

# Vowel Team igh /ī/ (light)

Card Pack #58 Decodable Reader #58

## Object Ideas:

light, nightlight, flashlight, nightgown

## Literature Ideas:

- *Right Now* by Jessica Olien
- *Right Now, I Am Fine* by Daniela Owen
- *Lift Your Light a Little Higher: The Story of Stephen Bishop: Slave-Explorer* by Heather Henson
- *A Light in the Attic* by Shel Silverstein
- *Goodnight Moon* by Margaret Wise Brown
- *Night Job* by Karen Hesse



## Notes

- Use the Comprehensive Flip Chart for the steps on how to teach each part of IMSE's Lesson Plan.
- Use [www.etymonline.com](http://www.etymonline.com) to help establish why a word might not follow the expected rules or patterns.
- "Igh" is a trigraph that makes one vowel sound. Therefore, it's also considered a vowel team. It is on a yellow card. This card should be used in the middle pile on the blending board.
- Students will know 4 ways to spell the /ī/ sound: i, y, i-e, igh.
- Underline "igh" as a vowel team when dividing words into syllables.



## Phonological Awareness:

### Materials Needed:

tokens, sound boxes, one-minute activities, or Zgonc PA book

Use the PAST assessment to determine a starting point for instruction. Incorporate daily phonological awareness activities by using Zgonc's tiered activities and/or Kilpatrick's One-Minute Activities in *Equipped for Reading Success*.

Phonemic awareness warm-up: Use tokens (or letter tiles once concepts have been taught) and sound boxes to do a quick phonemic awareness activity that ties in with the new concept, if appropriate.



## Three-Part Drill

### Materials Needed:

review cards, sand, blending board, vowel tents or sticks

Do this at least 3x per week. Use the Flip Chart for steps. Include the new concept after Day 1.

- Below is a sample script. Remember to use review concepts only.

#### 1. **Visual:**

(T) Tell me the sounds you know for these letters.

(S) /ank/, /y/, etc.

#### 2. **Auditory/Kinesthetic:**

(T) You know five ways to spell this. ([S] divide trays or dry-erase boards.)

(T) Eyes on me. Spell /ē/. Repeat.

(S) /ē/ e says /ē/; e-e says /ē/; y says /ē/; ea says /ē/; ee says /ē/

#### 3. **Blending:**

(T) Tell me the sound for each letter as I point. Then blend the sounds together to read the word or syllable. Give me a thumbs-up if it is a real word.

(S) /mmm/ /ēēēē/ /t/ meat (thumbs-up)



## Teaching a New Concept

### Materials Needed:

concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart

Introduce on Monday, and practice daily.

1. (T) Shows the new concept card(s).
  - a. (T) Tells students that we will learn a new concept today. We will learn a vowel team.
  - b. (T) States “igh” says /i/. (S) Repeat.
2. (T) Shows an object.
  - a. (T) Allows students to manipulate the object and discuss prior knowledge. Reminds (S) that the object has the target sound(s) spelled with the target letter(s).
3. (S) Brainstorm to help establish a spelling rule, if applicable.
  - a. Brainstorm words that have the target sound(s) or rule. The brainstorming can be a teacher-directed activity if students need extra support.
4. (T) Teaches Letter Formation, if needed. Can teach cursive writing.
  - a. Use the steps for teaching letter formation on the Flip Chart.
  - b. Use house paper to teach lowercase letters.
  - c. Teach capital letters throughout the week. Capital letters go outside the house.
5. (T) Dictates target sound(s). (S) Practice all known spellings in the sand or other medium.
6. (T) Connects with literature.
  - a. Read for language comprehension.
  - b. Continue to work on language comprehension with rich literature throughout the week.

7. (S) Use decodable readers to practice the concepts learned.
  - a. (S) Highlight words with the new concept. Read those words.
  - b. (S) Highlight Red Words. Read those words.
  - c. (S) Start reading the decodable reader.
  - d. (S) Continue reading throughout the week.
  - e. (S) Read a clean copy on Friday.
8. (T&S) Mark the Phoneme/Grapheme (P/G) chart by highlighting the target sound(s).



