

**Language Objectives**

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

**Building Literacy**

Learning about phonics is an essential part of learning to read. We teach sound-spelling relationships so that students can decode words. Decoding is a key element leading to reading success. In this lesson:

- Students learn that sometimes words have silent letters and that the sound /ī /can be spelled *igh*.
- Students learn that the *igh* spelling pattern is usually found in the middle of a word. Recognizing this spelling pattern allows them to decode many words.

**Focus on Language**

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

sigh	knight
high	fight
tight	right
thigh	sight
fright	night
light	bright
flight	

**ENGLISH LANGUAGE LEARNERS**

Children may be tempted to pronounce the *g* in the *igh* spelling pattern. Remind children of the silent letters they encountered in Lesson 25. Point out that a vowel sound can be spelled with silent letters as well. Have them practice words with the *igh* spelling pattern along with other long *i* words such as *tie* and *by*.



## show me

Have children look at their Targeted Lessons Student Book, p. 76. Have them name the underlined letters in the word at the top of the page. Today you will learn about a special group of letters that spell the sound /i/. Some of the letters in the group are silent. Silent letters are the letters in a word that are not pronounced.

When we see the letters *i*, *g*, and *h* together in a word, they spell the sound /i/. The *g* and *h* are silent. Listen as I read the word at the top of the page: *sigh*. What is the vowel sound in *sigh*? (/i/) The letters *igh* spell the sound /i/. Which letters are silent? (*g*, *h*)

Direct children's attention to the first picture on the page. Listen as I read the sentence. *The kite can go high*. What is the vowel sound in *high*? (/i/) The letters *igh* spell the sound /i/. Have children underline the letters *igh* in the word *high*.

Look at the next picture and listen as I read the sentence. *It is too tight*. Repeat the word *tight*, emphasizing the vowel sound. What is the first sound in *tight*? (/t/) What is the middle sound in *tight*? (/i/) What is the last sound in *tight*? (/t/) What letters spell the /i/ sound? (*igh*) Have children underline the letters *igh* in the word *tight*. The spelling pattern *igh* is usually found in the middle of a word. In the word *tight*, you hear the sound /t/ at the beginning and at the end of the word. The sound /i/ is in the middle of the word.

### SPELLING PATTERNS

**/i/** The sound /i/ has many different spellings. It can be spelled *y* in words such as *fly*, *ie* in words such as *tie*, and *i* in words such as *time*, as well as *igh* in words such as *high*.

**igh/i** The long *i* spelling pattern *igh* is usually found in the middle of words. The letters *igh* are usually preceded and followed by one or more consonants, as in the words *night* and *bright*.

### show me

### sigh

Look at the picture. Listen to the sentence. Underline the letters that spell the sound long *i* in the last word.



## guide me

Have children look at their Targeted Lessons Student Book, p. 77. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /i/ in each word.)

The first picture shows a leg. The arrow is pointing to the thigh. Let's say the sounds in *thigh*. I'll go first and then you can say the sounds after me: /th/ /i/, *thigh*. Have children repeat the segmented sounds and blend the sounds to say the word. What letters spell the sound /i/? (*igh*) Have children write the letters *igh* to complete the word *thigh*. Continue the activity, guiding children to write the letters *igh* in *fright* and *light*.

## work time




**Task 1:** Have children name the pictures: *flight*, *knight*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound.

**Task 2:** Have children name the pictures: *fight*, *right*. Read the directions together. Have children complete each item by circling the word that names each picture.

Long i: igh 26



guide me

Name each picture. Write the letters that spell the sound long i in each word.



 th <u>i</u> g h	 fr <u>i</u> g h t	 l <u>i</u> g h t
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work time

Name each picture. Write the missing letters.

 1. fl <u>i</u> g h t	 2. kn <u>i</u> g h t
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Name each picture. Circle the word that names the picture.

 3. (fight) fit	 4. rig (right)
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PHONICS AND SPELLING 77

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 78. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *we*. This word is *we*. It starts with the sound /w/ spelled *w* and ends with the sound /ē/ spelled *e*. What does *we* mean? The next word is *up*. It starts with the sound /u/ spelled *u* and ends with the sound /p/ spelled *p*. What direction is *up*? Tell children that they will read the words *we* and *up* as they read the story *A Sight at Night*.

