



S.P.I.R.E.®

Specialized Program Individualizing Reading Excellence

4th Edition

Level 6, Lesson 4: *ph*

SAMPLER

includes content from

- *S.P.I.R.E. STAR* Digital Teacher Companion
- Teacher's Guide
- Student Workbook
- Blackline Masters



Admit every student into a reader's world of wonder.

NEW *S.P.I.R.E.*® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

- Consistent, intensive, and structured curriculum is research-proven.
- Scripted, easy-to-follow Teacher's Guide saves time for educators.
- A choice of physical or online materials adds flexibility.
- Simplified assessments readily confirm your students' progress.
- The *S.P.I.R.E. STAR* Digital Teacher Companion lets teachers easily Share, Track, Assess, and Report.

Preview *S.P.I.R.E.* in these pages, and begin to see how its teacher-led 10-step lessons turn self-doubters into delighted readers.

GRADES Pre-K-8+





NEW S.P.I.R.E. 4th Edition

with Digital Teacher Companion

S.P.I.R.E. STAR Digital Teacher Companion

NEW with the 4th Edition, *S.P.I.R.E.* now adds the option of a full-featured online teaching platform: the *S.P.I.R.E. STAR* Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print.

AN AID TO INSTRUCTION

S.P.I.R.E. STAR gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing *S.P.I.R.E.* teacher materials, including the lessons and activities in the Teacher’s Guide, all structured in parallel to printed *S.P.I.R.E.* with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher’s Guide instructional pages.

S.P.I.R.E. STAR

1.5 • Short e (Preview)

Step 1: Phonogram Cards

1/2 of 3 scenes

Display Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.

15

1.5 • Short e (Preview)

Step 1: Phonogram Cards

1/2 of 3 scenes

The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say bed slowly, emphasizing the /ē/ sound.

What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ē/. What sound does e make? (/ē/) Say bed, /ē/, (bed, /ē/)

Have students repeat e, /ē/, bed, /ē/ several times.

1.5 • Short e (Preview)

Step 3: Word Building

Students use the Small Letter Set from their Manipulatives Kit to build words.

Listen as I say a word: met. Say met. (met) Let’s sound out met using our fingers.

Teacher’s Guide

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, bed, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent b/d confusion. The key word bed is easily recalled because we can make the word look like an actual bed. The student can visualize the b forming the headboard and the d forming the foot of the bed.

1 **Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

I will show these letters one at a time. When I show a letter, say the letter’s name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter p. The letter p stands for the /p/ sound. When I show this card, you say: p, /p/.

Review Phonogram Cards 1–24.

2 Display Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.

3 Display Key Word Sheet e.

The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say bed slowly, emphasizing the /ē/ sound.

What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ē/. What sound does e make? (/ē/) Say bed, /ē/, (bed, /ē/)

Have students repeat e, /ē/, bed, /ē/ several times.

4 **Step 2: Phonological Awareness**

Sound Identification

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Use your eyes. I will say a word. Repeat the word, and if you hear the /ē/ sound, raise your hand.

met. (met) Do you hear the /ē/ sound in met? (yes) So, you should raise your hand.

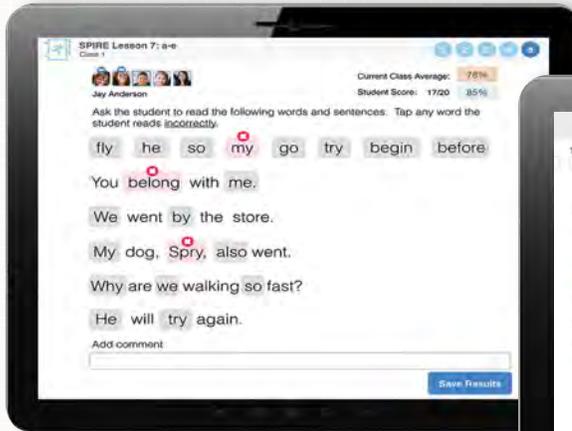
run. (run) Do you hear /ē/ in run? (no) So, you should not raise your hand.

Use the activity with the following words: let, red, cat, yes, get, sun, bed, hat, left, and best.

Introductory Lesson 5 189

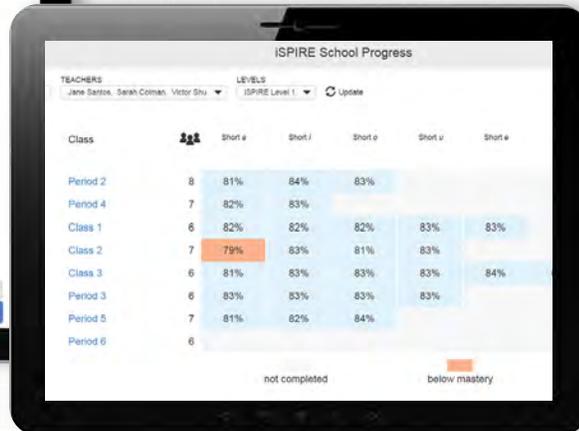
ASSESSMENT WITH DIGITAL SCORING AND REPORTING

S.P.I.R.E. STAR lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



Concept Assessment

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

Pre/Post Test

S.P.I.R.E Progress Report

REPORT: Pre/Post-Test LEVEL: Level 2

		Pre-Test				Date	Post-Test				Date
		DW	DS	CWPM	Comp		DW	DS	CWPM	Comp	
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20
CS	Charlie S...	70%	85%	22	40%	9/15/19	88%	90%	108	80%	2/10/20
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20

DW - Decodable words
DS - Decodable sentences
CWPM - Correct words per minute
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. *S.P.I.R.E. STAR* is a resource built exclusively for teachers to facilitate class instruction and individual student assessment, scoring, and tracking.