## Word Dictation

### Materials Needed:

fingertapping hand, dictation paper, pencil

Practice daily. Use the Flip Chart to follow the steps for word dictation.

<b>Day 1:</b>	1. might	2. high	3. sight	4. flashlight	5. nightgown
<b>Day 2:</b>	1. flight	2. highway	3. night	4. right	5. twilight
<b>Day 3:</b>	1. sigh	2. upright	3. bright	4. delight	5. tight
<b>Days 4-5:</b>	Review prior words. Optional additional words: brighten, limelight, nigh, nightlight, plight, spotlight				

- Below is a sample script for one-syllable word dictation.

1. (T) States word: *street*. Uses it in a sentence: We drove down the *street*. (Pounds) *street*. (T) Models fingertapping if needed: /str/ /ē/ /t/. (Pounds) *street*.
2. (S) State while pounding: *street*. (Fingertap) /str/ /ē/ /t/. (Pound) *street*. Write the letters known for the sounds.
3. (T) When yours looks like mine, rewrite the word.
4. (S) Rewrite.
5. Repeat the process for each word.
6. (S) Read the list of words multiple times to build automaticity.

- Below is a sample script for multisyllabic word dictation.

1. (T) States word: *splendid*. Uses it in a sentence: The meal was *splendid*. (Pounds each syllable) *splen/did*.
2. (S) State while pounding each syllable: *splen/did*.
3. (T) Models fingertapping, if needed. First syllable: (Pounds) *splen*. (Fingertaps) /spl/ /ē/ /n/. (Pounds) *splen*.
4. (S) State first syllable while pounding: *splen*. (Fingertap) /spl/ /ē/ /n/. (Pound) *splen*. Write the letters known for the sounds.
5. (T) Second syllable: (Pounds) *did*. (Fingertaps) /d/ /i/ /d/. (Pounds) *did*.
6. (S) State second syllable while pounding: *did*. (Fingertap) /d/ /i/ /d/. (Pound) *did*. Write the letters known for the sounds.



2. (T): U stands for understanding. Is your sentence neat? Reread it to yourself. Does it make sense? Could someone else understand it? If not, fix it. Add a mark in the box for U.
  3. (T): P stands for punctuation. Did you remember a period at the end? If not, fix it. If you remembered, put a tally mark above the period. Add a mark in the box for P.
  4. (T): S stands for spelling. Did you spell your words correctly? Check them. Now, check yours with mine (shows the teacher's copy). Fix any words you spelled incorrectly. Put a tally mark above the words you spelled correctly. Add a mark in the box for S.
  5. (T): Rewrite your sentence with all of the corrections.
  6. (T): Check for CUPS again. Put another mark in the boxes.
  7. (T): Let's read the sentences.
  8. (S) Read the sentences for fluency and automaticity.
- \*Please note:** Once students understand how to use CUPS, transition to letting them check their sentence independently before showing the teacher's copy.



## Weekly Red Words

**Materials Needed:**  
screen, red crayon, red word paper

Introduce on Tuesday, and practice daily. Use the Flip Chart for steps.

<b>New:</b>	<b>Review:</b>	<b>New Read-Only:</b>	<b>Review Read-Only:</b>
great, though	few, many, call, room, ball, water, watch, far, goes, because, very, door, car		swollen, pizza

### Steps for Teaching a New Red Word:

1. (T) States the word. (*great*)
2. (T&S) Use tokens to determine how many sounds are in the word. (/g/ /r/ /ā/ /t/; 4)
3. (T&S) Discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly. Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet.
4. (T&S) Discuss the etymology of the word, if appropriate (lexical words). Visit [www.etymonline.com](http://www.etymonline.com) for more information on the word.
5. (T) Defines the word, and writes a sentence using the word.
6. (T) Writes the word on Red Word paper with the screen underneath, using red crayon.