

Date: _____

Long *Ii* Spelled *igh*

PLAN

Component: Decoding

Instructional Activity: Words with Long *Ii* spelled *igh*

Materials Needed: Long *Ii* sound-spelling card, whiteboards, markers, erasers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sound of *long li*, /li/, can be spelled several ways. You're going to learn a new pattern for /li/ and practice reading words containing the pattern.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel sound. Most of the time, a *vowel team* contains two letters. In this lesson, we will look at a pattern containing *three* letters. Remember, vowel teams have to contain at least one vowel letter, but some of them also contain consonants. The consonants don't make their own sound; they work with the vowel or vowels to make one long vowel sound.

Date: _____

Long *Ii* Spelled *igh*

Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *ii*. If the spelling *_igh* is covered by a sticky note, uncover it now. Make sure all previously taught spellings for the long *i* sound are uncovered. Point to the picture at the top of the card.

- The sound is /īī/. The key word is _____.
- Point to the spelling patterns at the bottom of the card. **Let's review the ways we've learned to spell the sound /īī/.** Point to and say each of the spelling patterns. Have students repeat each one after you.
- The long *i* sound can be made using this vowel team. Point to the pattern as you describe it.
- The pattern *_igh* is a vowel team that spells /īī/. This vowel team contains one vowel letter—*i*—and two consonant letters—*gh*. The *g* and the *h* do not make their own sounds. They work together with the letter *i* to make the long *i* sound, /īī/.
- The blank in front of *igh* means there has to be a letter in front of *igh* in a syllable in order for the vowel team to make the sound /īī/. We read the pattern as *blank i g h*. Most of the time, there will be a consonant in front of *_igh*, like in the words *sigh* and *tight*. Since there is a consonant sound in front of the long *i* in the syllable when you use the pattern *_igh*, this pattern will come in the middle or at the end of a word or syllable.
- Sometimes there will be an *e* in front of *_igh*. *igh* almost always spells /āāā/, not /īīī/. There are a few exceptions, such as in the word *height*. If you see the pattern *igh* in a word, try the sound /āāā/first. If that doesn't sound right, try /īīī/.
- Point to *_igh*. This pattern is *_igh*. What is this pattern called? Students and teacher: *_igh* What sound does it spell? Students and teacher: /īīī/

I'm going to use our decoding strategy to read a word containing long *i* spelled *_igh*.

Write the word *might* on the board. Let's pretend we don't know this word. Since there's only one vowel in it, I'm going to use the Reading Small Words strategy to figure it out.

First, I underline the vowel in the word. I see the vowel *i*, but since it's followed by *gh*, I know that makes the pattern *_igh*. I underline the whole pattern. Underline *igh*. I know *_igh* makes the sound /īīī/.

Next, I look for other parts I know. I put a dot under each of them. Dot under *m* and *t* while saying the sound each makes. I know all the parts of this word, which means I can read it.

Now, I sound the word out smoothly, from left to right: /mmmīīt/. The word is *might*.

I check it by asking myself, *does that sound right? Have I heard the word before?* Yes! I know the word *might*—*I might go to the movies this weekend.*

I DO IT!

Date: _____

WE DO IT!

Provide guided practice.

Distribute individual whiteboards, markers, and erasers to students.

Let's do some together. Remember, if you already know the word, don't blurt it out.

Write the word *bright* on the board. **Write the word on your board.**

First, underline the vowels. Remember, underline vowel teams once, because they make one sound. Students underline *igh*. Teacher should provide support as needed and underline the vowel team on the board so students may check their work.

Look for other parts you know. Put a dot under each. Students, then teacher, put a dot under *b*, *t*, and *r*.

Sound out the word smoothly. What's the word?

Check your work. Does the word make sense?

Follow the routine with the words below.

sigh
plight
fight
nigh
flight



If students need support with:	Then try this:
Segmenting syllables	Have students write each vowel (keeping vowel teams together) on separate pieces of paper, then write each syllable and push them together to read the word. For additional support, the teacher can show students where the syllable breaks occur then have the students decode each syllable.

Date: _____

Long *Ii* Spelled *igh*

YOU DO IT!

Provide independent practice.

This time, I'll write five words on the board. You choose one and write it on your whiteboard. Then, you'll use the Read Big Words routine to figure out the word. When you think you know the word, raise your hand. I'll come to you and let you whisper the word to me. If you're right, you can erase the word, choose another one, and write it. Follow this routine until you've read three words correctly to me.

Monitor the students, scaffolding only if necessary. Allow them to do the work as independently as possible. Use the words below.

sigh
plight
fight
nigh
flight

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with vowel team patterns, consider moving to the instructional protocol for encoding words with vowel team patterns.