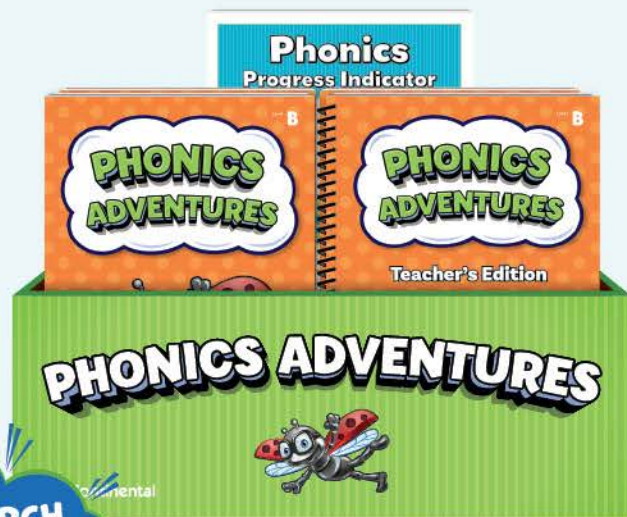


Phonics Adventures



Contents

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Kits for Grades K-2



How *Phonics Adventures* Can Help



The Challenge:

Strong foundational skills with an emphasis on phonics are essential components of literacy. For many students, building understanding does not always develop naturally or easily. Teaching phonics systematically ensures that this important knowledge is not left to chance.

Help Is Here:

Phonics Adventures teaches the relationship between printed and spoken words through an explicit, systematic sequence of skills—setting the stage for learning to read and write. It's a great addition to any structured literacy program.

- Research based
- Support for the science of reading
- Sequential approach to skills development
- Engaging, colorful lessons
- Step-by-step teacher resources



Kits for
Grades K-2



The Complete Program Is Available for Three Levels

Components:



15

Decodable Readers

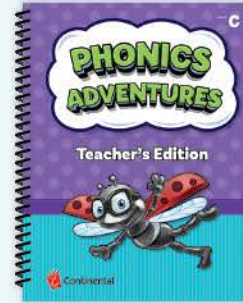
1 copy of 15 books of a level and teacher's guide. Level A includes 5 additional readers



10

Student Books

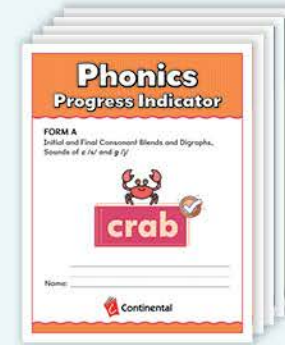
10 copies of a level



1

Teacher's Edition

1 copy of a level



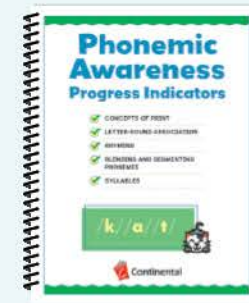
100

Phonics Progress Indicators

10 copies of 10 skill booklets and teacher's guides

1
Card Set

100 cards



1

Phonemic Awareness Progress Indicators

1 copy

Getting Started

Workbook levels in the series progress sequentially, from basic readiness skills and concepts to more advanced work. Start with the kit for level A, and move on to levels B and C as students master skills.

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 capital and lowercase letters	•	•		
alphabet sequence				
matching capital and lowercase letters				
Writing				
letters, words, and phrases	•	•		
sentences and stories				
LETTER-SOUND ASSOCIATIONS				
Consonants in Initial Position				
s, m, t, b, c, n, d, h, c, g, j, k, v, w, z, qu, y	•	•		
hard and soft c and g				
Consonants in Final Position				
b, m, t, d, g, n, p, f, l, r, s, x		•		
ss, ll, tt, ck				
Consonants in Medial Position				
d, d, f, g, l, m, p, t, v, z				
bb, dd, ll, mm, nn, pp, rr, zz, zz				
Consonant Blends				
bl, cl, fl, pl, br, cr, gr, tr, cr, fr, gl, sl, sn, st, sv		•		

