



# Lesson Plan for Vowel Team 'igh'

**Phonics Pattern for Focus: Vowel Teams and Diphthongs**

**OPEN WITH A LISTENING GAME:** Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher makes the sounds below and students blend the sounds to say the word.

<b>/n/ /i/ /t/ (night)</b>	<b>/s/ /i/ /t/ (sight)</b>
<b>/r/ /i/ /t/ (right)</b>	<b>/l/ /i/ /t/ (light)</b>

Teacher says the words below and students segment the sounds in the word.

<b>flight (/f/ /l/ /i/ /t/)</b>	<b>bright (/b/ /r/ /i/ /t/)</b>	<b>might (/m/ /i/ /t/)</b>	<b>fright (/f/ /r/ /i/ /t/)</b>
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**Materials Needed:**

- set of letter flash cards without pictures
- vowel team 'igh' flash card with picture
- vowel team 'igh' flash card without picture
- flash cards 's', 'th', 't', 'r', 'n', 'l', 'f', and 'm'
- vowel team 'igh' word list
- Vowel Team 'igh': Student Read Sheet with Words, Phrases, and Sentences
- pencil and paper for dictation

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the sounds they know.

- Use flash cards for vowels and any previously introduced vowel teams or diphthongs. You can also include cards that will be used in the lesson, as well as any others students may need for additional practice.
- Show the card for each letter or vowel team/diphthong, choosing the card with or without the keyword picture as needed.
  - For flash cards with keyword pictures: Say the letter, keyword (picture), and sound. For example, "t, top, /t/."
  - For flash cards with letters only: Say the sound. For example, "/t/."

**Important note:** Listen for sound production and correct as needed.

Sounds to Review:

<b>i-e</b>	<b>a-e</b>	<b>o-e</b>		
<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>



# Lesson Plan for Vowel Team 'igh'

## INTRODUCE THE VOWEL TEAM 'igh' :

- Say, "What ways have we learned to spell the long 'i' sound? [open syllable 'i', 'i' in a magic 'e' syllable] **Yes! Today we are going to learn a new way to represent the long 'i' sound.**"
- Show students the vowel team 'igh' flash card with the keyword picture (light).
- Point to the picture of the boat on the card. Say, "This is a *light*. I hear /l/, /i/, /t/. In this word, the /i/ sound is spelled 'igh'. 'igh' is a vowel team. The letters 'i', 'g', and 'h' team up and make the long 'i' sound. When you see 'igh' together in a word, you say /i/."
- Say, "Listen to what we'll say when we see this card: 'i', 'g', 'h', light, /i/."
- Say and have students repeat, "'i', 'g', 'h', light, /i/."
- On the board, write the word *high*. Ask, "What is the vowel team that you see? [igh]" "Yes, and remember we said that 'igh' makes the long 'i' sound."
- Say, "Let's make the sounds and read the word. /h/, /i/, *high*. The roller coaster goes very *high*."
- Say, "Today, we will read and spell words that have the vowel team 'igh!'"

**PLAY WITH WORDS:** Provide many opportunities for students to read words with the vowel team 'igh'.

1. Using your flash card deck with letters only, pull out these letter cards: 'igh', 's', 'th', 't', 'r', 'n', 'l', 'f', and 'm'.
2. Get the cards with 'igh' and 's' and arrange them to spell the word *sigh*.
3. Say, "What is the vowel team?" [igh] "What sound will it make?" [/i/]
4. Along with the students, tap /s/, /i/ and blend to read the word *sigh*.
5. Say, "*Sigh* is when you let out a long, deep breath, usually when you feel tired, sad, relieved, or frustrated."
6. Continue using the letter cards to build the following words, and tap and blend to read the words.
7. Discuss word meanings and use all along the way.