S.P.I.R.E.®

Specialized Program Individualizing Reading Excellence

4th Edition



Level 6

Teacher's Guide

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE



Introductory Lesson 4: *ph*

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–105 Key Word Sheet <i>ph</i> (BLM p. 6) 	<ul style="list-style-type: none"> Review previously taught Phonogram Cards Introduce Phonogram Card 105 (<i>ph</i>) Introduce key word <i>dolphin</i>
Step 2: Phonological Awareness	<ul style="list-style-type: none"> 4 syllable rectangles (Manipulatives Kit)—1 set per student Phoneme Segmentation Sheet (Workbook p. 5 or BLM p. 1) 	<ul style="list-style-type: none"> Segmentation: use rectangles to represent syllables; say syllables to make a word
Step 3: Word Building	<ul style="list-style-type: none"> Small Letter Set (Manipulatives Kit)—1 per student 	<ul style="list-style-type: none"> Use letters to build words and sound them out Divide words into syllables
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Words and Sentences (Workbook p. 47) 	<ul style="list-style-type: none"> Decoding words with <i>ph</i> <i>ph</i> automaticity Vocabulary development
Step 5: Prereading		<ul style="list-style-type: none"> Phoneme-grapheme analysis: letter/sound analysis, syllable division
Step 6: Reading	<ul style="list-style-type: none"> Word Find (Workbook p. 48) Words and Sentences (Workbook p. 47) 	<ul style="list-style-type: none"> Word Find Sentence reading
Step 7: Sound Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (BLM p. 24)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify phonemes in <i>phone</i>
Step 9: Spelling	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Words (Appendix) 	<ul style="list-style-type: none"> Say and spell words Identify consonant teams
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Sentences (Appendix) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences
Independent Practice & Assessment	<ul style="list-style-type: none"> Independent Practice (Workbook p. 49) Concept Mastery Fluency Drill 6.4 (BLM pp. 61–62)—1 master copy and 1 copy per student 	<ul style="list-style-type: none"> Assign Independent Practice while assessing individual students Assess student fluency reading words with <i>ph</i>



Lesson 4 ph teaches the /f/ sound for the consonant digraph *ph*. Words with *ph* are of Greek origin and are often scientific words. Students will need ample exposure to *ph* words before they can master them for spelling.

1

Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–104.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. Review Phonogram Cards 1–104.

2

Display Phonogram Card 105.

This is the consonant team *ph*, and it makes the sound /f/. Can anyone name another consonant team and its sound? (Sample answers: *th*, /th/; *ch*, /ch/; *sh*, /sh/)

3

Display Key Word Sheet *ph*.

The key word is *dolphin*. Say *dolphin*. (dolphin) Do you see the consonant team *ph* in the middle of the word? (yes) What sound does *ph* make in the word *dolphin*? (/f/)

4

Display Phonogram Card 105.

Listen and watch as I say this letter team's name and its sound: *ph*, /f/.

Have students repeat *ph* and /f/ several times.

5

Display Key Word Sheet *ph*.

Now listen and watch as I say the key word and its sound: *dolphin*, /f/.

Have students repeat *dolphin* and /f/ several times.

6

Step 2: Phonological Awareness

Segmentation

Students use 4 syllable rectangles from their Manipulatives Kit to identify and manipulate sounds in words.

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student.

Put your rectangles in the gray box at the top of your sheet. I will say a word, and you will bring a rectangle down for each syllable you hear.

- The first word is *dolphin*. How many syllables do you hear in the word *dolphin*? (2) Bring down a rectangle for each syllable you hear. Wait for students to finish.
- Check to be sure that students bring down two rectangles.
- Say the first syllable. (/dɒl/) Say the second syllable. (/fɪn/) Now say the whole word. (dolphin)
- Repeat the activity with the following words: *morph*, *alphabet*, *pheasant*, *telephone*, *photograph*, *symphony*, *catastrophe*, *pharmacy*, and *elephant*.

7

Step 3: Word Building

- Students will use the Small Letter Set from their Manipulatives Kit to build words.
- Let's build words with the consonant team *ph*. When we hear the sound /f/ in these words, we will use the new letter team *ph*.
- Say *elephant*. (elephant) Listen as I say *elephant* as it is spelled: /ɛl/ /ɛ/ /p/ /hənt/. Of course, we don't say the word like this when we are speaking, because in *elephant* the letter team *ph* makes the /f/ sound. When you see a word with *ph*, you might first say the word as it is spelled; this might help you remember how to correctly say the *ph* in the word.
- Say *elephant* again. (elephant) How many syllables do you hear in the word *elephant*? (3)
- What is the first syllable you hear in the word *elephant*? (/ɛl/) Let's build the first syllable.
- What vowel sound do you hear in the syllable /ɛl/? (/ɛ/) Bring down Small Letter e. What is the last sound you hear in the syllable /ɛl/? (/l/) Bring down the Small Letter that makes the sound /l/. What is the letter? (l)
- What is the second syllable you hear in the word *elephant*? (/ɛ/) What vowel sound do you hear in the syllable /ɛ/? (/ɛ/) Bring down Small Letter e.
- What is the third syllable you hear in the word *elephant*? (/fənt/) Let's build the third syllable. What is the first sound you hear in the syllable /fənt/? (/f/) Bring down the new white Small Letter *ph*. What vowel sound do you hear in the syllable /fənt/? (/ə/) Bring down the Small Letter that makes the sound /ə/. What is the vowel? (ə) What is the third sound you hear in the syllable /fənt/? (/n/) Bring down the Small Letter that makes the sound /n/. What is the letter? (n) What is the last sound you hear in the syllable /fənt/? (/t/) Bring down the Small Letter that makes the sound /t/. What is the letter? (t) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (elephant)
- Repeat the activity with the following words: *pharmacy*, *alphabet*, *dolphin*, and *telephone*.

8

Step 4: Decoding and Sentence Reading

Decoding

- Use the top half of workbook page 47, "Words and Sentences."
- Open your workbook to page 47 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (dolphin) Underline the vowels, draw a line between any syllables, and draw a smile under the letter team. What sound does *ph* make? (/f/)



- **Point to each letter, team, prefix, suffix, or trigraph and say its sound or sounds.**
- (/d/ /ɔ̃/ /l/ /f/ /i/ /n/) **Go back to the beginning of the word and glide your finger under the word, saying it fast.** (dolphin) **Who can use this word in a sentence?** (Answers will vary.)
- Continue reading the words, from left to right and row by row, using the same procedure.
- Have students underline the vowels or any vowel teams; draw a smile under any letter teams;
- draw a line between any syllables; mark any silent e's by crossing out the e and drawing a curved line from the e back over the consonant (omitting the curved line for any silent e's that don't change the sound of the vowel or vowels in the word); draw a box around any suffixes, prefixes, or endings; cross out any silent gh's; underline any trigraphs; circle any soft c's or soft g's; and draw a circle around any s that makes the sound /z/ (when the s is followed by e, i, or y at the end of a word or at the beginning of a second syllable). Ask students to use the word in a sentence if you are unsure whether they understand it.

• After five minutes, move on to Step 5.