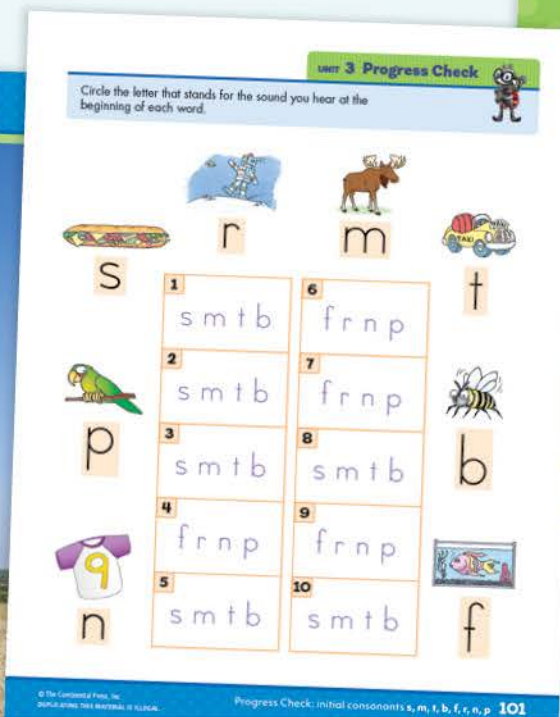
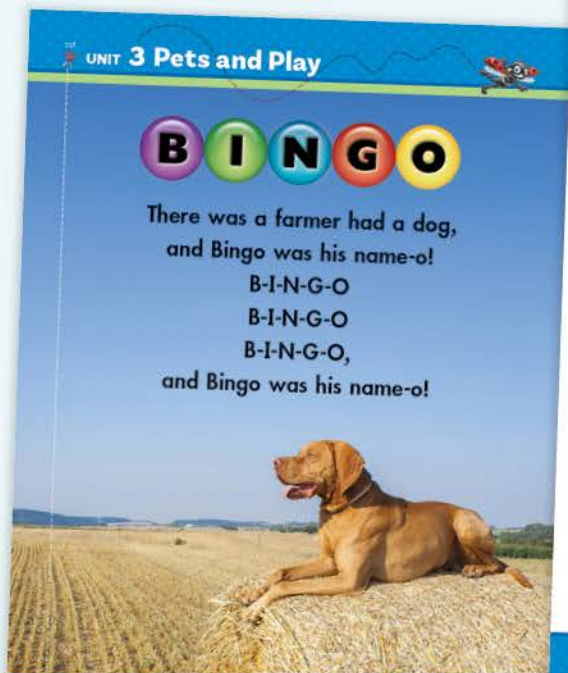
Scope and Sequence				
	Level A	Level B	Level C	
Consonant Digraphs and Combinations				
sh, ch, th, wh in initial position				
sh, th, ch, ck, tch in final position				
dge, ng, nk, ph, gh				
Silent Letters				
kn, wr				
mb, gh, gu, sc				
Short Vowels				
initial vowel sounds				
medial vowel sounds, CVC words	•	•		
vowels in phonograms	•	•		
vowels in syllables				
Long Vowels				
CVCe words				
vowel digraphs: ai/ay, oa, ee, ea				
y as a vowel				
Variant Vowels, Digraphs, and Diphthongs				
oo, ou, ow, ew, oo/ay, au/ay, it, ey				
vowels in words ending in Cle				
vowels followed by r: ar, or, er, ir, ur				
letter combinations: all, all, ind, ill, igh, old, oir, ost				
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: dis, un, re, mis, pre				
suffixes: ful, ly, less, ness, able, ed, or				

Scope and Sequence				
	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				

Student Books

In every student book level, units include:

- A fun song or poem to start instruction on a playful and positive note
- Parent involvement opportunities: a family letter with home activities to reinforce skills and a take-home booklet for parents to read with their students
- Reviews and progress checks to measure understanding at key points





Student Book: Level A

Level A workbook begins with readiness skills and rhyming, then introduces students to the alphabet, consonant sounds, and short vowel sounds.



Listen to the rhyme.
Circle the picture that finishes the rhyme you hear.

8 Rhyming

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Trace and write the letters F and f.
Trace only the letters F or f on the fish.
Color the fish with a F or f on them.

ff

Trace the letters I and i.
Name each picture. Write the letter i under the pictures with names that have the /i/ sound in the middle.

Iggy the pig

_____	_____	_____

Draw a line from the pictures with names that begin with the /i/ sound to the picture of the taxi.

