

Long i with igh (page 6)



Materials:

- letter flashcards Aa-Zz
- **long i** flashcard with **igh**
- picture and word cards (light, knight, flight, fight and any other picture and word cards that have the **long i** sound using any of the **long i** spellings)
- individual card with **igh** on one side and other **long i** spelling on the other side
- 2 beanbags
- page 6

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5 minutes

- Discuss how we can put the letter i with a silent e to make the **long i** sound. We can also put the letters ie together to make the **long i** sound. We can also use the letter y at the end of a word to make the **long i** sound.
 - Teacher: "I /i/ /i/ /i/" Students: "I /i/ /i/ /i/"
- Tell them another way we can make the **long i** sound is the letters **igh**.
- Show them some of the **long i** picture cards and word cards together, emphasizing the **long i** sound in each word.
 - Teacher: "/i/ /i/ light"; students repeat
 - Teacher: "/i/ /i/ knight"; students repeat

- Teacher: “/i/ /i/ flight”; students repeat
- Teacher: “/i/ /i/ fight”; students repeat

Modeling: 7-10 minutes

- Give each student a card with **igh** on one side and other **long i** spellings on the other side.
- Show the students a picture card that has a **long i** sound, spelled any way.
- Say the name of the picture and have the students repeat.
 - Teacher: “/i/ /i/ light”; students repeat
 - If the students think the **long i** sound in the word is made with the letters **igh**, they show the **igh** side of their card. If they think the **long i** sound in the word is made with other letters, they show the other **long i** spellings side of their card.
- Show the matching word card and have the students read the word and say what letters make the **long i** sound.
 - The students can check if they are showing the correct side of their card. They can make corrections if needed.
- Repeat as many times as necessary with different picture and word cards.

Guided Practice: 5-7 minutes

- Scatter the picture and word cards in the center of the room.
- Divide the class into four teams and place them in four lines around the scattered cards.
 - *Hint:* Think of the four lines as the four directions, north, south, east and west on a compass.
- Give the first person in line a beanbag. When you say go, tell them to gently toss the beanbag, trying to land on one of the picture or word cards scattered in the middle.
- Have the students say how the **long i** sound is made in the picture or word card their beanbag lands on or near.
- They can then go get their beanbag and hand it to the next person.
 - *Hint:* This activity is a lot of fun, but will take some management and control. The students can only throw when you say go and should not go to get their beanbag until all of the students in their group have thrown.
- Continue until all students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 6.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 6 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 6, monitor and give guidance/ support/correction/praise, as needed.
- As you are walking around the room, ask the students to read you the sentence at the bottom of page 6.
- Use page 6 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show the picture and word cards and read the words together.
 - Teacher and students: “/l/ /i/ /t/, light”
 - Teacher and students: “/n/ /i/ /t/, knight”
 - Teacher and students: “/fl/ /i/ /t/, flight”
 - Teacher and students: “/f/ /i/ /t/, fight”