## ➤ work time

**Decodable Text** Have children look at *A Sight at Night*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ī/. (*sight, night, high, bright*)

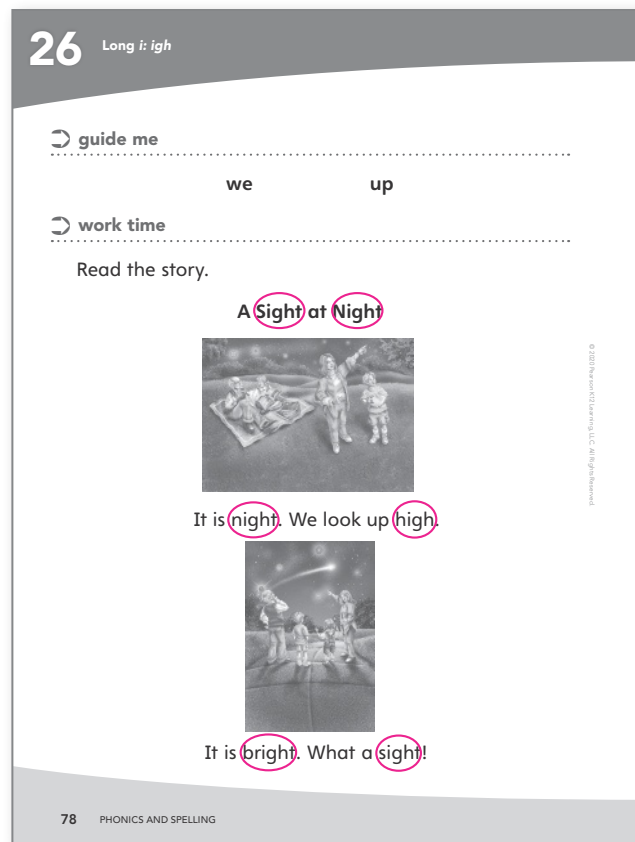
## ➤ check for understanding

Write the letter *s*. What is the sound for this letter? (/s/) Write the letters *igh*. What is the sound for these letters? (/ī/) Listen as I blend the sounds together: /s/ /ī/, *sigh*. Blend the sounds with me: /s/ /ī/, *sigh*. Blend the sounds without me. Add the letter *t* to the end of *sigh*. What is the sound for this letter? (/t/) Blend the sounds and say the word: *sight*.

Let's spell words with the sounds and letters we learned. Have students take out a piece of paper. The first word we will spell is *right*. What sounds do you hear in *right*? (/r/ /ī/ /t/) What is the letter that spells the sound /r/? (*r*) Write the letter *r*. What are the letters we learned for the sound /ī/? (*igh*) Write the letters *igh*. What is the letter for the sound /t/? (*t*) Write the letter *t*. Let's read the word: /r/ /ī/ /t/, *right*. Continue with *high, bright, and flight*.

## ➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?



➤ show me

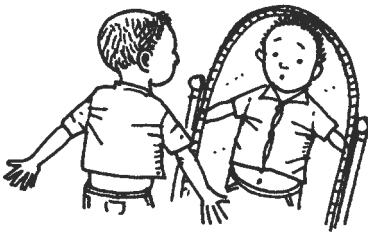
.....

## sigh

Look at the picture. Listen to the sentence.  
Underline the letters that spell the sound  
long *i* in the last word.



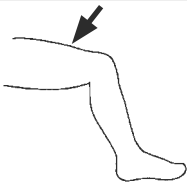
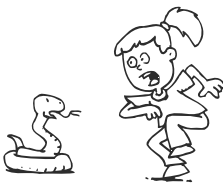
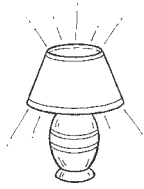
The kite can go high.



It is too tight.



## ➤ guide me

Name each picture. Write the letters that spell the sound long *i* in each word.


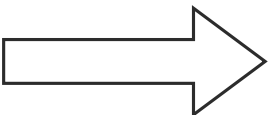
 <p>th _ _ _</p>	 <p>fr _ _ _ t</p>	 <p>l _ _ _ t</p>
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## ➤ work time

Name each picture. Write the missing letters.

 <p>1. fl _ _ _ t</p>	 <p>2. kn _ _ _ t</p>
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Name each picture. Circle the word that names the picture.

 <p>3. fight      fit</p>	 <p>4. rig      right</p>
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➤ guide me

we

up

➤ work time

Read the story.

## A Sight at Night



It is night. We look up high.



It is bright. What a sight!