T+



Student Book: Level B

Level B reviews the alphabet and teaches the sounds and letters for consonants and short vowels. Students then progress to consonant blends and digraphs and long vowels and vowel digraphs.



Tiny taxi begins with the sound /t/.
Write the letter t for the sound /t/.

Name each picture.
If it begins with the sound /t/, circle the picture.

Initial sound: /t/ 31

Name each picture.
Write the first two letters for the beginning blend.

b l c l f l p l

1	2	3	4
5	6	7	8
9	10	11	12

Initial consonant blends: bl, cl, fl, pl 121

Read the story.
Circle the word that completes each sentence.
Write the missing word in each sentence.

Mom sent me to get _____ eggs.

Which eggs do you _____ will

I _____ they were not on the top shelf.

I must not drop them, so I will _____ my step.

Then I will _____ the eggs for

frost
fresh
fish
thin
this
think
wish
with
whisk
when
watch
which
chest
chess
check

136 Reading a story with digraphs



Student Book: Level C

In level C, lessons reinforce basic phonics skills and introduce students to diphthongs, r-controlled vowels, and silent letters. Word structures are presented to enhance and increase students' vocabulary. Students also learn about synonyms, antonyms, and homonyms.



Some letter combinations have a silent letter.



Draw a line through the silent letter in each word in the box. Read each word meaning. On the line, write a word from the box that matches that definition.

guide thumb wring scent

1 A way to twist and squeeze out water

2 A person who shows you the way

3 A smell; like a perfume

4 The short, thick finger on your hand

crumbs knee wrap guest

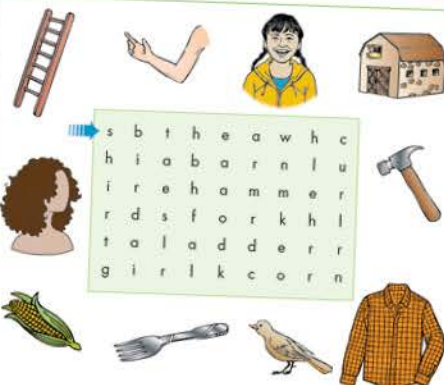
5 The part of the leg that bends

6 Something you do to a present before you give it to someone

7 Someone who is a visitor at your house

8 Little pieces of bread that have broken off

Find the name of each picture in the word box. Circle the word. The word may go across or down. You can use the same letter in more than one word.



Now solve the riddle. Write each letter that is not used on a line below the riddle. Start at the → and go from left to right in each row.

What is the biggest fish in the world?

_____ is 60 feet long. It is a real whopper!

116 Wordsearch

The letters **oi** and **oy** often stand for the sound you hear in **toy**.



coin



toy

Read each sentence. Choose a word to complete it. Fill in the circle beside the correct word. Write the word in the sentence.

- | | |
|--|--|
| 1 Put some _____ on the wheel to get rid of the squeak. | <input type="radio"/> oak
<input type="radio"/> oil
<input type="radio"/> soil |
| 2 Leo rides a horse better than any _____ I know. | <input type="radio"/> boast
<input type="radio"/> bay
<input type="radio"/> boy |
| 3 You must bring water to a _____ to cook rice. | <input type="radio"/> boil
<input type="radio"/> bawl
<input type="radio"/> bowl |
| 4 My sister has a nice _____ and _____ likes to sing. | <input type="radio"/> choice
<input type="radio"/> voice
<input type="radio"/> vowel |
| 5 Mom said I may _____ the Girl Scouts. | <input type="radio"/> join
<input type="radio"/> coin
<input type="radio"/> count |
| 6 I know you _____ playing in the snow. | <input type="radio"/> elbow
<input type="radio"/> toy
<input type="radio"/> enjoy |

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Vowel diphthongs: oi, oy 133

Teacher's Editions

Teacher's editions for every level provide explicit guidance for introducing and teaching the lessons. Features include:

- Suggestions for use
- Scope and sequence
- Support for English learners
- Instructional strategies
- Unit introductions with teaching focus and materials lists
- Reproducibles: family letters in Spanish, pretest and posttest, class and student profile charts

Name: _____ Date: _____

Student Profile Chart, Unit 5

Review scoring information for Unit 5 on page 184. Reproduce this sheet for each student whose scoring indicates "help may be needed." For future comparison, record the incorrect answers given by the student in the third column of each chart.

