



Christ-Centered Curriculum
Dare to develop children spiritually

Samples of the Christ-Centered Curriculum Phonics Program

FEED MY LAMBS

"Lovest thou Me . . . ? Feed My Lambs" John 21:15



Christ-Centered Curriculum™

Dare To Develop Young Children Spiritually And Morally!

**Even a child
is known
by his actions.**

How do you want your child
to be known?

Christ-Centered Curriculum will give you the tools you need to instill godly character and spiritual maturity in your young children while teaching them phonics and math. Watch your family grow in wisdom and stature and in favour with God and men.

- Are you concerned about your child's spiritual growth?
- Are you unsure that you have the skills necessary to prepare your child for life - both spiritually and academically?
- Are you short on time and trying to choose between a solid academic foundation and a solid spiritual foundation?
- Do you have multiple children and struggle to balance teaching with taking care of young ones?
- Are you wanting easy to use, effective lessons for teaching phonics and reading?
- Are you willing to follow easy-to-use lessons to help your child develop spiritually and morally?

Christ-Centered Curriculum provides incredible lessons that enable you to develop children spiritually and morally in only 30 minutes per day while teaching phonics!

These simple, easy-to-use lessons are so saturated with Scripture and its principles that it clearly stands out from other phonics programs. Christ-Centered Curriculum is more than just a phonics program. This program enables you to follow the Scriptural directive to "add to your faith virtue, to virtue knowledge." (2 Peter 1:5) You will be teaching your child's spirit first (Prov. 1:7) and will then be able to rejoice when you see God enlighten his academic knowledge as rapidly as his individual, God-given capabilities allow (Psalm 94:10). His Word is so "living and powerful" that many parents have told that the Scriptures in the lessons have addressed something that just happened in their family. You will find that the lessons are so saturated with truths of Scripture you will learn and grow spiritually along with your child.

- Why should you teach your child to read?
- Why not just let it happen?
- Does it really matter what I use to teach phonics?
- Won't the cheap books from the dollar store do the same thing?

Would you leave your child to learn road safety on their own? Would you trust a stranger you did not know to babysit your child just because they charge less? Do you not take care to teach your child how to be safe and aware of their physical surroundings? Why should you do any less for their academic and spiritual life?

The premise for teaching your young children to read is based on the verse, "And all thy children shall be taught of the Lord; and great shall be the peace of thy children."

(Isaiah 54:13) **Capturing young minds captures the future.** God expects us to protect our children's minds (Col. 2:8) and hearts through passing on the faith (Ps. 78:5-7). All curriculum is inherently religious because a world view, or way of looking at things in the world around us, is at the very core. Therefore, beginning in a child's highly formative years, it is crucial that the curriculums used pass on a thoroughly Biblical world view. Christ-Centered Curriculum Phonics and Math does not simply tack on some Bible verses to ordinary secular (without God) materials. As fundamental skills are being taught, the content, saturated with truths of Scripture, trains both a child's mind and heart – as well as the teacher's – to view everything from God's perspective.

Yes, YOU Too Can teach Phonics (and Math) With Ease!

Step-by-step lesson plans make teaching Bible, phonics, reading, and math a cinch. There is virtually no lesson planning. Our materials have been simplified so that even the novice can feel confident, and thus achieve great results! An older child could easily teach the younger children! Lessons involve listening and visual skills, and development of large and small muscles and fine motor skills. Drills reinforce the learning processes.

Proven Tips, Tools and Tactics To Develop Children Spiritually, Morally, and Academically

We believe the curriculum has proven itself to be effective for early childhood and beyond. For over two decades, Christian schools and home educators using our full program have been blessed with tremendous results – high spiritual, moral and academic development of Christ’s lambs. It teaches reading using a strong phonetic approach and provides excellent beginning arithmetic materials.

From the contents of the lessons guides through to the last visual aid, it is permeated with God's Word. There are **comprehensive manuals** for the phonics lessons, student **workbooks**, beautifully illustrated **phonics cards**, an audio **instruction tape**, sturdy **drill charts** of every description to cover every area of phonics, and **readers**.

You Need Christ Centered Curriculum Because It...

- is completely saturated with God's Word
- builds academic knowledge on a base of wisdom
- teaches foundational skills for developing character
- teaches Biblical principles
- teaches how God uses the information/skills taught
- teaches how God communicates through words
- teaches why proficiency in these skills pleases God
- does not talk down to a child, but raises the child up
- teaches beyond the concrete to the abstract
- gently stretches the child
- teaches the parent(s) often as much as the children!
- lays foundations in Scriptural principles and character
- is academically excellent
- uses proven and easy-to-use methods and tools
- causes children to learn without realizing they are
- uses melodic music with no rock beat or rap
- uses teaching strategies that appeal to the auditory, visual, kinesthetic, and tactile learning styles
- prepares a child to be reading at an advanced level

**Yes, these easy-to-use lessons
will help you to develop your child
spiritually, morally, and academically in less
than 30 minutes per day!**

When properly taught, the CCC™ will not burden children down nor stifle creativity. There is no limit to the structure and character that can be built on a strong foundation. Isn't that what home education is all about?!

Christ-Centered Curriculum is a wise investment in the educational and spiritual foundations of your family.

About Grade Levels

This is an ungraded curriculum. Start where you need to start for each individual person. While it is recommended, you do not need to complete each level in one academic year. Take the time you need!

Teach each child according to their own abilities. Do not hold a younger child back just because he might surpass an older sibling. Teach them that God gives each one differing abilities and time tables for learning. We are not in a race or competition. As we help each other, we work together as a team.