Vocabulary Development

- The following words may present meaning challenges for some students: *phase*, *sulphur*, *graphite*, and *atmosphere*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

9

Step 5: Prereading

Phoneme-Grapheme Analysis

- Write *dolphin* on the board.
- **This is the word *dolphin*. What is this word?** (dolphin)
- **How many syllables do you hear in the word *dolphin*?** (2)
- **What is the first syllable in the word *dolphin*?** (/dɔ̃l/)
- **In the first syllable /dɔ̃l/, what letter says /d/?** (d)
- **In the first syllable /dɔ̃l/, what letter says /ɔ̃/?** (o)
- **In the first syllable /dɔ̃l/, what letter says /l/?** (l)
- **What is the second syllable in the word *dolphin*?** (/fɪn/)
- **In the second syllable /fɪn/, what two letters say /f/?** (ph)
- **In the second syllable /fɪn/, what letter says /ɪ/?** (i)
- **In the second syllable /fɪn/, what letter says /n/?** (n)
- **In the first syllable /dɔ̃l/, what does the letter *d* say?** (/d/)
- **In the first syllable /dɔ̃l/, what does the letter *o* say?** (/ɔ̃/)
- **In the first syllable /dɔ̃l/, what does the letter *l* say?** (/l/)

- In the second syllable /fin/, what do the two letters **ph** say? (/f/)
- In the second syllable /fin/, what does the letter **i** say? (/i/)
- In the second syllable /fin/, what does the letter **n** say? (/n/)
- Say **dolphin**. (dolphin) Say **dolphin** again, but this time don't say /fin/. (doll)

10

Step 6: Reading

- Use workbook page 48, "Word Find."
- **Open your workbook to page 48. What letters do you see in the center of your Word Find? (ph) What sound does the letter team **ph** make? (/f/)**
- **Look at all the words. Find the words that have the letter team **ph** and color the letter team. Then read each word and circle it. See how many words with **ph** you can find and read in five minutes.**
- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

11

- Use the bottom half of workbook page 47, "Words and Sentences."
- **Open your workbook to page 47 and look at the sentences on the bottom of the page.**
- **Look at the first sentence: 1. My niece loves alphabet soup. Circle the word in the sentence that has the letter team **ph** in it. What is the word? (alphabet) Now say each sound in the word. (/ă/ /l/ /f/ /ă/ /b/ /ě/ /t/)**
- Ask students to read the sentence aloud. Then read the sentence together with students.
- Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

12

Step 7: Sound Dictation

- Distribute Lesson Dictation Paper to each student.
- **1. Say /f/. (/f/) What letter team have you learned that makes the sound /f/? (ph) What two other ways do you know to write the sound /f/? (f, ff) When I dictate the sound /f/, write **f**, **ff**, and **ph**. Write **f**, **ff**, and **ph** on your paper, naming the letters as you write. (f, ff, ph) Look at the letters you just wrote. What are the names of the letters? (f, ff, ph) What sound does **f** make? (/f/) What sound does **ff** make? (/f/) What sound does **ph** make? (/f/)**
- Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /ă/ (a-e, ay, ea, ai); 3. /ou/ (ou, ow); 4. /th/ (th); 5. /i/ (i-e, y, igh, ie); 6. /ě/ (e, ea); 7. /ŭ/ (u, ou, a-, -a); 8. /ē/ (e-e, e, y, ea, ee, ie); 9. /ěst/ (est); 10. /f/ (f, ff, ph)

Digital
scene

13

Step 8: Prespelling**Phonological Awareness**

Say *phone*. (phone) **Say a word that rhymes with *phone*.** (Sample answers: bone, tone, cone) **What is the first sound you hear in *phone*?** (/f/) **What vowel sound do you hear in *phone*?** (/ō/) **What is the last sound you hear in *phone*?** (/n/)

14

Step 9: Spelling

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

- 1. Say *phone*.** (phone) **Who can spell the word *phone*, writing the letters on the board as you name them?** Have a student come to the board to write the word. (p, h, o, n, e) **Let's spell *phone* aloud together.** (p, h, o, n, e) **Now pick up your pencil and write *phone*, naming the letters as you write.** (p, h, o, n, e)

Look at the word you just wrote and underline the letter team. What sound does *ph* make? (/f/) **Go to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph.** (/f/ /ō/ /n/) **Now glide your finger under the word and say it fast.** (phone)

Repeat with the following words. Make sure students spell multisyllabic words syllable by syllable. 2. trophy; 3. Ralph; 4. microphone; 5. gopher; 6. alphabet; 7. dolphin; 8. pamphlet; 9. graph; 10. photograph

When finished, have students take turns reading the words aloud.

15

Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

- 1. The speaker needed a microphone in order to be heard.**

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (The speaker needed a microphone in order to be heard.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (The speaker needed a microphone in order to be heard.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (The speaker needed a microphone in order to be heard.)

- **Now write the sentence on your paper, writing one word on each dash.** (Wait for students to finish writing.)
- **Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**
- You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.
- **Which word in this sentence has the /f/ sound? (microphone) Did you remember to spell the /f/ sound with *ph* in *microphone*? (Answers will vary.)**
- Repeat the procedure with the following sentence:
 2. Our baseball team won a trophy.
- When students finish, have them read both sentences aloud.

16

Independent Practice

While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

Independent Practice: Have students turn to page 49 in their workbook. For the first activity, read the directions with students and discuss the illustrations, identifying each picture. Then read the words at the top of the page with students. Help them find a word that matches the first picture (*photograph*) and write it in the space under the picture. For the second activity, read the directions with students. Review the words that students wrote under the illustrations in the first activity, and then read the first incomplete sentence with students. Help them find the word that completes the sentence (*microphone*) and write it on the line. Encourage students to complete the page independently.

17

Concept Mastery Fluency Drill

Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 6.4. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.



Paper Assessment: Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



Digital Assessment: Follow the directions for administration and scoring, found in Lesson 6.4, Scene 17.


