

# Color Edition Sample

## Level 4, Lesson 14

In this sample, you will find:

**Teacher’s Manual Pages for Lesson 14** ..... 2-7

**Dive for Cover! Activity** ..... 8-10  
Print pages 9-10 back to back, or if you prefer, glue or tape the word cards together with the graphics on the front and the words on the back.

**Practice Sheet** ..... 11



# Lesson 14 PH and /s/ Spelled SC

## Objective

In this lesson, students decode words containing phonogram ph and words with the sound of /s/ spelled *sc*.

## You Will Need

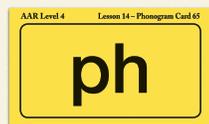
- Soar with Reading* pages 89-93
- Phonogram Card 65
- letter tile ph
- Word Cards 72-81

## Before You Begin

### Preview Phonogram PH

Phonogram ph says /f/ as in *phone*. Ph is the Greek spelling for /f/. Read the following examples and listen for the /f/ sound.

<b>alphabet</b>	<b>pheasant</b>	<b>phrase</b>	<b>sphere</b>	<b>photograph</b>
<b>nephew</b>	<b>orphan</b>	<b>Phil</b>	<b>trophy</b>	<b>Joseph</b>



When we practice the Phonogram Card for ph, we say “/f/, two-letter /f/.” There are two phonograms that say the sound of /f/, so to distinguish ph from f, we say the phrase “two-letter /f/.” By learning the full wording for ph now, your student won’t have to relearn the flashcard for spelling purposes later.

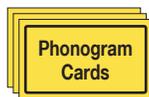


The ph tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ph phonogram sound. When we use the ph letter tile, we only say the sound /f/. To facilitate blending, we don’t say the second part, “two-letter /f/.”

## Review



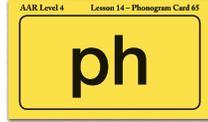
Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

### Teach New Phonogram PH

Hold up the ph Phonogram Card.



“P-h says /f/, two-letter /f/. Repeat after me: /f/, two-letter /f/.” *Student repeats the sound.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sound accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the ph tile into the workspace. 

“When you see this tile, say its sound, /f/. You don’t have to say *two-letter /f/* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.



For extra practice with the new phonogram, try the activity “Color It.” For instructions, look for this icon in Appendix M.

### Blend Sounds with the PH Letter Tile

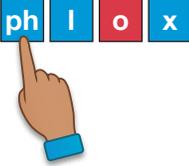
Build the word *phlox*. 

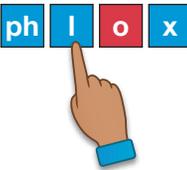
“I’ll sound out this first word, and then you’ll sound out the next word.”

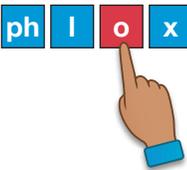
You may wish to explain that *phlox* is a type of flowering plant. 

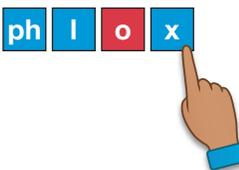
## New Teaching

(continued)

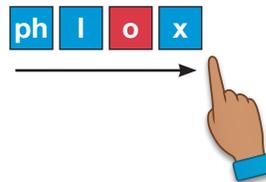
Touch under the ph and say /f/. 

Touch under the l and say /l/. 

Touch under the o and say /ō/. 

Touch under the x and say /ks/. 

Now go back to the beginning of the word. Slide your finger under the letters ph-l-o-x and say *phlox* slowly.



Finally, read the word *phlox* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *phone*.



Leave the word *phone* in the workspace.

## Label Syllable Types

Point to the word *phone*. “This is a Name Game syllable. Label this syllable with the Name Game syllable tag.”



## New Teaching

(continued)

Build the following words. Have your student divide the words into syllables, label with syllable tags, and read.

**dolphin**                      **nephew**

Closed Syllable	Closed Syllable	Closed Syllable	Vowel Team Syllable
d o l	ph i n	n e ph	ew

## Identify the Sound of C

Build the word *scnt*.    s c e n t

Point to the letter c.

“What letter comes after the letter c?” E.

“When c is followed by an e, i, or y, what sound does it make?” /s/.

“Good. Sound out this word.” *Scnt*.

“What sound do the letters s-c say together?” /s/.

Build the word *scant* next to the word *scnt*.    s c a n t

“What letter comes after the c?” A.

“What sound will c say in this word?” /k/.

“Good. Sound out this word.” *Scant*.

Build the word *scene* and have your student read it.    s c e n e

“What is the job of Silent E?” *To make the e long.*

## New Teaching (continued)

## Complete Activity Sheet

“Let’s help this gopher find his gopher holes.”



### Dive for Cover!

Remove pages 89-92 from the *Soar with Reading* activity book.

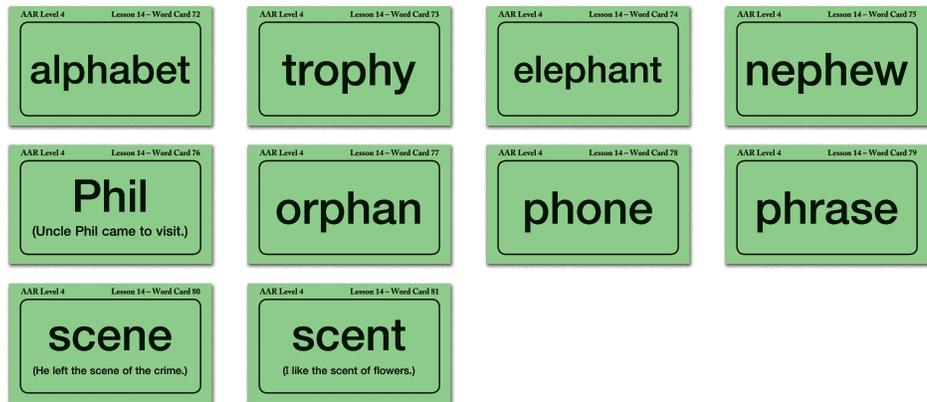
Cut a slit above the gopher hole on page 90 as indicated by the dotted line. Cut out the gopher cards and place them in a pile with the words facing up.

Have your student pick a card and read the word aloud. If he reads the word correctly, he can turn the card over to reveal a diving gopher and then slip the gopher through the slit into the gopher hole.

Continue reading the cards until all the gophers have escaped from the farmer.

## Practice Reading Words

Have your student practice reading the words on Word Cards 72-81.



File the Word Cards behind the Review divider in the Reading Review Box.

## New Teaching (continued)

## Practice Fluency



Turn to page 93 in the activity book.

Have your student read from the Practice Sheet.



To engage your student in the fluency exercises, let him illustrate a selection of words. For instructions, look for this icon in Appendix L.

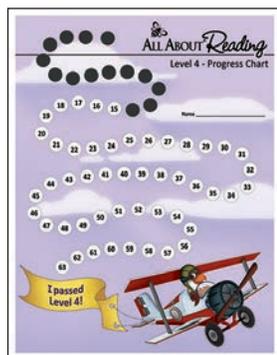
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 14 on the Progress Chart.





phone



gopher



elephant



phrase



dolphin



nephew



orphan



emphasis



alphabet



prophet



scene



scent



## New Words

phone	alphabet	aphid	asphalt
dolphin	nephew	photo	elephant
emphasis	gopher	megaphone	Memphis
orphan	pamphlet	phase	phony
phrase	trophy	Phil	Steph
phew			
scene	scent	crescent	



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