Do not refer to these books by grade, but by level. If your six-year-old begins with Level B, do not say the books are used by kindergarteners. If your ten-year-old would benefit from Level C, do not tell him he is using a book that some six-year-olds are using. The truth is, on completion of Level C, most children have decoding and reading at high grade levels and can be placed into grade four of most graded curriculums. That level is recommended due to emotional development. Older children, on completion of Level C, should complete diagnostic tests for proper placement in the curriculum of choice.

Beginning to Read Program

The Christ-Centered "Beginning-to-Read Program" is designed for children who need to learn:

- How to recognize and print the alphabet.
- How to know what sounds vowels/consonants make.
- How to blend consonant and vowel sounds together.
- How to read and spell one- and two-vowel words.
- How to read simple phrases and sentences.

The Beginning to Read Program consists of two levels. **LEVEL A** is designed for four-year-olds or those who are developmentally delayed and need a slower start. If taught properly, a child who has completed Level A can commonly read at a 1st grade level in one year.

LEVEL B is designed for those five or older who can not read to a 2nd Grade level and for those who have finished Level A. A child **does not** need to complete Level A before starting Level B. Within one year, if taught properly, a child who has completed Level B is usually reading at a 2nd to 3rd grade level or even higher. Primarily the reading level depends on the amount of reading practice the child does.

Advanced Phonics Program

The Advanced Phonics Program is specifically designed for children who need to learn:

- How to identify the different types of syllables.
- How to divide a word into syllables, and where an accent (the stress) is generally placed.
- How to read paragraphs smoothly, with expression, from one line to the next.
- How to read and understand frequently used prefixes and suffixes – especially pronunciation of prefixes in accented and unaccented syllables.

Reading comprehension is developed through:

- (1) Clear pronunciation of words
- (2) Grouping words together to sound like talking
- (3) Using proper voice inflection [the rise and fall of the voice when speaking], and
- (4) Observance of punctuation marks.

The Advanced Phonics Program, **LEVEL C**, is designed for a child who has completed Level B and is an independent reader. It can also be used with an older child who lacks a strong phonics foundation.

By the end of the first week of doing CCC Phonics and Math and reading the beginning of Leading Little Ones to God, both our children received Jesus as their Saviour. Because the materials were so thorough we knew they had an excellent understanding of what they were deciding to do.

Beth Woolrich, 2006

"The longer I use CCC, the more I appreciate it. Listening to some of my friends' problems with other curriculums, I am thankful the Lord led me to CCP. Thank you!"

Parent in Ripley, MS

IMPORTANT INFORMATION!!!

✓ **Codes:** used in the Phonics Instruction Guides suggested daily schedules:

K3 (for three-year-olds – no workbooks but oral instruction using Phonics Lessons for Flashcards 1-32);

K4 (four years old starting in workbook A: 1 of Student Kit A) Use also with immature fives demonstrating little co-ordination or desire to read.

B1 (beginning 1st grader starts in workbook Bi - Kit B).

On Completion of B1, B2 and B3 the child can be reading, spelling and understanding grammar at a grade four level.

A1st/2nd (advanced 1st/2nd grades beginning in workbook C: 1 - Student Kit C) Prerequisite: Level B or being a strong reader but needing to build foundations in advanced phonics skills and grammar skills. (see “Older Children” note below). On completion of C1, C2, and C3 the child can be reading and spelling at approximately grade 9 level.

✓ **Older children:** We personally feel most children aged six or seven, and reading delayed eight-year-olds will benefit greatly from the Biblical/academic foundations laid in Level B. Level C begins with a review of vowels and moves at a slow pace, but once beyond the first ten lessons, the materials move along very quickly in advancing difficulty. Many coming out of the school system at grades four and five benefit from Level B. If you started an older child in level C and met with discouragement, do not hesitate to go to Level B!

✓ **Time Spent in instruction:** follow the guides in the instruction manuals. Brief, informative instruction and practice times will net more learning comprehension than hours of mind numbing instruction and practice. 1 ½ hours per day maximum will cover phonics and math, with less time needed for young children. Consider having brief “drill work” sessions throughout the day as you work around the house (include these sessions in your total time spent). You can teach several children at different levels much of the lesson simultaneously.

✓ **Older children can teach younger siblings** as much as they are able. For instance, your five-year-old can easily instruct your two and your three-year-old orally. This serves to reinforce the lesson in the older child and encourage team work, as well as benefiting the younger child.

✓ **Readers:** By the beginning of book B:2 you should provide readers and possibly comprehension workbooks for your child’s reading development. We at JOY Center of Learning recommend Pathway Readers (available from us and others) in place of the suggested list in the Phonics Lessons 1-31 as many of them are out of print. Each Pathway story contains strong moral lessons and Biblical teaching and are not frivolous or nonsensical in nature. They are worth reading and rereading and will build a wonderful family library. The accompanying workbooks reinforce reading comprehension and build on the grammar/ spelling skills learned in the CCC. We recommend progressing through the Pathway readers

beginning with **First Steps** at a speed appropriate to the child's ability when you get to the middle of Student Workbook B:2. They are very economical. The Rod & Staff readers are also good and the stories retell Bible accounts of history and people.

✓ **Reading Practice: Bible Wise and Bible Time** books and: the Rod and Staff "**Little Jewel**" books – all excellent! (These are not graded readers). It is important to read daily to your children all types of books with substance.