PAGE 159		
Item Number	Correct Response	Student's Incorrect Response
Example	w	y
1	w	
2	k	
3	v	
4	z	
5	y	
6	qu	
7	k	
8	v	
9	y	
10	z	

PAGE 160—Row 1		
Item Number	Correct Response	Student's Incorrect Response
Example	o	a
1	o	
2	u	
3	e	
4	a	
5	i	
6	e	
7	o	
8	u	

PAGE 160—Row 2		
Item Number	Correct Response	Student's Incorrect Response
9	o	
10	a	

UNIT 5 Animals

Unit Skills: Letter-sound association for initial consonants k, v, w, z, qu, y, final consonant x, and short vowels o, u, e

Unit Objectives

- Hear the beginning sounds in words
- Understand the letter-sound associations: k, v, w, z, qu, y, x
- Hear initial and medial short o, u, e in words
- Hear final consonant x in words

Introduce the Unit

Research has shown that phonics instruction is important for all students but especially for beginning readers. Most of your instruction will focus on teaching the letter-sound correspondences of English. However, even among English speakers, there are dialectic differences to be aware of. Some short vowel sounds are pronounced differently in different parts of the country. For example, if the short o phonogram -og is pronounced differently than the usual short o sound and students seem confused by it, skip those words in your instruction.

While students should be encouraged to learn to read familiar words automatically as wholes, they also need to be equipped to decode new words. Learning to blend and segment sounds will help students identify words that they cannot recognize as wholes. Because most students find it easier to blend initial consonants with phonograms (/s/ /at/) than to blend an initial consonant, medial vowel, and final consonant (/s/ /ai/ /t/), short vowel words are taught using rhyming phonograms. *Phonics Adventures Readers* to review all short vowels are included in this unit.

Unit Materials

- alphabet chart
- token chips or beans
- K-3 Vocabulary Picture Cards
- /ks/ (final x) pictures
- student alphabet cards with separate cards for upper- and lowercase letters
- Bingo Cards, page 209
- paint sticks
- /oi/ pictures and objects
- 2 large envelopes
- /oi/ pictures or objects
- /ai/ pictures and objects
- ball
- magnetic letters
- whistle
- /ei/ pictures and objects
- index cards
- sentence strips

Assessment

- Unit 5 Progress Check: assesses initial consonants k, v, w, z, qu, y; and initial and medial vowels short o, u, e.

Readers

- 3 Lucky Pups
- Best Pal
- Bugs Are Fun
- Meg and Me
- One Red Hen
- Ken's Pets
- On the Move
- Tom's Job
- When Josh Got Sick

PHONICS ADVENTURES

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Unit 5 **153**



Teacher's Editions (cont.)

- Lesson objectives
- Page-by-page teaching strategies
- Intervention strategies
- Annotated student book pages
- Word charts, games, and activities
- Opportunities to use the cards and readers



Games and Activities

Beginning Consonant Bingo

Play Beginning Consonant Bingo. Give each player a blank copy of the reproducible Bingo Card, page 253. Tell the players to write each of these letters twice, anywhere they wish, one in each block of the card: d, g, h, j, k, l, n, p, v, w, z.

Direct the players to place a token on the letter that stands for the sound they hear at the beginning of each word you read. Here are some words to use:

zipper	water	vapor	pancake	neat	kitchen
lawn	jingle	heart	gone	dear	visit
dentist	garage	head	zoom	waxy	village
honey	jealous	lesson	number	paste	king

Readers

Six Kids
Happy Birthday, Ana!
At the Pond

Teaching Tools • Words with Short u

cub	bud	bun	but
hub	cud	fun	cut
rub	dud	sun	hut
sub	mud	pun	jut
tub	run	nut	rut

4 Short u Phonograms

Student Book
PAGE 106

Objectives

- Blend initial consonant sounds with short u phonograms
- Read words with the phonograms -ub, -un, -ut
- Write ub, un, ut to complete words

TEACHING STRATEGIES

Practice the Phonograms

Write the phonogram -ut on the board and have students say the sounds /u/ and /t/. Then write the following rhyming words in a column on the board: but, cut, hut, jut, nut, rut. Call attention to the phonogram and tell students that all these words are in the "ut" family. Model segmenting the initial consonant and the phonogram in each word, saying the sounds, and then the whole word /b/ /u/ /t/ but, /k/ /u/ /t/ cut, etc.). Next, ask for words in the "un" family and write these in another column (bun, fun, pun, run, sun). Segment and blend these words as above. Present and review other short u phonograms, and have students build word families with you such as -ub, -ud, -um, -up. Write them in columns on the board. Circle one of the words on the board. Ask a volunteer to read it and use it in a sentence. Do the same for three or four more words, taken from different columns.