Reinforcing Lesson 4a: ph

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–105 Decodable 1 Word Cards 34–40 Sight Word Cards 173–177 	<ul style="list-style-type: none"> Review previously taught Phonogram and Word Cards Introduce Decodable 1 Words 34–40 Introduce Sight Word Cards 173–177
Step 2: Phonological Awareness		<ul style="list-style-type: none"> Sound identification: compare words with <i>ph</i> to other words with /f/
Step 3: Word Building	<ul style="list-style-type: none"> Small Letter Set (Manipulatives Kit)—1 per student 	<ul style="list-style-type: none"> Use letters to build words and sound them out Divide words into syllables
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Words and Sentences (Workbook p. 50) 	<ul style="list-style-type: none"> Word decoding Sentence comprehension
Step 5: Prereading		<ul style="list-style-type: none"> Phoneme-grapheme analysis: letter/sound analysis, syllable division Introducing the story: build background, vocabulary, and concepts
Step 6: Reading Comprehension	<ul style="list-style-type: none"> Passage (Workbook pp. 51–55) Graphic Organizer (Workbook p. 56 or BLM p. 26) Fluency Tracking Sheet (Workbook p. 317) 	<ul style="list-style-type: none"> Guided reading Comprehension activity: graphic organizer Rereading for fluency
Step 7: Sound Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (BLM p. 24)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify phonemes, syllables in <i>phantom</i>
Step 9: Spelling	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Words (Appendix) 	<ul style="list-style-type: none"> Say and spell words Identify consonants, vowels, letter teams, syllables, and affixes
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Sentences (Appendix) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences
Independent Practice & Assessment	<ul style="list-style-type: none"> Independent Practice 1 and 2 (Workbook pp. 57–58) <i>Optional:</i> Decodable Reader <i>Bottlenose Dolphins</i> (Set 6B) Concept Assessment 6.4a (BLM p. 103)—1 master copy and 1 copy per student 	<ul style="list-style-type: none"> Assign Independent Practice while assessing individual students Assess student fluency reading words with <i>ph</i>

1

Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–105.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. Review Phonogram Cards 1–105.

2

Today you will learn some new words. These words are important because you see them often when you read. They are on green cards because you can sound out these words.

Display Decodable 1 Word Card 34.

This word is *physical*. Say *physical*. (physical) Do you see that the /f/ sound in the word *physical* is spelled with the consonant team *ph* at the beginning of the word? (yes) Who can use *physical* in a sentence? (Answers will vary.)

Using the same procedure, introduce Decodable 1 Word Cards 35–40.

3

Review Decodable 1 Word Cards 34–40.

4

Today you will also learn some new sight words. They are on red cards because if you try to sound out each word, it will not make all the sounds you would expect. You have to memorize a sight word. If you forget what a word on a red card says, I will help you.

Display Sight Word Card 173.

This is the word *laugh*. What is this word? (laugh) The letter team *ugh* makes the /f/ sound in *laugh*. Who can use the word *laugh* in a sentence? (Answers will vary.)

Using the same procedure, introduce Sight Word Cards 174–177.

5

Review Sight Word Cards 173–177.

6

Step 2: Phonological Awareness**Sound Identification**

The English language has many words that came from other languages and have different ways of spelling a sound. The letter team *ph* is borrowed from the Greek language, so if we know which English words come from Greek words, we'll know that the /f/ sound will be spelled with *ph* in those words. Many words—but not all words—of Greek origin relate to science or medicine and are not common words we use every day. For example, let's think about the word *pharmacy*. Say *pharmacy*. (pharmacy) What is a *pharmacy*? (a place you go to get medicine) Because a pharmacy has to do with medicine, we know that the word *pharmacy* is probably Greek. How should the /f/ sound be spelled in a word with Greek origin? (ph) How would you spell the /f/ sound in *pharmacy*? (ph)

Say *phosphate*. (phosphate) Does the word *phosphate* sound like a common word you use every day? (no) *Phosphate* is the scientific name for a kind of chemical. What language do you think *phosphate* comes from? (Greek) Can you guess how the two /f/ sounds are spelled in *phosphate*? (ph)



- Say *foot*. (foot) Does the word *foot* sound like a common word you use every day? (yes)
- Because this is a common word, can you guess how the /f/ sound is spelled in *foot*? (f)
- Say *philosophy*. (philosophy) Does the word *philosophy* sound like a common word you use every day? (no) Can you guess how the /f/ sound is spelled in *philosophy*? (ph)
- Say *face*. (face) Does the word *face* sound like a common word you use every day? (yes)
- Because this is a common word, can you guess how the /f/ sound is spelled in *face*? (f)
- Say *sulphur*. (sulphur) Does the word *sulphur* sound like a common word you use every day? (no) Can you guess how the /f/ sound is spelled in *sulphur*? (ph)
- Say *phone*. (phone) Does the word *phone* sound like a common word you use every day? (yes) This is true—we use the word *phone* every day. But the /f/ sound in *phone* is still spelled *ph*. Remember, not all common words with the /f/ sound are spelled *ph*.

7

Step 3: Word Building

Students will use the Small Letter Set from their Manipulatives Kit to build words.

Let's build words with the consonant team *ph*.

Say *sulphur*. (sulphur) How many syllables do you hear in the word *sulphur*? (2) What is the first syllable you hear in the word *sulphur*? (/sül/) Let's build the first syllable. What is the first sound you hear in the syllable /sül/? (/s/) Bring down the Small Letter that usually makes the sound /s/ at the beginning of a word. What is the letter? (s) What vowel sound do you hear in the syllable /sül/? (/ü/) Bring down Small Letter *u*. What is the last sound you hear in the syllable /sül/? (/l/) Bring down the single Small Letter that makes the sound /l/. What is the letter? (l)

What is the second syllable you hear in the word *sulphur*? (/fer/) Let's build the second syllable. What is the first sound you hear in the syllable /fer/? (/f/) How do you think the sound /f/ is spelled in this word? (ph) Bring down Small Letter *ph*. What vowel sound do you hear in the syllable /fer/? (/er/) Bring down Small Letter *ur*.

Now go back to the beginning of the word and glide your finger under the word, saying it fast. (sulphur)

Repeat the activity with the following words: *pharmacy*, *graphite*, *alphabet*, and *microphone*.

8

Step 4: Decoding and Sentence Reading

Decoding

Use the top half of workbook page 50, "Words and Sentences."

Open your workbook to page 50 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (elephant) Underline the vowels, draw a smile under any letter teams, and draw a line between any syllables.

Point to each letter, team, prefix, suffix, or trigraph and say its sound or sounds.

(/è/ /l/ /ë/ /f/ /ä/ /n/ /t/) Go back to the beginning of the word and glide your finger under the word, saying it fast. (elephant) Who can use this word in a sentence? (Answers will vary.)

- Continue reading the words, from left to right and row by row, using the same procedure.
- Have students underline the vowels or any vowel teams; draw a smile under any letter teams; draw a line between any syllables; mark any silent e's by crossing out the e and drawing a curved line from the e back over the consonant (omitting the curved line for any silent e's that don't change the sound of the vowel or vowels in the word); draw a box around any suffixes, prefixes, or endings; cross out any silent gh's; underline any trigraphs; circle any soft c's or soft g's; and draw a circle around any s that makes the sound /z/ (when the s is followed by e, i, or y at the end of a word or at the beginning of a second syllable). Ask students to use the word in a sentence if you are unsure whether they understand it.