✓ **Recommendation:** start with just math and English and lay those foundations for a few months with older children before adding any other subjects. For young children, the CCC and supplemental readers is all you really need until Level C is completed in Phonics/Reading. Do Professor B Math Level I along with CCC Math A & B or during the year you do Level C phonics.

SCIENCE AND SOCIAL STUDIES:

Most young children will be served well by focusing their academic study on Bible, phonics, reading, grammar skills and math. Spend the balance of the day developing life skills and informal lessons in science and social studies. In every lesson, whether formal or informal, be sure to make the connection between the lesson at hand and God's principles and design. We recommend concentrating on laying scriptural foundations and building the character of your children. Some Boards of Education require a science/social studies curriculum for children age six or older. Suggestions: "Five in a Row"—a gentle, relaxed study of science and social studies, with a Christian supplemental guide. (Comparable two volume Canadian curriculum using Canadian books — "Come Sit By Me" by Cyndy Regeling at 905-737-7659 in Ontario.) The books read in these two curriculums will enhance your child's love of reading. From the Institute in Basic Life Principles, three volumes entitled "Character Sketches." These are superb for science and Bible history.

ADDITIONAL RESOURCES TO CONSIDER:

- ✓ 1. Christ-Centered Math Animal Stories Cassette: Contains the animal stories, scriptures, and songs from the backs of the Math Flashcards. Terrific for audio learners and children at any time.
- ✓ 2. Math Manipulatives Kit: wonderful hands-on aids for reinforcing math concepts. These manipulatives are referred to frequently throughout Math A & Math B. Most of the manipulatives can be used in older levels of math instruction.
- ✓ 3. Professor B Math — for when you have completed CCC Math B; or along with CCC Math A & B for 15 minutes a day; for children to grade six or as remedial work for older children.
- ✓ 4. "A Guide to Teaching Printing With Character," from JCL. A simplified method of teaching printing that dovetails in philosophy beautifully with CCC, and a method that we feel is more readily grasped by the student than the traditional "stick and ball" method of instruction used in the CCC.
- ✓ 5. "My Character Printing Workbook" for beginners and "My Keepsake Book," for older children, a beautiful keepsake book of your child's character development and printing or cursive writing skills.
- ✓ 6. The "Children's Hymnbook," is out of print but a replacement CD called "Songs of Virtue" is now available.
- ✓ 7. "The Home Schooling Toolbox" book will give you guidance on choosing a curriculum when you need it after completion of the CCC. A valuable resource to get your started, encourage you, and keep you going in home education.
- ✓ 8. "Family Buried Alive... Help on the Way" — teach your family to work together as a team. This is a terrific resource for any family. Designed not just to be read, but to be worked through.

PHONICS LESSON AND STUDENT WORKBOOK SAMPLES

Lesson for Flashcard #60 from the book, "Phonics Lessons for Flashcards 32-66"

Flashcard 60 was chosen because:

1. It is one of the last lessons for book a:2, the last book of Level A.
2. It is just beyond the mid-way point of Level B (toward the end of B:2 with B:3 to follow).
3. It is part way through book C:1 of Level C (with C:2 and C:3 to follow).
4. It will give you a general idea of where a child would be at these various levels.

Not all lessons at all levels are carried out in exactly the same style. However, Lesson 60 gives an overview of the basic style and format. We have included a copy of Phonics Card #60 and the scope and sequence. You will see how easy it is to use this curriculum.

Points to Consider:

1. Virtually no lesson preparation
2. The pacing schedule tells you how many days to spend on each lesson for each age.
3. The pacing schedule tells you what workbook pages to assign to each child at the level they are working.
4. The Teacher's Phonics Kit has all of the charts you need to complete the Phonics Drill sections and the other sections as needed.
5. The Phonics Flashcards are colourful on the front and very informative on the back.

Regarding Review:

A child at Level C having completed Levels A & B will have covered the material from Lesson 60 earlier. You now expect more mastery and depth of understanding this time around and you will cover it in much less time. You will not expect the same degree of mastery from your child in Level A.

Phonics Card #60 is reviewed very early on in the C:1 student book and the lesson appears to be easier than what is required in the B:2 workbook.

However, remember this is just a quick review for C:1. Once the review lessons are completed, Level C moves along with increasing degrees of difficulty.

By the end of the C series, the child could be reading at a high school level, depending on the reading practice opportunities given.

PHONICS DRILL READER

(Sample pages follow lesson 60)

This terrific book is started with Book C:1. It takes a child from basic reading skills, through timed drills, to a high degree of proficiency in reading, spelling, and grammar up to a high school level. It reviews 89 phonics rules and their exceptions, Latin suffixes/prefixes, spelling rules, grammar rules, and more. This book could be used as a valuable reference tool for many years after completing the CCC.

CHRIST-CENTERED PHONICS PROGRAM

Scope and Sequence

Grades: ● K3 (3's) ● K4 (4's) ● B1 (Beginning 1st) ● A1/2 (Advanced 1st/2nd)

Scope/Sequence

(Columns show grade content/workbooks)

PHONICS LESSONS FOR FLASHCARDS 1-31

	K3	K4	K5	B1
Short Vowels (Cards 1-5)	X	X	X	X
Long Vowels (Cards 6-10)	-	X	X	X
Consonants/Blending with Vowels (Cards 11-31)	X	X	X	X
PHONICS WORKBOOK:	-	A:1	B:1	B:1

NOTE: A1/2 review lessons for Flashcards 1-31 are at Appendix 1 in PHONICS LESSONS FOR FLASHCARDS 32-66