WORK WITH THE PAGE

Do the examples at the top of the page together. Ask students to say the picture names and tell whether they hear /ub/, /un/, or /ut/. Have them trace **ub** in **sub**, **un** in **sun**, and **ut** in **cut**. Then read the directions to students. Point out that the first letter of the word for each picture name is written and that the picture names rhyme with one of the words at the top of the page. Give help in identifying any pictures that are unfamiliar. After students complete the page, go over it together.

Intervention Strategies

Work individually or in small groups with students who need more practice in auditory blending of words with phonograms containing the short u sound. Here are some words to use:

- um b/um g/um h/um s/um
- up c/up p/up
- us b/us

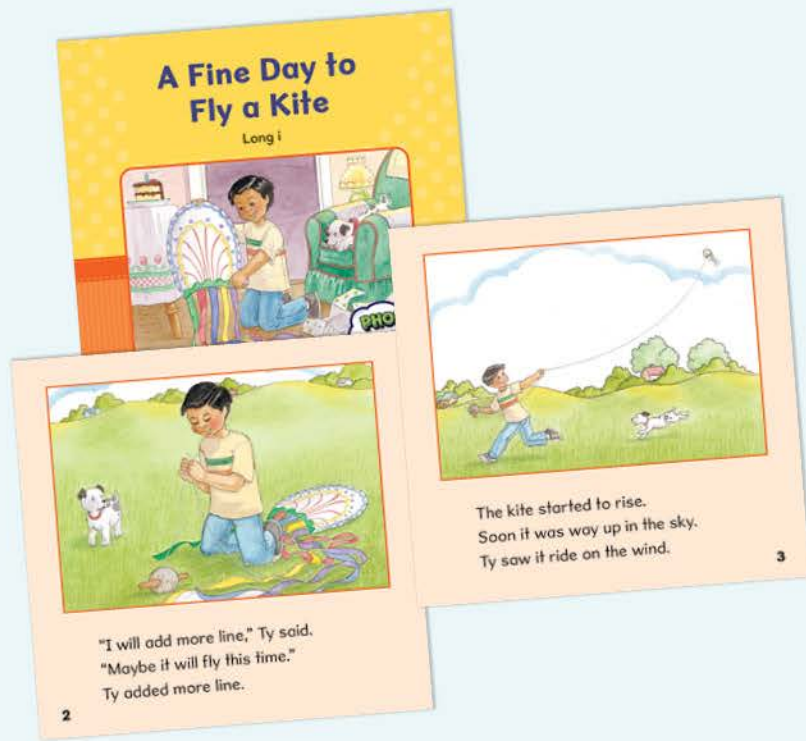
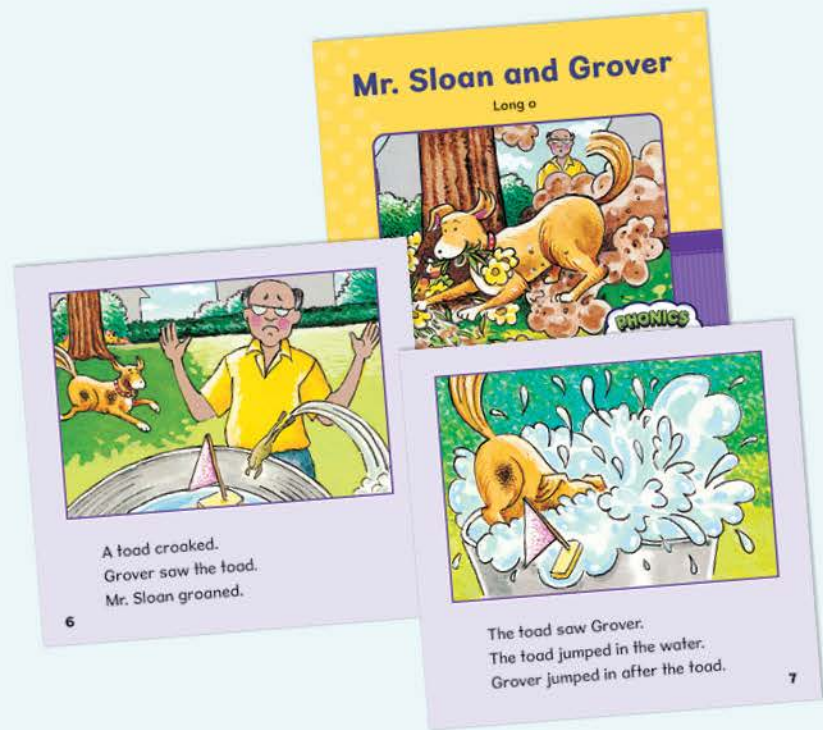
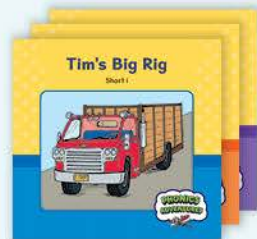
You may also want to contrast some of these words with other words with short vowel phonograms: hum/ him, sum/Sam, cup/cap, pup/pep.

