

Focus Question:

What makes Phil so fantastic?

Book Summary

Text Type: Fiction/Fantasy

Fantastic Phil is a man who helps his whole family. How will he help them? This story makes clever use of the *ph* digraph, colorful illustrations, and repetitive sentence structure to support readers. Use this story to teach students how to analyze a character and recognize verbs.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand and remember story events
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Segment syllables
- ☐ Identify consonant digraph *ph*
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *his*

Materials

- ☐ Book: *Fantastic Phil* (copy for each student)
- ☐ Analyze character, consonant digraph *ph*, verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *help*, *his*, *says*
- **Words to Know**
Story critical: *adopt* (v.), *budge* (v.), *face* (v.), *orphan* (n.), *relief* (n.), *toil* (v.)
- **Academic vocabulary:** *finally* (adv.)

Guiding the Reading

Before Reading

Build Background

- Ask students to think about how they help members of their family. Have them share these experiences with a partner. Have volunteers share their ideas with the whole class. Record the ideas on the board.
- Have students look at the cover and title page. Ask them whether *Fantastic Phil* will help his family in ways that are similar or different from the ways they help their families. Invite volunteers to share their thoughts. Discuss with students qualities a person might need to help people (brave, adventurous, smart, and so on). Make a list of these on the board.

Introduce the Book

- Give students their copy of *Fantastic Phil*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did at recess or what happened in the television show they just watched. Use a familiar story to demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Analyze character

- Explain to students that *character traits* are details such as words, actions, and thoughts that describe the characters. Explain to students that when we analyze a character, we are able to better understand and connect to that character, which will help us better understand the story.
- Review the cover and title page illustrations with students. Invite students to use information from these pages to identify the main character, Phil. Then, have students work with a partner to identify some of Phil's character traits. Invite volunteers to share their ideas with the rest of the class. Record their ideas on a character web.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about Fantastic Phil. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How does Phil help his grandma?* (level 1) page 5
- *What do you know about Phil on the basis of how he helps his mom and dad?* (level 3) pages 7 and 8
- *What trait does Phil exhibit when helping his brother?* (level 2) page 10
- *Why does Phil say "Phooey" and "Phew"?* (level 2) multiple pages
- *Why did the author write this story about Fantastic Phil?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, are important when reading stories because they provide readers with extra information needed to analyze the character. Have students work with a partner to review the pictures on page 5 and 6. Ask students: *What did you learn from these pictures? Why are these pictures important to the story? What kinds of things did you learn about Phil from these pictures?* Have students review other pictures in the story and discuss in groups what they learned from them. Invite volunteers to share thoughts with the rest of the class.

Skill Review

- Have students retell the story from the beginning to a partner. Listen to see whether they include the correct events in detail, events in order, and the main character. Encourage students to use transition words such as *first*, *next*, *then*, and *finally* when retelling the story.
- Model analyzing character.
Think-aloud: *As I read the story, I learned the main character is Phil, and I think he is a patient person. I believe patience is a character trait that describes Phil because he helps his son say the alphabet and he helps his grandma find a photo. Both of these actions require a person to wait without getting upset. Finding a photo and teaching someone the alphabet can take a long time. I think Phil is patient based on his actions in the story.*
- Model how to complete the **analyze character worksheet**. Have students identify character traits from the story and add them to the character web. Then, have students discuss the character traits with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Analyze character

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class. Ask students to share how analyzing Phil helped them better understand the story.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the story to answer the Focus Question. (Answers will vary but should include details about why Phil is fantastic from the story. Samples: *Phil helps his whole family. He helps his son say the alphabet and his grandma find a photo. He helps his sister adopt an orphan and his dad direct a dolphin. He helps his mom face a phantom and his wife toil to triumph. He also helps his brother budge an elephant.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Explain to students that every word contains one or more parts. Point out that these parts are called *syllables* and one way to identify them is to clap out the parts in a word.
- Have students say the word *Phil* aloud. Say the word *Phil* again, but clap one time as you say the word. Have students repeat the word and clap one time. Explain that the word *Phil* has one syllable.
- Say the word *mother* and have students repeat the word aloud. Say the word *mother* again, but clap two times as you say the word. Have students say the word and clap two times. Explain that the word *mother* has two syllables.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands once for words with one syllable, twice for words with two syllables, and so on: *whole, grandma, family, helps, alphabet, and photo*.

Phonics: Consonant digraph *ph*

- Write the word *Phil* on the board and read it aloud to students. Ask what sound they hear at the beginning of the word *Phil* and what letters make this sound. Underline the consonant *ph* digraph. Explain that the letters *Pp* and *Hh* together make the /f/ sound.
- Write the following words on the board, leaving off the *ph* digraph: *phone, photo, phantom, photograph, phase, phrase*. Invite volunteers to the board to add the consonant *ph* digraph and read each word aloud as a class.
- **Check for understanding:** Review pages 4 through 6 with students and have them circle all of the words containing the consonant *ph* digraph. Then have students review pages 7 through 12 with a partner and circle all of the words containing the consonant *ph* digraph.

- **Independent practice:** Introduce, explain, and have students complete the [consonant-digraph *ph* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name some action words they know. Record their answers on the board and invite volunteers to act out the verbs.
- Have students turn to page 4. Read the sentence aloud with students. Invite volunteers to say the words that name an action (*helps, say*).
- Write the following sentence on the board: *They direct a dolphin*. Invite a volunteer to come to the board and underline the verb. Ask the class to act out the underlined verb.
- **Check for understanding:** Have students work with a partner to find and highlight the verbs on each page. Call on students to share with the rest of the class a verb they found, and have other students give a thumbs-up signal if the word is a verb.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word *his*

- Write the word *his* on the board and read it aloud with students. Explain to students that they will often see this word in books they read, and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Phil helps his family*. Read it aloud with students and discuss with them the meaning of the word *his*.
- Have students practice spelling *his* on their palm with their finger.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *his*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *his* correctly.

Connections

- See the back of the book for cross-curricular extension ideas.