PHONICS LESSONS FOR FLASHCARDS 32-66

	K3	K4	K5	B1	A1/2
Ending Consonant Blends/Suffix <u>s</u>	Drill	X	X	X	X
Consonant Digraphs (Cards 32-41)	32-66	X	X	X	X
Consonant Blends (Cards 42-66)		X	X	X	X
Introduce: Nouns		X	X	X	X
Pronouns		X	X	X	X
Adjectives		X	X	X	X
PHONICS WORKBOOK:		A:2	B:2	B:2	C:1

PHONICS LESSONS FOR FLASHCARDS 67-93

	K3	K4	K5	B1	A1/2
Suffixes <u>s</u> , <u>es</u> , <u>ed</u> , <u>ing</u> (card 67)	N/A	Drill	X	X	X
Vowel Digraphs (Cards 68-84)		67-93	X	X	X
Modified Vowels (Cards 85-89)			X	X	X
Introduce: Two Syllable Root Words (Syllabication/Accent)			X	X	X
Compound Words			X	X	X
Homonyms/Antonyms/Analogies			X	X	X
Verbs			X	X	X
Who/Doing/What of Sentences			X	X	X
Telling/Asking Sentences			X	X	X
Capitals/Periods/Question Marks			X	X	X
PHONICS WORKBOOK:			B:3	B:3	C:2

PHONICS LESSONS FOR FLASHCARDS 94-118

	K3	K4	K5	B1	A1/2
Vowel Variants (Cards 94-106)	N/A	N/A	Drill	Drill	X
Consonant Variants (Cards 107-113)			94-118	94-118	X
Silent Letters (114-118)					X
Introduce: Open/Closed Syllables (Review)					X
Exclamatory Sentences					X
Contractions/Dictionary Skills					X
Diagram Simple Subject/Predicate					X
Prefixes/Suffixes					X
PHONICS WORKBOOK:					C:3

pr



"Evening, and morning, and at noon, will I pray, ... and he shall hear my voice."

(Psa 55:17)

Card 60 - pr - pray

SCRIPTURE REFERENCE

“Evening, and morning, and at noon, will I pray,... and he shall hear my voice.”
(Psa 55:17)

SPIRITUAL APPLICATION

Scripture teaches that the Christian is to pray without ceasing (1 Thess 5:17). Throughout the day, or night, God will hear us. Our heavenly Father welcomes our coming, just as an earthly father might reach out to hug his little child running into his arms at the end of a hard day’s work. The more we talk to the Lord, the better He likes it!

PHONICS APPLICATION

Rule 55: Br, cr, dr, fr, gr, pr, tr, chr, scr, spr, str, and thr are consonants blended with r. These are called consonant blends because even though the consonants are sounded, they blend together to act as one speech sound. (Some phonics systems also refer to these as consonant clusters.) When consonant clusters are blended together with a vowel, they are then called giant blends.

Examples: bra, fre, scri, stro, thru

pr

“Evening, and morning, and at noon, will I pray, ... and he shall hear my voice.” (Psa 55:17)

<u>PACING SCHEDULE:</u>	<u>K4</u>	<u>K5/B1st</u>	<u>A1st/2nd</u>
Day 1 Exercises Workbook	1 -4, as directed. A:2pp. 121-122	1-4, as directed. B:2 pp. 100-10 1	As needed. C:I pp. 185-188
Day 2 Exercises Workbook	1-4, as directed. A:2 pp. 123	1-4, as directed. B:2 p. 102	(Do next lesson.)

1

DAILY PHONICS DRILL:

- Phonics Flashcards. Drill Cards 94-118. Review Cards 32-93 as needed.
- Vowel Drill Charts. Review Charts 1-4 as needed.
- Blend Drill Charts. As needed, review 10-15 blends from Charts 1-7.
- Word Drill Charts. Drill Chart 6. As needed, review 5-10 words from Charts 1-5.

2

CARD 60 INTRODUCTION:

Day 1: Spiritual/Phonics Application. As needed, help a student read the verse on the front of Phonics Flashcard 60. Present the spiritual application on the back of Card 60.

- Write **pray** on the board. Underline the pr. Pr says /pr/ in pray. Pr is a consonant blend.
- Review: **A consonant blend is a cluster of two or three consonants blended together to act as one speech sound. When a vowel is added to a consonant blend, it makes a giant blend.**

Write the following words on the board: **prick, prank, prompt, prize**. Ask a student to do the following to the word list:

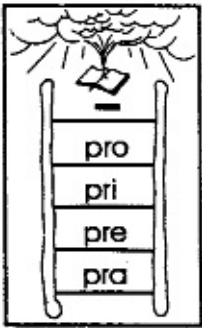
1. **Circle the short vowel giant blends.** (prick, prank, prompt)
2. **Underline the consonant digraph.** (prick)

3. **Underline the ending consonant blend.** (prompt)
4. **Circle the long vowel.** (prize)

3

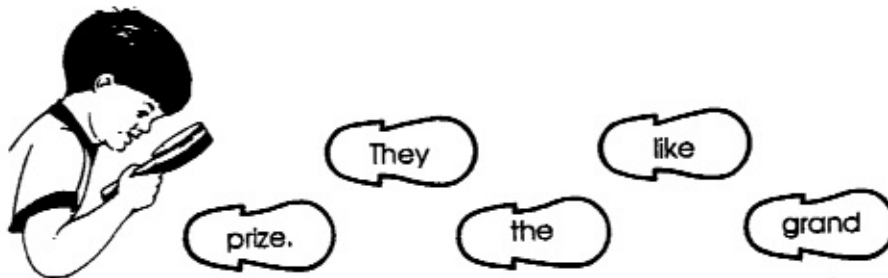
PHONICS/SPELLING EXERCISES:

Day 1: Jacob's Phonics Ladder. (Follow the usual procedure for this exercise.)



