategies

Phonemic Awareness

Phoneme Categorization Ask students to listen as you say groups of three words. Two of the words begin with the same sound, /s/ or /m/, and one begins with a different sound. Tell students to repeat the two words that begin with the same sound.

seal / saw / water **mouse / rat / mitten**
two / six / seven **mom / dad / mother**
soup / bowl / sail **milk / news / menu**
sell / secret / fair
marshmallow / melon / salad

Relate the Sounds and Letters

Give each student an alphabet card for **s** and **m**. Explain that if you say a word that begins with the sound /s/, they should hold up their **s** card, and if you say a word with the sound /m/ at the beginning, they should hold up their **m** card. Use words from this page and page 94. In addition to saying words, show pictures of a **sock, sun, monkey, and mug** from the **K-3 Vocabulary Picture Cards**, or use other pictures of words that begin with the sounds /s/ or /m/.

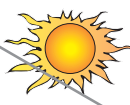
Begin a word wall. Write high frequency words that begin with /s/ or /m/ such as **see, said, six, me, my, and make** on cards. Attach these cards to a bulletin board to create a word wall. Review these words often.

WORK WITH THE PAGE

Identify each picture with students. Ask them to write the letter **s** at the beginning of the


Write the letter **s** at the beginning of the names of the pictures that begin with the /s/ sound.
 Write the letter **m** at the beginning of the names of the pictures that begin with the /m/ sound.

s



sun


m




mat

6


six



mop



man



sub

76 Letters in context: **s** and **m**

© The Continental Press, Inc.
DUPLICATING THIS MATERIAL IS ILLEGAL.

names of pictures that begin with /s/. Have them write **m** at the beginning of picture names that begin with /m/.

Games and Activities

Listen Well!

Have two teams stand in lines at the board. Say a word that begins with /s/ or /m/. The first player on each team goes to the board, repeats the word aloud, and writes its beginning letter. If the player writes the correct letter, the team earns a point. That person then says a word that begins with the sound /s/ or /m/, and the second player goes to the board to write the beginning sound. The first player returns to the end of the line. If a player writes an incorrect letter, the next player erases and corrects it. The game ends when neither team can think of any more words that begin with the sounds.