• After five minutes, move on to Sentence Comprehension.

9

Sentence Comprehension

• Use the bottom half of workbook page 50, "Words and Sentences."

• **Open your workbook to page 50 and look at the sentences on the bottom of the page. Read the first sentence silently. We will discuss any words you don't know when you are finished. Remember to make a picture in your mind as you read to make sure you understand what you're reading. Look up when you are finished.**

• **Let's read the first sentence aloud together.**

1. **Darkness settles on the roofs and walls.**

What time of day do you think it is? (evening, night)

• **Read the next sentence silently. Look up when you are finished.**

2. Unlike gray whales, killer whales have teeth—and plenty of them!

What kind of whale has teeth? (the killer whale) Choose a student to read the sentence aloud. (Unlike gray whales, killer whales have teeth—and plenty of them!)

Now let's read the sentence aloud together. (Unlike gray whales, killer whales have teeth—and plenty of them!)

• Repeat the activity with the remaining sentences:

3. Uncle Phil made playing soccer look really easy.

What sport did Uncle Phil play? (soccer)

4. A school of bright yellow fish is swimming across the reef.

What is a school of fish? (a group of fish)

5. Phosphates are compounds that help plants grow.

What are phosphates? (compounds that help plants grow)

6. We watched the dolphin leap playfully out of the water.

What did the dolphin do? (It leapt playfully out of the water.)



7. Tonya hunched down in her seat and looked out the window.

What did Tonya do? (hunched down in her seat and looked out the window)

8. I have to write a paragraph about my pet gopher for homework.

What does this person have to do for homework? (write about a pet gopher)

9. It was so warm, I could not concentrate on the test.

Why couldn't this person concentrate on the test? (It was so warm.)

10. Phillip picked up the phone and called his friend Ralph.

Whom did Phillip call? (his friend Ralph)

10

Step 5: Prereading

Phoneme-Grapheme Analysis

Write *phantom* on the board.

This is the word *phantom*. What is this word? (phantom)

How many syllables do you hear in the word *phantom*? (2)

What is the first syllable in the word *phantom*? (/fän/)

In the first syllable /fän/, what two letters say /f/? (ph)

In the first syllable /fän/, what letter says /ä/? (a)

In the first syllable /fän/, what letter says /n/? (n)

What is the second syllable in the word *phantom*? (/töm/)

In the second syllable /töm/, what letter says /t/? (t)

In the second syllable /töm/, what letter says /ö/? (o)

In the second syllable /töm/, what letter says /m/? (m)

In the first syllable /fän/, what do the two letters *ph* say? (/f/)

In the first syllable /fän/, what does the letter *a* say? (/ä/)

In the first syllable /fän/, what does the letter *n* say? (/n/)

In the second syllable /töm/, what does the letter *t* say? (/t/)

In the second syllable /töm/, what does the letter *o* say? (/ö/)

In the second syllable /töm/, what does the letter *m* say? (/m/)

Say *phantom*. (phantom) **Say *phantom* again, but don't say /öm/. (/fänt/)** **Now add /in/ to the beginning.** (infant)

▼ scene

ph

11

Introducing the Story**Build Background, Vocabulary, and Concepts**

Today we are going to read a mystery. Can anyone tell me what a mystery is? (It is a story about a crime or a secret that has to be figured out.) **How is a mystery different from other kinds of stories?** (Sample answers: Something odd happens, and the characters have to solve it or figure it out. A mystery has clues.)

In this story, the students in Miss Phan's class think that a phantom, or something mysterious, has been tampering with their classroom plants. Let's read the story carefully to see if we can solve the mystery before the end.

Before reading, identify and discuss any difficult vocabulary words in the passage, such as *encouragement*, *mounting*, and *eagerly*.

12

Step 6: Reading Comprehension

Use the passage on workbook pages 51–55: *The Phantom of Room Twelve*.

In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again. The passage, with numbered sections, can be found in the annotated workbook pages in the Appendix.

Open your workbook to the passage on pages 51 through 55. Read the title (*The Phantom of Room Twelve*) and the first section silently. Remember to make a picture in your mind as you read. Look up when you are finished.

Section 1: What is the title of the story? (*The Phantom of Room Twelve*) **Why do Miss Phan's students have dirty hands?** (They are planting seeds in dirt.) **Why do they place their pots on the windowsill?** (so the plants can get sun)

Use the same procedure with the following passage sections:

Section 2: What do the students see after a couple of weeks? (seedlings) **What do the students do when the plants begin to grow?** (They compare the plants to see whose is tallest.)

Section 3: What do the students use to record their plants' growth? (line graphs) **What does the teacher use?** (a bar graph) **Whose plant is the tallest?** (Carmen's) **Whose is second tallest?** (Ralph's) **What terrible thing do you think might have happened?** (Answers will vary.)

Section 4: Who is the first to arrive at the classroom? (Carmen) **What does she discover?** (Someone has snapped off the top half of her plant.)

Section 5: Who does Carmen think broke her plant? (Ralph) **Why does Miss Phan say Carmen can't blame Ralph?** (Carmen doesn't have proof.) **Why does it make Carmen sad to work on her graph?** (Her plant has gotten smaller, not bigger.)

Section 6: What does Ralph discover in the morning? (His plant has been broken.) **Who does he blame?** (Carmen) **What happened to Phil's plant?** (It was pushed over.) **Who does Phil blame?** (Brenda) **Do Ralph and Phil have proof that Carmen and Brenda touched their plants?** (no) **Why is this a mystery?** (No one can figure out who has been disturbing the plants.)

Digital scene

- **Section 7:** What happens each day when the children arrive at class? (They find that the biggest plant is half missing.) Who do they think is destroying their plants? (a phantom plant-snatcher) What do the students' line graphs show? (The graphs show the plants getting smaller and smaller.)
 - **Section 8:** How do the students know that the plant-snatcher is not someone from the class? (By the end of the week, all the plants have been disturbed.) What do the students do instead of fighting with each other? (They form a team.) What does the team plan to do? (The team plans to find the phantom plant-snatcher.)
 - **Section 9:** How does the team let others know about the plant-snatcher? (They make posters and flyers.) When was the last time everyone had worked together like this? (when Miss Atwood's gerbil went missing) Was the gerbil ever found? (no)
 - **Section 10:** What does Miss Phan do each night? (She checks the plants and locks the door.) What does she see each morning when she arrives at school? (The plants have been disturbed again.) Who do you think the phantom is? Why? (Answers will vary.)
 - **Section 11:** Who spots the phantom first? (Phil)
 - **Section 12:** Who is the phantom? (It is the missing gerbil.) Why has it been eating the students' plants? (to stay alive) Which two mysteries do the students solve? (the phantom plant-snatcher and the missing gerbil)
 - **Section 13:** Why is Carmen glad? (They found the missing gerbil.) What lesson did the phantom help the students learn? (They learned to work together as a team rather than fight.)
- Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**

Choose students to take turns reading sections of the passage aloud to the group.