- Have a child read the short vowel giant blends. Complete the words as appropriate.
- **SHORT VOWEL WORDS: prank, press, print, prong**
- Erase the ending consonants; have a child read the long vowel giant blends (including **pru**).
- **LONG VOWEL WORDS: praise, preen, pride, probe, prune**

Day 1: Word Search (Sentence Order). Write these words on the footprints: **prize., They, the, like, grand**



Say, "Solve the clues to put the footprints in sentence order."

Clues:

- **A word that takes the place of the name of a group I'm *not* in.**
- **A word that tells what they *do*.**
- **A word often used to begin a phrase — a group of words without a complete thought.**
- **A word that begins with /gr/.**
- **A naming word that tells *what* they like,**

Footprints:

**They
like

the
grand
prize.**

Note: Have a student place the footprints in sentence order and then read the sentence: **They like the grand prize.**

Day 2: Vowel Lane Spelling.

Say, “Listen carefully. Write each word I name under the appropriate vowel house.”

Word List: prick, prank, prod, press
(Advanced: pride, prank, prune, prong, press)

SPELLING RULES:

Use k to spell /k/ at the end of a one syllable word;
use ck to spell /k/ after a single short vowel.

E, I, or s at the end of a short word is often doubled.

A basic completed exercise should look like this:



4

GRAMMAR EXERCISE:

Day 2:

- Say, “So far, we’ve studied two parts of speech. What are their names? Can you recite the rhymes we’ve learned for a noun and pronoun?”

To name a person, place or thing,
Use NOUNS, as Jesus, heaven, king.

PRONOUNS are used in place of nouns
I pray, *she* sings, *we* work, *He* crowns.

“The pronouns *I*, *you*, *he*, and *she* are used when talking about only one person. The pronouns *we* and *they* are used when talking about more than one person. *They* can also be used when talking about more than one thing.”

- Drill:
When I speak *of* myself, I say *I*
When I speak *to* someone else, I say *you*.
When I speak *of* someone else, I say *he* or *she*.
When I speak *about* some *thing*, I say *it*.
When I speak *of* a group that I and others are in, I say *we*.
When I speak *of* a group that does not include me, I say *they*.

- Introduce **Adjectives**: “Today, we’re going to learn about a third part of speech – adjectives. The word *adjective* means ‘that which is thrown near’ the noun or pronoun.

DEFINITION: Adjectives are words that are used with nouns to describe persons, places, or things.

“An adjective is a word that needs another word with it to give it meaning. For example, is *pretty* a noun? Can I say a *pretty*? Do you know what a *pretty* is? Does the word *pretty* need another word after it to tell what it means? Yes, it does. *Pretty* is an adjective. It might be a *pretty flower*, or a *pretty picture*, or a *pretty sky*. Another example is a *big*. Do you know what a *big* is? No, *big* needs another word with it to give it meaning — like a *big boy*, a *big room*, or a *big table*.

“The use of adjectives when we speak or write makes what we have to say a lot more interesting. Adjectives may tell how something looks, smells, sounds, tastes, or feels — like what color, what size or weight, what kind, what shape, or how many.”

- On the board, write: **The old man prayed.**
Have a student read the sentence.

Ask: “**Which word in the sentence tells us *who* did something?** (man) **Which word *describes* the age of the man?** (old) **Which word tells us what the man *did*?** (prayed)”

- Select several naming words and ask a student to think of as many words as possible to describe each noun.

Examples: *wall* — hard, soft; yellow, blue; rough, smooth; small, large
big; straight, crooked; strong, sturdy.

prize — great, wonderful, neat, good, nice, fabulous; big,
small, tiny; colorful, golden; expensive, cheap.

prune — wrinkled, shriveled; sweet, tasteful; brown, black;
soft; large, small.

- Introduce: **When the kind you wish to state
Use ADJECTIVES, like *bold* or *great*.**

From: A:2 Instruction Key

Miniature of A:2 student workbook. The answers are filled in.

fr/gr/pr/tr — Phonics Drill Sheet (p. 121)

Verse: “By grace are ye saved through faith; and that not of yourselves: it is the gift of God.”

(Eph 2:8)

“And ye shall know the truth, and the truth shall make you free.”

“I go to prepare a place for you.”

(John 8:32, 14:2)

Instructions: Say: “We can do nothing to earn salvation. It is a gift of grace, which means that we don’t deserve it and can’t earn it. Jesus Christ, Who is the Truth, sets us free from sin’s penalty through faith in His crosswork. Because Jesus has gone to prepare a place for us, some day we’ll live with Him forever! How wonderful! The words free, grace, prepare, and truth begin with fr, gr, pr, and tr. On this page are more examples of /fr/, /gr/, /pr/, and /tr/ words. In the first section, underline the word which correctly describes each picture. Next, complete each sentence with the correct word from the Word Box.”

“By grace are ye saved through faith; and that not of yourselves: it is the gift of God.” Ephesians 2:8
“And ye shall know the truth, and the truth shall make you free.”
“I go to prepare a place for you.” John 8:32, 14:2

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Underline the word which correctly describes each picture.

 fame <u>frame</u>	 pun <u>grapes</u>	 grass gas	 pay <u>pray</u>
 tack <u>track</u>	 <u>frog</u> fog	 gaps <u>grapes</u>	 <u>trap</u> tap

Complete each sentence with the correct word from the Word Box.