## Words to Build

sigh	thigh	sight	right	night
light	fight	flight	might	

# Lesson Plan for Vowel Team 'igh'

**DICTATION:** Have students listen to the sound and practice spelling the phoneme.

## Dictating Sounds:

1. Say the sound /i/ and have students watch your mouth shape.
2. Students repeat the sound.
3. Tell students that today when they hear the long 'i' sound, they are going to spell it 'igh.'
4. Students spell the sound.
5. Students read the sound to themselves.
6. Check together.
7. Read back the sound together.
8. Correct as needed.

## Sounds to Dictate:

igh	igh	igh	igh
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## Dictating Words:

1. Say the word and have students repeat it.
2. Tap each sound (if needed) and have students write the word.
3. Students read the word to themselves.
4. Check together.
5. Read back the word together and correct as needed.
6. After all words have been dictated, students read back all of the words that they wrote.

## Words to Dictate:

night	sight	light	right	might	bright
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# Lesson Plan for Vowel Team 'igh'

**Dictating Phrases and Sentences:**

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

**Phrases to Dictate:**

<b>with all my might</b>	<b>left or right</b>
<b>on my thigh</b>	<b>in the light</b>

**Sentences to Dictate:**

<b>How high up does the ride go?</b>	<b>Why is that light so bright?</b>
<b>Can you see that bright star?</b>	<b>Tonight I will go to bed late.</b>

**BUILDING VOCABULARY:** Select word(s) to focus on meaning and use.

- Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

<b>light</b>	
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## Lesson Plan for Vowel Team 'igh'

**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words with the new skill alone and in context.

**Reading Dictation to Build Fluency:**

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

**Words:**

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

**Phrases and Sentences:**

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



igh

ReadingUniverse.org

igh



*igh, light, /i/*

ReadingUniverse.org

s

th

+

r



r

—



f

m



# Vowel Team 'igh' List of Words, Phrases, and Sentences for Lesson Planning

Our word lists can help you plan for teaching the vowel team 'igh'. Use them in your reading, spelling, and fluency-building lessons and activities. Remember that each interaction with words is an opportunity to build vocabulary. Consider pointing out words with multiple meanings to your students.

Words with 'igh'								
high	sigh	fight	light	might	night	right	sight	tight
thigh	flight	bright	mighty	fighter	sighed	sighing	nightly	higher
highest	brightness	lighter	lightest	tighter	tightest	moonlight	skylight	delight
delightful	tonight	overnight	brightest	highlight	highlighter	highlighted		

Phrases with 'igh'					
very high up	a loud sigh	light on	with all my might	the stormy night	left or right
out of sight	pulled it tight	on my thigh	plane took flight	the bright light	in the moonlight
went overnight	the pink highlighter	will go tonight	a delightful party		

Sentences with 'igh'	
How high up does the ride go?	I wonder why Mom is sighing.
Who are the two fighters in the ring?	This is the lightest blanket I own.
I shower nightly before I go to bed.	The mighty team won the trophy.
Do you write with your left hand or your right hand?	My grandmother's sight is not very good.
Can you make the seatbelt any tighter?	Why is that light so bright?
Tonight I will go to bed very late.	I like to look through the skylight to see the moonlight.
The time we spend together is always delightful.	I bought a new pack of highlighters.
What is the brightest planet?	My pants have gotten tighter.
Which coat is the lightest?	

# Vowel Team 'igh': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the vowel team 'igh'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- vowel team 'igh' read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the vowel team 'igh' in the single words at the top. As they highlight, they say the long 'i', /i/, sound.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# Vowel Team 'igh': Student Read Sheet with Words, Phrases, and Sentences

## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can talk about the meanings of the homophones *night* and *knight*.

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Vowel Team 'igh' Review

Read the words.

high	sigh	thigh	light
night	fight	slight	might
bright	tight	fright	knight

Read the phrases.

way up high	a big sigh	the bright light
day or night	will not fight	might go
see no light	is too tight	got a fright

Read the sentences.

Fred got a fright when he walked into the class.

I might have to dim the bright light.

The high stack is slightly tilting.

Do not fight with your sister.

Mom sighed when Stan said he was going to be late.

The dress is too tight.

I might go to the party later.