13

Comprehension Activity

Drawing Conclusions

Have students open their workbook to the Graphic Organizer on page 56. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers as they use information from the passage, and what they already know about plants and mysteries, to draw the conclusion that the gerbil has been eating the class plants in *The Phantom of Room Twelve*.

We will use the passage to complete the Graphic Organizer. When you read *The Phantom of Room Twelve*, did you try to solve the mystery as you were reading? (Answers will vary.) What clues did you notice that helped you figure out who was destroying the plants? (Answers will vary.)

6.4a:ph Graphic Organizer

<p>Information</p> <p>The tops of plants are broken and missing.</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Conclusion</p> <p>The missing gerbil is the phantom plant-snatcher.</p> <p>_____</p> <p>_____</p>	
+	<p>Miss Atwood's gerbil is missing.</p> <p>_____</p> <p>_____</p> <p>_____</p>		=
+	<p>Gerbils eat plants.</p> <p>_____</p> <p>_____</p> <p>_____</p>		

56 S.P.I.R.E.

▼ scene

ph

- We need to use information from the passage and add it to what we already know about plants and mysteries to draw the conclusion that the gerbil is the phantom plant-snatcher. On the left, let's write three clues from the passage. On the right, let's write who the phantom plant-snatcher is.

• Complete the Graphic Organizer using the passage.

14

Rereading for Fluency

- To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *The Phantom of Room Twelve* on pages 51–55 of their workbook.
- Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.
- For directions, see Rereading for Fluency, in the Appendix.

15

Step 7: Sound Dictation

Distribute Lesson Dictation Paper to each student.

1. Say /f/. (/f/) What three ways do you know to write the sound /f/? (f, ff, ph) When I dictate the sound /f/, write *f*, *ff*, and *ph*. Write *f*, *ff*, and *ph* on your paper, naming the letters as you write. (f, ff, ph) Look at the letters you just wrote. What are the names of the letters? (f, ff, ph) What sound does *f* make? (/f/) What sound does *ff* make? (/f/) What sound does *ph* make? (/f/)

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /s/ (s, ss, c); 3. /ed/ (ed); 4. /j/ (j, g, dge); 5. /ō/ (o-e, o, ou, oa, ow, oe); 6. /w/ (w); 7. /ā/ (a-e, ay, ea, ai); 8. /ōō/ (u-e, ou, oo); 9. /ū/ (u, ou, a-, -a); 10. /f/ (f, ff, ph)

16

Step 8: Prespelling

Phonological Awareness

- Say *phantom*. (phantom) How many syllables do you hear in the word *phantom*? (2) Let's clap the syllables. (/fän/ /töm/) What is the first syllable in *phantom*? (/fän/) What is the first sound you hear in the first syllable /fän/? (/f/) What vowel sound do you hear in the first syllable /fän/? (/ä/) What is the last sound you hear in the first syllable /fän/? (/n/)
- What is the second syllable in *phantom*? (/töm/) What is the first sound you hear in the second syllable /töm/? (/t/) What vowel sound do you hear in the second syllable /töm/? (/ö/) What is the last sound you hear in the second syllable /töm/? (/m/)

Digital
scene

17

Step 9: Spelling

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. **Say *phantom*.** (phantom) **How many syllables do you hear in the word *phantom*?** (2) **What is the first syllable in *phantom*?** (/fän/) **What is the second syllable in *phantom*?** (/töm/) **Who can spell the word *phantom* syllable by syllable, writing the letters on the board as you name them?** Have a student come to the board to write the word. (p, h, a, n, t, o, m) **Let's spell *phantom* together.** (p, h, a, n, t, o, m) **Now pick up your pencil and write *phantom*, naming the letters as you write.** (p, h, a, n, t, o, m)

Look at the word you just wrote and underline the letter team. What sound does *ph* make in *phantom*? (/f/) **Go back to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph.** (/f/ /ä/ /n/ /t/ /ö/ /m/) **Now glide your finger under the word and say it fast.** (phantom)

- Repeat with the following words. Make sure students spell multisyllabic words syllable by syllable. 2. dolphin; 3. alphabet; 4. Phil; 5. graph; 6. sphere; 7. Ralph; 8. pamphlet; 9. geography; 10. Africa
- When finished, have students take turns reading the words aloud.

18

Step 10: Sentence Dictation

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. **Our class is making a pamphlet about the geography of Africa.**

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (Our class is making a pamphlet about the geography of Africa.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (Our class is making a pamphlet about the geography of Africa.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Our class is making a pamphlet about the geography of Africa.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.

▼ scene

ph

- You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.
- **Which two words in this sentence have the /f/ sound spelled with *ph*? (pamphlet, geography) Did you remember to spell the /f/ sound with *ph* in these words? (Answers will vary.) Which word in this sentence has the /f/ sound spelled with *f*? (Africa) Did you remember to spell the /f/ sound with *f* in Africa? (Answers will vary.)**
- Repeat the procedure with the following sentence:
 2. The stratosphere is one of the layers of Earth's atmosphere.
- When students finish, have them read both sentences aloud.

19

Independent Practice

- While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.
- **Independent Practice 1:** Have students turn to page 57 in their workbook. Read the directions with students. Briefly review with students that *ph* makes the sound /f/. Then read the words at the top of the page, as well as the headings at the top of each box, with students. Look at the first word at the top of the page, *Phyllis*. Help students determine whether *Phyllis* is an animal, a name, or a way to communicate. Have them write the word in the "Names" box. Encourage students to complete the page independently.
- **Independent Practice 2:** Have students turn to page 58 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage *The Phantom of Room Twelve*. Then read and discuss the first question with students. When possible, students should answer in complete sentences. Encourage students to complete the page independently.
- If students are ready to read a new decodable book independently or in pairs, invite them to read Set 6B: Decodable Reader *Bottlenose Dolphins*.

20

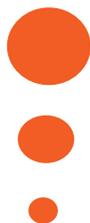
Concept Assessment

- Test students one at a time. Select the student being tested and give the student Concept Assessment 6.4a.
-  **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.
-  **Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 6.4a, Scene 20.