WORD BOX
pray grapes free

God created a purple fruit called grapes.

Every day we should pray to God.

Salvation is a free gift of God.

121

pr — Phonics Art (p. 122)

Instructions:

- Optional: Have each student print his or her name for extra practice.
- Trace the dotted pr.
- On the chalkboard, guide the student(s) stroke-by-stroke for each picture. Give opportunity to identify each /pr/ picture as soon as a student figures it out.
- Point to each picture and say, “Pr says /pr/ in print; pr says /pr/ in press; pr says /pr/ in prick; pr says /pr/ in prong.”

pr - Phonics Art

Name: _____

1.

2.

3.

4.

122

From: A:2 Instruction Key

**Miniature of A:2 student workbook
The answers are filled in.**

Aa—Ee — Penmanship / Spelling (p. 123)

Instructions:

Penmanship Exercise: Follow the usual procedure.

VOWEL LANE Spelling Exercise: Follow the usual procedure.

Words: prick, prank, press, prune, prompt

Note: Use each word in a sentence about God’s Word or His ways.

Penmanship Exercise

VOWEL LANE Spelling Exercise

Aa prank

Ee press

Ii prick

Oo prompt

Uu prune

123

br—tr — Phonics Drill Sheet (p. 124)

Verse: “BEHOLD, how good and how pleasant it is for brethren to dwell together in unity!” (Psa 133:1)

Instructions: Say: “Brethren refers to God’s children. Those who love the Lord are all brothers and sisters in Christ. We are Jehovah’s family, bought with the price of Christ’s blood on the cross. How important it is that we ask God to give us a sweet—spirited love for one another! The word brethren begins with br. Br appears in the narrow box, along with other letters which represent some consonant blend sounds we’ve been studying. Write the letters which stand for the beginning sound.”

Words:

- | | | |
|------------|-----------|--------------|
| 1 bread | 2. grapes | 3. frog |
| 4. tractor | 5. dress | 6. propellor |
| 7. crib | 8. pray | 9. bridge |

“BEHOLD, how good and how pleasant it is for brethren to dwell together in unity!”

Psalm 133:1

Instruction: Brethren refers to God’s children. Those who love the Lord are all brothers and sisters in Christ. We are Jehovah’s family, bought with the price of Christ’s blood on the cross. How important it is that we ask God to give us a sweet—spirited love for one another! The word brethren begins with br. Br appears in the box below, along with other letters which represent some sounds we’ve been studying. Write the letters which stand for the beginning sound.

br	cr	dr	fr	gr	pr	tr
----	----	----	----	----	----	----

1. br

2. gr

3. fr

4. tr

5. dr

6. pr

7. cr

8. pr

9. br




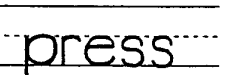
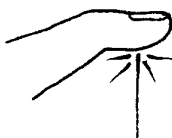

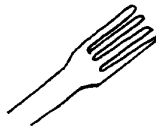

124

pr - Phonics Art (p. 101)

Instructions:

1. On the chalkboard, guide the student(s) stroke-by-stroke for each picture. Give opportunity to identify each /pr/ picture as soon as a student figures it out.
2. Point to each picture and say, "Pr says /pr/ in print; pr says /pr/ in press; pr says /pr/ in prick; says /pr/ in prong."
3. Advanced Students: Conclude by having the student(s) write the picture name within the lines under each picture. If necessary, help identify the blend first and then the ending consonants. Do this exercise one picture at a time.

pr - Phonics Art

<p>1.</p>  	<p>2.</p>  
<p>3.</p>  	<p>4.</p>  

101

Kk-Oo Penmanship/Spelling (p. 102)

Penmanship Exercise:

1. At the board, guide student(s) stroke-by-stroke in the printing of letters Kk-Oo.
2. Review the rhymes for Kk-Oo.

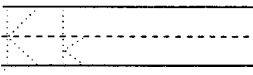
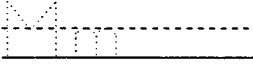
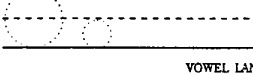
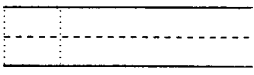

VOWEL LANE Spelling Exercise:

Say: "Now it's time for our VOWEL LANE Spelling Exercise. Listen for the /pr/ word in each sentence I read. After you determine the correct vowel sound in the middle of the word, write the word beside the appropriate VOWEL HOUSE."

Note: Use each word in a sentence about God's Word or His ways.

Words: pride, prank, press, prune, prompt

Penmanship Exercise

  	 
--	--

VOWEL LANE Spelling Exercise

Aa	prank
Ee	press
Ii	pride
Oo	prompt
Uu	prune

102

185 PHONICS EXERCISE

Verse. "I will praise thee, O LORD, with my whole heart; I will shew forth all thy marvellous works."
Psalm 9:1

Application. Have a student read the verse. Say: "In this verse, the Psalmist is giving wholehearted thanksgiving to the Lord because his enemies have been condemned by Jehovah. Judgment had been passed; the victory was secure. In our own lives, there can never be an enemy stronger than God. Therefore, our hearts ought to also be full of praise for the victories that are ours in Christ Jesus!"

Top. Say: "In the verse, underline the word beginning with /pr/. Pr is a consonant blend because even though the consonants are sounded, they blend together to act as one speech sound."