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Unit 4 127

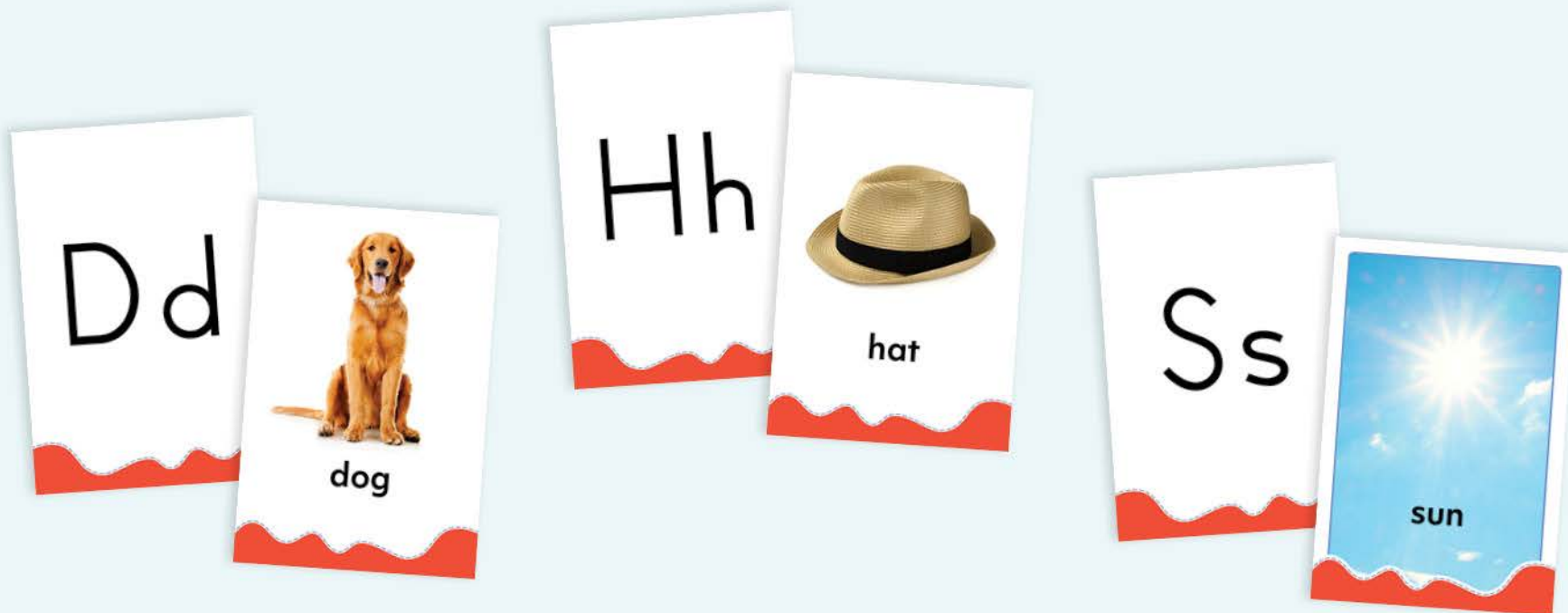
Decodable Readers

Level-specific decodable readers coordinate with the lessons to provide more opportunities for hearing and reading the phonic elements in context. Colorful visuals and engaging texts help students develop their love for reading.