S.P.I.R.E.®

4th Edition



Level 6
Workbook

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE

6.4: ph**Words and Sentences**

1. dolphin microphone alphabet phone
 2. sulphur photograph elephant phase
 3. Phillip telegraph graphite graph
 4. trophy atmosphere phoneme Phil
 5. physics paragraph phantom
-

1. My niece loves alphabet soup.
2. Bring your camera so you can take a photograph of the elephant at the zoo.
3. May I have your telephone number?
4. Telegraphs are very uncommon nowadays.
5. Phillip and Joseph wrote a paragraph about the atmosphere.

6.4: *ph*

Word Find

FIRE

earth

phase

telegraph

helpful

dolphin

effort

PAMPHLET

feather

phantom

telephone

march

BUTTERFLY

twinkle

chilly

careful

ph

THIRTEEN

phonics

TRIUMPH

elephant

puffin

gopher

trophy

fort

PHILADELPHIA

paddle

fixable

physical

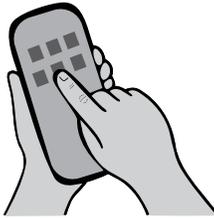
6.4: ph

Independent Practice

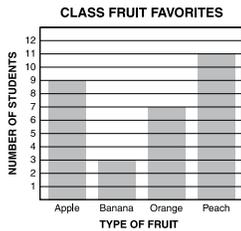
dolphin graph elephant sphere photograph
 gopher trophy pamphlets cell phone microphone

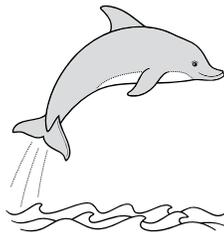
Write the word on the line.













Fill in each blank with a word from the box.

1. Sing into the _____.
2. A _____ is round on all sides like a ball.
3. We handed out _____ advertising the school play.

6.4a: *ph*

Words and Sentences

- | | | | | |
|----|------------|---------|---------|---------|
| 1. | elephant | settler | cartoon | Ralph |
| 2. | foretell | leather | Phillip | winter |
| 3. | phosphorus | coastal | blocked | graph |
| 4. | constantly | darling | belief | germ |
| 5. | animal | dolphin | season | article |

.....

1. Darkness settles on the roofs and walls.
2. Unlike gray whales, killer whales have teeth—and plenty of them!
3. Uncle Phil made playing soccer look really easy.
4. A school of bright yellow fish is swimming across the reef.
5. Phosphates are compounds that help plants grow.
6. We watched the dolphin leap playfully out of the water.
7. Tonya hunched down in her seat and looked out the window.
8. I have to write a paragraph about my pet gopher for homework.
9. It was so warm, I could not concentrate on the test.
10. Phillip picked up the phone and called his friend Ralph.

6.4a: *ph*

Passage

The Phantom of Room Twelve

The children in Miss Phan’s class all had dirty hands, and 11
their teacher didn’t care! 15

In fact, they were growing plants. Each child was carefully 25
planting a seed in a plastic pot filled with dirt. The pot had the 39
child’s name taped on the outside. When they were done, the 50
children set the pots on the windowsill where they would get lots 62
of sun. It was up to each child to see that his or her plant got the 79
right amount of water. 83

In a couple of weeks, they began to see small seedlings 94
sprout from the seeds. Each day, the children tended to their 105
plants. Some whispered words of encouragement to their plants, 114
thinking it would help them grow. 120

As little green shoots began to poke up through the dirt and 132
grow taller, the children began to compare their plants. Whose 142
was tallest? 144

This gave Miss Phan a thought. The class had talked about 155
graphs during their math lesson. She would keep a bar graph 166
that showed which plant was tallest at the end of each week. At 179
the same time, each child would keep a line graph, showing how 191
much his or her plant had grown each week. 200

Excitement was mounting in the classroom. Most plants 208
were neck and neck, so to speak, though everyone agreed that 219

© SSI - DO NOT DUPLICATE

6.4a: ph**Passage**

Carmen’s plant was the tallest. But Ralph’s was close behind. 229

Then something terrible happened. 233

Early one morning, Carmen was the first to enter the 243

classroom. She eagerly walked up to the windows to check her 254

plant. She was shocked to discover that half of her plant was 266

missing! The top was snapped off, and it was nowhere to be found. 279

Carmen ran to find Miss Phan and tell her what had happened. 291

“It’s Ralph, I know it is!” Carmen said to her teacher. “He 303

keeps saying he doesn’t mind that my plant is taller than his, but 316

he’s such a phony. He’s always wanted to have the tallest plant— 328

and now he does!” 332

“What a terrible thing to have happen, Carmen!” said Miss 342

Phan, shaking her head sadly. “But you can’t blame Ralph for

this—not without proof. You just take care of your poor plant

while I look into this.”

Carmen didn’t say anything about her plant all day. But she

would stare at Ralph from time to time and frown. And when it

came time to fill out her line graph, she was almost in tears.

The next morning, it was discovered that Ralph’s plant was

almost all gone. It was now smaller than Carmen’s. All of the rest

of the plants were fine, except for Phil’s, which had been pushed

onto its side.

More and more children were getting upset. Ralph was now

sure that Carmen had sneaked into the classroom at night to pay

6.4a: ph**Passage**

him back. He kept scowling at Carmen. She was stunned that Ralph would blame her when she hadn't done anything.

Meanwhile, Phil was mad at Brenda because he was sure she had pushed his plant over. And she was mad at him because he was being mean to her when she hadn't done a thing.

Miss Phan held a talk with the class about being fair and getting along. However, she was beginning to fear that what was going on would not stop. No one in the school had seen anything funny going on in her classroom. This was a real mystery.

From then on, when the children arrived in class, they would find that the biggest plant was half missing. They began to believe that a phantom plant-snatcher was coming into their classroom at night to steal part of their plants. Each child's line graph was showing the plants getting smaller and smaller. (Miss Phan had taken down the class bar graph. It was too upsetting!)

One good thing had happened by the end of the week. The class now knew that it was someone or something other than a classmate who was hurting the plants, for each plant had become a victim. Instead of fighting with each other, they became a team—a team that would find the phantom plant-snatcher!

Some team members made posters to put around the school. Other team members printed up flyers that they passed out to the other classes, telling them what was happening. Everyone in the school was soon on the lookout for the phantom. The school

6.4a: *ph*

Passage

was abuzz with excitement. The last time everyone had worked together to solve a mystery was when Miss Atwood's gerbil went missing. Sadly, that mystery was never solved, nor was the missing gerbil ever found. Everyone was hopeful that this case would have a happier ending.