Middle. Say: "Add the letter to the beginning of each word to form a giant blend word. Write the new word."

Bottom. Say: "At the bottom of the page, circle the giant blend you hear in each picture name."

1st Row:	prong	grass	frog
2nd Row:	dress	crib	brush

186 VOCABULARY DEVELOPMENT

Top. Say: "A synonym is a word having the same or nearly the same meaning as another. Write the LESSON 47 spelling word that most nearly fits the meaning of the words at the top of the page."

Middle. Say: "In the long boxes, circle the words which rhyme with the new spelling word at the beginning of each row."

Bottom. Say: "At the bottom of the page, complete the verse with the correct spelling word."

187 SPELLING LESSON 47

Briefly review the meaning of the verse. Go over the ten words in the column under "STUDY." Discuss applicable rules, using other word examples as necessary.


188 PENMANSHIP/SPELLING

Penmanship. Briefly discuss the verse, then say: "Trace James 4:6. When you've finished, circle the consonant blends. Underline the consonant digraphs."

Spelling Pre-Test. In random order, call out the ten spelling words from LESSON 47. After the test, write the spelling words on the board. Briefly discuss applicable rules. Have the student use a red pencil to write the correct letter over any incorrect letters. Next, have him write each misspelled word five times. Retest the full lesson on the next school day.

Miniatures of C:1 student workbook

The answers are filled in.










"I will praise thee, O Lord, with my whole heart; I will shew forth all thy marvelous works."
Psalm 9:1

Pr is a consonant blend. In the verse above, underline the word beginning with /pr/.
Add the letter p to the beginning of each word to form a giant blend word. Write the new word.

ray	raise	ride
<u>pr</u> ay	<u>pr</u> aise	<u>pr</u> ide
rank	rim	rose
<u>pr</u> ank	<u>pr</u> im	<u>pr</u> ose

Circle the giant blend you hear in each picture name.

 pra <u>pr</u> o pre	 gra gro gri	 fre fra <u>fr</u> o
 dri <u>dr</u> e dro	 cre <u>cr</u> i cro	 bra bro <u>br</u> o



VOCABULARY DEVELOPMENT


A synonym is a word having the same or nearly the same meaning as another. Write the spelling word which mostly nearly fits the meaning of the words below.

trick	reward	iron
<u>pr</u> ank	<u>pr</u> ize	<u>pr</u> ess
best	punctual	
<u>pr</u> ime	<u>pr</u> ompt	


Circle the words which rhyme with the new spelling words.

prime	<u>rhyme</u>	<u>crime</u>	<u>slime</u>	shine
prize	<u>size</u>	<u>rise</u>	line	<u>lies</u>
press	fizz	<u>dress</u>	<u>stress</u>	<u>mess</u>
prompt	<u>stomped</u>	ramp	<u>romped</u>	<u>whomped</u>
prank	<u>stank</u>	<u>clank</u>	<u>bank</u>	rink

Complete the verse with the correct spelling word.



I press toward the mark for the prize
of the high calling of God in Christ Jesus.
(Philippians 3:14)



"Evening, and morning, and at noon, will I pray, ... and he shall hear my voice."
(Psa 55:17)

STUDY:	RULES:
prime	
prize	
<u>pr</u> ess	12
<u>pr</u> ompt	
prank	
<u>fl</u> uff	12
slump	
<u>sn</u> ack	18
crops	
<u>s</u> weep	3

SPELLING LESSON 47
pr - pray

3. Ea is generally used in one syllable words to spell /e/ before the letters n or m; ee is generally used before the letter p.
12. F, l, or s, at the end of a short word is often doubled, as in staff, shall, and goodness.
18. At the end of a short word, use k to spell the /k/.
But after /k/, /g/, /f/, /b/, /v/.
Be quick to use ck -- in words like back and sick.

Exception: c is used to spell /k/ in the final position of multi-syllabled words, as in music, picnic, traffic, and arithmetic.

Penmanship Exercise

Trace the verse (James 4:6). Circle the consonant blends. Underline the consonant digraphs.

God resisteth the proud,
but giveth grace unto the
humble.

Spelling Pre-Test

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

INTRODUCTION TO THE PHONICS DRILL READER

The *Christ-Centered Phonics Drill Reader (PDR)* is a result of extensive classroom experience since 1973 at Rocky Bayou Christian School in Niceville, Florida. The main purpose of this Christ-centered program is to well-equip a student to read, comprehend, and obey the Word of God. Therefore, the whole system has been developed totally around God's glorious truth which is forever "settled in heaven." (Psa 119:89)

The PDR is designed especially for elementary age students (or older students, including adults, who need remedial help with reading). While enhancing reading skills which follow the order of introduction of the CHRIST-CENTERED PHONICS FLASHCARDS (Cards 1-118), the PDR teaches five spiritual themes: Creation, the Fall, the Flood, the Law, and Grace. This teaching tool enables students to practice intensive phonics on word lists, phrase pages, and sentences (which also include the verses at the top of each page). By PHONICS SECTION V (Grace), reading pages are totally Scripture, all of which combine to present the claims of Jesus Christ as Savior and Lord.

Note: The PDR also has a companion system of three "Little Readers" (*Creation: GOD MADE ME, The Fall: GOD LOVES ME, The Flood: GOD SAVES ME*) which are part of a beginning-to-read program for pre-first graders. In addition, a PHONICS CASSETTE teaches proper pronunciation for each letter or letter combination taught in the CHRIST-CENTERED PHONICS FLASHCARDS system.