Flash Cards

Vocabulary Picture Cards complement lesson activities and help you introduce lesson topics. They are a helpful resource for differentiated instruction, as suggested throughout the teacher's editions.

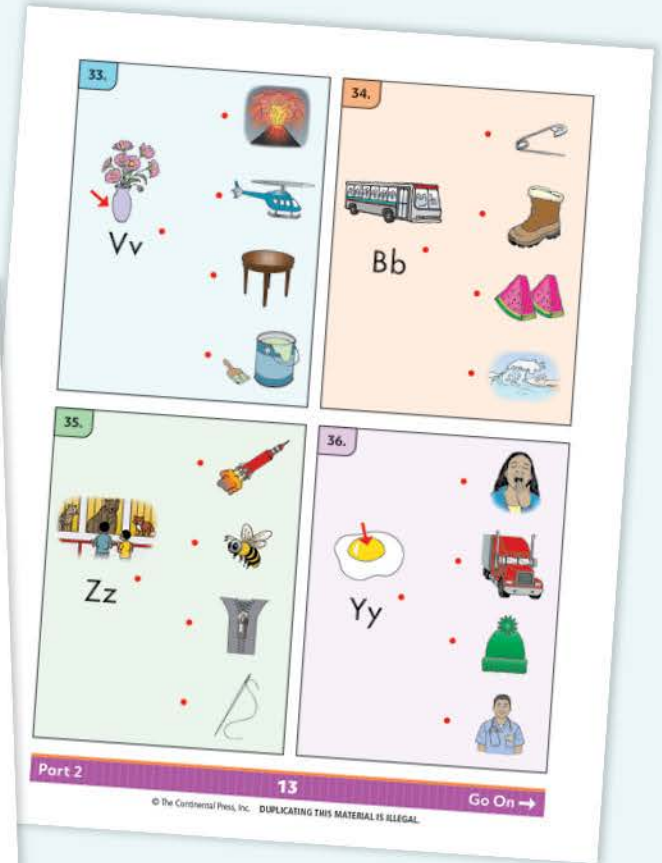
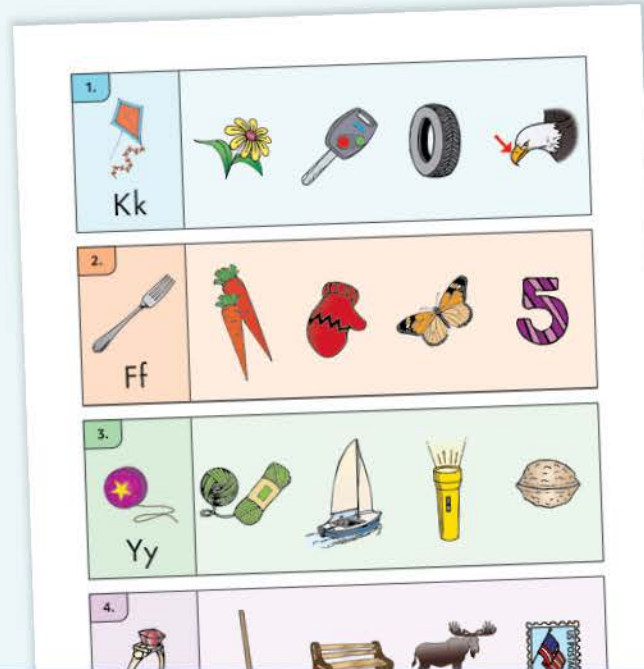
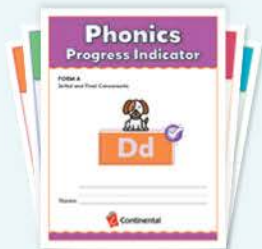


Assessments

Phonics Progress Indicators provide additional opportunities to assess students before and after instruction.