Each night, before she left her classroom, Miss Phan would check the plants and lock the door behind her. And each morning she would find that the same thing was still happening. Some plants had fallen on their sides, and others were nearly gone. The poor teacher did not know what to do. It had been a month, and still the phantom was somehow getting the plants.

Then, one dark and dreary day, the phantom appeared!

It happened while the class was listening to a story. Phil was daydreaming and looking out the window. Suddenly, something startled him. Were his eyes playing tricks on him? It looked like something had run quickly by the plants. Phil looked around. No one else seemed to have seen it, but after all, they were all watching Miss Phan. Phil began rubbing his eyes.

"Phil, are you all right?" asked Miss Phan.

"Yes," replied Phil. "It's just that . . . Look!" he shouted as he waved his hand toward the window. "The phantom!"

Everyone quickly looked. There, sitting on the window and nibbling on the last plant, was a gerbil!

"Well, well. It seems we have just solved two mysteries,"

6.4a: ph**Passage**

chuckled Miss Phan. “Our phantom turns out to be Miss Atwood’s missing gerbil. It has been living in our room all this time and eating our plants to stay alive.”

“I’m glad it turned out this way,” said Carmen. “We may not have seen our plants grow, but we found the missing gerbil!”

Everyone agreed. They were glad that they had decided to work together as a team rather than to stay upset and fight with one another. The phantom plant-snatcher had helped them learn a good lesson.

6.4a: *ph*

Graphic Organizer

Information

+

+

Conclusion

=

© SSI • DO NOT DUPLICATE

6.4a: ph

Independent Practice 1

Write each word in the correct box.

Phyllis

dolphin

cell phone

Ralph

telegraph

pamphlet

Phil

telephone

elephant

alphabet

sphere

gopher

trophy

Phillip

microphone

Animals

Ways to Communicate

Names



© SSI • DO NOT DUPLICATE

6.4a: *ph*

Independent Practice 2

The Phantom of Room Twelve



1. How could the children tell which plants belonged to them?

2. How did the children use what they learned in math to find out about the plants?

3. What was the problem, and who first discovered it?

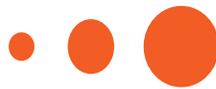
4. What happened after the problem was discovered?

5. How was the problem solved?

6. What did the children learn about getting along?



4th Edition



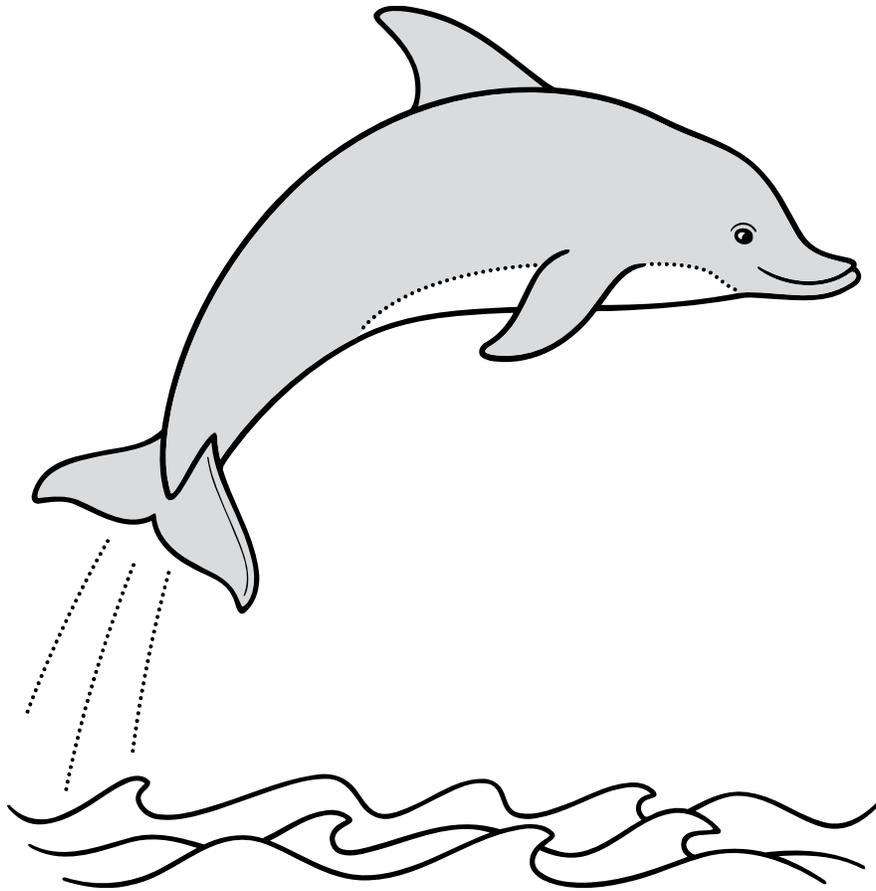
Level 6

**Blackline Masters for
Instruction and Assessment**

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE

ph



dolphin

Name: _____

Date: _____

Sounds

Words

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

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

- 1. _____

- 2. _____

© SSI • May be copied

Lesson 6.4 Concept Mastery Fluency Drill

al|pha|bet tele|e|phone mi|cro|phone e|le|phant dol|phin

mi|cro|phone dol|phin pha|ntom pamph|let e|le|phant

dol|phin al|pha|bet e|le|phant tele|e|phone pha|rma|cy

dolphin alphabet elephant telephone 4

phantom pharmacy pamphlet microphone 8

alphabet telephone pharmacy microphone 12

dolphin phantom pamphlet elephant 16

pharmacy telephone microphone elephant 20

dolphin microphone dolphin phantom 24

pamphlet elephant pharmacy telephone 28

dolphin alphabet elephant telephone 32

telephone microphone elephant dolphin 36

microphone dolphin phantom pharmacy 40

pamphlet dolphin phantom pamphlet 44

elephant pharmacy telephone microphone 48

elephant dolphin alphabet elephant	52
telephone phantom pharmacy pamphlet	56
microphone alphabet telephone microphone	60
elephant dolphin microphone dolphin	64
phantom pamphlet elephant dolphin	68
alphabet elephant telephone phantom	72
pharmacy pamphlet dolphin alphabet	76
elephant telephone phantom pharmacy	80
pamphlet microphone	82

Lesson 6.4a Concept Assessment

graph trophy phone phase morph
phantom hyphen Phil gopher phonics

Phosphates help plants grow.

Can you read the second paragraph?

The telephone quickly replaced the telegraph.

Her soccer team will triumph and win the trophy.

Did you take a photograph of the elephant at the zoo?

Ralph picked up the phone and called his friend.