UNDERSTANDING THE VALUE OF A PHONICS WORD DRILL METHOD. The phonics word drill method is an intensive phonics approach to reading which helps students acquire rapid word attack skills through mastering a combination of exercises, in this order: letter/sound combinations, blends, words, phrases, sentences, paragraphs, stories. To foster mastery, achievement time goals are established which are necessary to "pass" a page. As students strive to read a set number of like words (e.g., all short words) within a given time period, they are being forced to rapidly apply phonics rules to sound out the words. Through consistent practice, reading times decrease as students transition from the slower process of "sounding out" to instant word recognition. When that happens, the rules of phonics are applied so rapidly that the student is not consciously aware of doing so. At that point, he becomes a sight reader. This is just like learning the math facts — or learning to type. First you strive for accuracy, and then you strive for speed until you no longer have to even think about what you're doing. When that happens, a student will have graduated from the "learning to read" phase to one of "reading to learn."

The word lists in the PDR contain the 1,000 most commonly used words in the English language. **Appendix B** represents the first 100 words (including their variations) which **make up about 50 percent of** all written material. Some of those 100 words whose letter/sound combinations did not occur soon enough in the regular order of introduction were listed as "SIGHT WORDS" towards the beginning of the drill reader. The remainder of the **1,000** most commonly used words represents about **90 percent of all written** material. Therefore, mastering the word lists, along with the meanings of the **words**, should lead to producing a competent, highly skilled reader who not only reads well mechanically but also comprehends and applies that which God intends for him to learn.

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“CHRIST-CENTERED PHONICS” RULES

Rules for Short Vowel Sounds

Rule 1: When there is one vowel in a short word, it usually says its short sound.

Common exceptions: was (/wäz/) [See also R27.]; of (/üv/), off (/ðf/); put, bull, full, pull (u says /OO/ as in book). [See also R25.]

Rule 2: In a one vowel word, when the vowel is followed by two consonants, it may say its long sound, instead of its short sound. This especially applies to o followed by ld or lt and i followed by ld or nd.

Examples: göld, cölt, mīld, kīnd. **Exception:** buīld (/bīld/). [See also R19.]

Rule 3: Y is pronounced /ī/ within the syllable, as in system and gym. [See R42.]

Rule 4: The short o as in omnipotent and God is the same sound as the broad a in what, but different than the short o in dog. Some regions give these two sounds of short o different pronunciations; other areas say them exactly the same. For the beginning reader, teach these sounds as one.

Rule 5: O sounds like /ū/ in love, come, some, son, and other. Ou sounds like /ū/ in touch, young, and trouble. Oo sounds like /ū/ in flood and blood. [See also R17.]

Rules for Long Vowel Sounds

Rule 6: When there are two vowels in a short word, usually the first one says its long sound; the second one is silent.

Common exceptions: are (/är/) [See also R21.]; have (/häv/); said (/sěd/); were (/wēr/); been (/bīn/) [See also R9.]; give (/gīv/), live (/līv/) [See also R39.]; gone (/gôn/); some (/sôm/), come (/kūm/). [See also R5.]

Note: Vowel—consonant—silent e is a special spelling pattern. Normally, the silent e makes the vowel before it long, except if there is more than one consonant between the first vowel and the e.

Examples: Eve, life, hope; since, badge, large.

Supplementary Rhyme: If a short word ends in e, o, or y, The vowel is long as in be, so, and my.

Exceptions: to, do, who, two (o says /ōō/).

Rule 7: The long vowel sound is its letter name. The name of u begins with a /y/ sound; u could be respelled yoo. Use the full letter name for long u except after the letters ch, j, l, and r; in those cases, u is pronounced /ōō/. [See also R16.]

Rule 8: Ai and ay are vowel digraphs because the two vowels have the sound of one. Most one syllable ai words end in either l or n. Ai is used within the syllable; ay is usually used at the end of a word or syllable.[See also R42.]

BIBLICAL VOCABULARY WORD LIST

abide	glory	obedience	sorrow
adore	godliness	omega	soul
adversary	gospel	omnipresent	sovereign
almighty	grace	oracle	spirit
alpha	gratitude	ordain	spiritual
anointed	guiding	ordinance	splendor
ascend		parable	stewardship
ascension	hallelujah	Passover	strength
atonement	heart	patience	submission
authority	heaven	peaceable	suffer
	holiness	penitent	
baptism	honesty	Pentecost	tabernacle
belief	hosanna	perseverance	temple
blasphemy	humility	pleasure	temptation
blessed	hypocrisy	powerful	testimony
blessings		praise	throne
	immortal	prayer	transgress
charity	incarnate	preaching	trespasses
compassion	instruction	precept	trust
confession		predestination	truth
conscience	judgment	priest	
consecration	justice	proclaim	watchman
conversion	justification	prophecy	wilderness
conviction	joyous	prophet	wonder ful
covenant		proverb	wondrous
cross	kingdom	punishment	worship
crown	knowledge		
crucified		reconciliation	vanity
	law	redeem	vengeance
depravity	loathe	Redeemer	vine
devotion	long-suffering	redemption	Zion
divine	loyal	reformation	
dominion		regeneration	
	magnify	reign	
election	majesty	rejoice	
endurance	marvellous	repentance	
eternal	meditate	resurrection	
exalt	meditation	righteousness	
	meekness		
faithful	melody	Sabbath	
fellowship	merciful	salvation	
forever	mercy	sanctification	
forgiveness	Messiah	sanctuary	
firmament	miracles	Savior	
	mortal	scriptures	
	mourn	shepherd	
		sinner	