

For the Teacher

The primary goal of phonics instruction is to help the student become a strong reader by teaching him the *sounds* made by individual letters and the combination of letters. This will enable him to sound out an unlimited amount of words. Emphasis should be placed upon teaching the *sound* of each letter and *not* its name. Only the *sounds* of the letters help us read words. Once your student understands the basic rules of phonics, the world of reading will open up to him. This will also enable him to be a good speller.

It is important for teachers to follow the instructions located in this **Teacher's Manual** as a preparation for the daily lessons in *Adventures in Phonics Level B*. Keep in mind that students learn at varying rates of speed depending on their previous schooling, their maturity, and the difficulty of the lesson. If your student has completed *Adventures in Phonics Level A*, then the first 129 pages will serve as a review and reinforcement of that workbook. If this, however, is the first exposure to learning the sounds of the letters and to reading, the student may need extra drill and review. In this case, the student should use the flashcards which can be removed from the back of this **Teacher's Manual**. Spend as much time as you feel necessary to help your student understand each lesson.

In the student's workbook, the pages have been perforated so that they can easily be removed to help the student in completing his work. All the student's work should be carefully saved for review purposes.

The two most important attributes of a phonics teacher are loving patience and caring perseverance. May the Lord grant you, the instructor, an abundant supply of both.

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Short Vowel Sound A a

Purpose

Teach the recognition, sound, and formation of the short vowel **a**.

Before class begins

1. Remove flashcard A a from the set at the back of this manual.
2. Open to the first page.

Lesson

Enthusiastically explain that the A a is one of the five vowels which are so important in reading. Vowels have several sounds, but the short sounds will be learned first. Ask the student to repeat the sound three times after you as you point at the three ways it is printed (A, a, and a). This sound is heard at the beginning of a-pple, a-nt, a-nswer. In the shaded box near the upper left-hand side of the page, the top letter shows how people print the capital or *upper-case* letter **A**—used at the beginning of a person's name such as Andrew or Anna. The bottom letter shows how people print the *lower-case* letter **a**.

Place the flashcard near the work area so it is seen as the page is being studied.

Follow directions and complete the lesson.

Short Vowel Sound A a

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

A

a

✓ Say the sound of A a (as in ant) as you circle and print the vowel.

a v a b A w A t a A

A V A o a V a y v q

A A A A A A a a a a a a











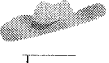




✓ Many of these words begin with the short sound of a. If a word begins with an a, underline the a and circle that word. Listen as your teacher reads them to you.

ant antler sand and am Andy men

Andrew tent apple map add sit act

ax Ann fill at him ash big

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

 cap	 cat	 fan	 rat	 man
 tag	 ax	 bat	 can	 bag
 hat	 pan	 lamp	 ant	 map

Level B 3