Two skill booklets for:

- Initial & Final Consonants
- Initial & Final Consonant Blends & Digraphs, Sounds of c and g
- Short Vowels
- Long Vowels
- R-Controlled Vowels, Variant Vowel Digraphs

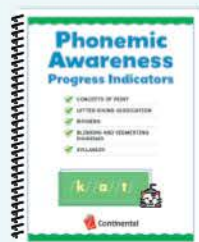


Assessments

Phonemic Awareness Progress Indicators provides one-on-one activities and reproducibles to help you gather performance data about each student's phonemic awareness skills. Use as pretests and posttests.

Five skills in the book:

- Concepts of Print – 1 Form/test
- Letter-Sound Association – 1 Form/test
- Rhyming – 2 Forms/tests
- Blending and Segmenting Phonemes – 2 Forms/tests
- Syllables – 2 Forms/tests



Rhyming, Form A

Directions

- Administer the *Phonemic Awareness Progress Indicator Rhyming, Form A* one-on-one with each student. Describe what the student will be doing. Help alleviate any concerns the student may have by pointing out that tests are useful—they tell us what we know and help us concentrate on skills we must still learn.
- Answer any questions that the student may have. When you are confident that the student understands the task, begin the assessment.
- To administer the assessment, read the words below to the student. Record the student's response to each assessment item on the student profile chart. After instruction, administer the *Phonemic Awareness Progress Indicator Rhyming, Form B* to determine the student's progress.

Part 1: RHYME RECOGNITION

Say the two words. Ask the student whether or not the words rhyme. Record the student's response on the student profile chart. After the student responds, continue to present the words. Discontinue testing if the student misses three consecutive items or if the student appears frustrated or confused.

SAY: Listen to two words. Tell me if they rhyme.

1.	bag	rag
2.	pig	sun
3.	ten	pen
4.	pink	sink
5.	job	tub
6.	red	thread
7.	zoo	two
8.	ice	rice

Rhyming, Form A—Answer Key

Part 1: RHYME RECOGNITION, page 17

- rhymes
- does not rhyme
- rhymes
- rhymes
- does not rhyme
- rhymes
- rhymes
- rhymes
- does not rhyme
- rhymes

Part 2: RHYME PRODUCTION, page 18
Answers may vary. Nonsense words are acceptable.

- pet
- book
- pie

Name: _____ Date: _____

Rhyming, Form A

Part 1: RHYME RECOGNITION		Part 2: RHYME PRODUCTION	
	Student Response		Student Response
1. bag rag	Rhymes Does not rhyme	1. met set	
2. pig sun	Rhymes Does not rhyme	2. look cook	
3. ten pen	Rhymes Does not rhyme	3. tie my	
4. pink sink	Rhymes Does not rhyme	4. map tap	
5. job tub	Rhymes Does not rhyme	5. lot cot	
6. red thread	Rhymes Does not rhyme	6. fight might	
7. zoo two	Rhymes Does not rhyme	7. shell well	
8. ice rice	Rhymes Does not rhyme	8. rub sub	
9. think ring	Rhymes Does not rhyme	9. zip lip	
10. rush brush	Rhymes Does not rhyme	10. can man	
Total:		Total:	
10		10	

Ordering



Complete Program

Each kit includes 1 Instruction Kit (level specific) and 1 Assessment Kit.
See the components below.

\$780.85

Instruction Kits

Each level-specific kit includes:

10 student books of a level

1 annotated teacher's edition of a level

15 decodable readers of a level (1 copy of 15 titles) and 1 teacher's guide

5 nursery rhyme readers (in Level A kit only; 1 copy of 5 titles)

1 set of Vocabulary Picture Cards (100 cards)

1 convenient case, style may vary

\$355.00

Assessment Kit

This kit is designed for all levels and includes:

100 *Phonics Progress Indicators* student booklets

(10 copies of all 10 skill booklets)

10 teacher's guides (1 guide for each of the 10 skills)

1 *Phonemic Awareness Progress Indicators* teacher resource book

1 convenient case, style may vary

\$425.85

Need more books? Order the add-ons you need.

Student Books

5 or more of the same book **\$17.50**

Annotated Teacher's Editions

\$65.00

Also sold separately:

Decodable readers, *Vocabulary Picture Cards*, *Phonics Progress Indicators*, and *Phonemic Awareness Progress Indicators*. See our website for details.



Kits for Grades K-2



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