

# Lesson 26 IGH

## Objective

This lesson teaches vowel team igh and words containing the sound of /i/ spelled igh.

## You Will Need

- ☐ *Roar into Spelling* pages 183-188
- ☐ Sound Card 52
- ☐ letter tile igh
- ☐ Homophones Book
- ☐ Phonogram Card 52
- ☐ Word Cards 181-190

## Before You Begin

## Preview Vowel Team IGH

Phonogram igh says /i/ as in *light*. Read the following examples and listen for the /i/ sound.

**night      bright      right      sight      high**

When we practice the Phonogram Card for igh, we say “/i/, three-letter /i/.” This phrase distinguishes igh from the other ways of spelling /i/, such as i.



The igh tile is stored under the Vowel Teams category. Igh is considered a vowel team because it makes a vowel sound. Even though g and h are consonants on their own, they team up with the i to form a vowel sound.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the igh phonogram sound.

## Review

Phonogram  
Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound  
Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

Rule  
Cards

Review a selection of Rule Cards from behind the Review divider.

## Review

(continued)



Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Read through the Word Bank for EA (ē).



Build the word **f** **oo** **t** **p** **r** **i** **n** **t** **s**.

“What are the two smaller words in this compound word?”  
*Foot and prints.*

“Read this word.” *Footprints.*

“What sound does oo make?” /ōō/.

“Is this word singular or plural?” *Plural.*

“What is the suffix?” *S.*

“What is the base word?” *Footprint.*

“Label the syllables.” *Student uses the Vowel Team and Closed tags.*



How is the daily review going? Are the decks behind the Mastered dividers getting bigger?

Mastered cards will be reviewed in Lesson 28 to keep them fresh in your student’s mind.

## New Teaching

### Teach Vowel Team IGH

“We have a new tile today.”

Move the **igh** tile into the workspace.

“This phonogram says /ī/. Repeat after me: /ī/.” *Student repeats the sound.*

“Good. Since the three letters work together as a team to say a vowel sound, we’ll store this tile under the Vowel Teams label.” Point to the category label.

## New Teaching

(continued)

Phonogram  
Cards

Take out Phonogram Card 52 and practice it with your student. Be sure to say the full phrase: “/ī/, three-letter /ī/.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

## Teach Sound Card 52

Sound  
Cards

Take out Sound Card 52.

“I am going to dictate a sound. Write the three letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in his dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

## Teach Words with IGH

“Repeat these words after me and listen for the /ī/ sound: *light, high, tonight.*” *Student repeats the words.*

“In each of these words, the /ī/ sound is spelled with igh.”

Build the word **l** **igh** **t**.

“What does this word say?” *Light.*

“What does the igh say?” /ī/.

“Change *light* to *right*.” *Student switches the l for an r.* **r** **igh** **t**

Build the word **t** **o** **n** **igh** **t**.

“To spell the word *tonight*, we need to pronounce for spelling. When we speak, we normally say *t’night*.”

Point to the o. “But when we pronounce for spelling, we need to pronounce the /ōō/ sound clearly: /too-night/.”

## Exchange Tiles to Make New Words

Build the word **t o n igh t**.

“I can change *tonight* to *night* like this.”



“Now it’s your turn. Change the word *night* to *fight*.” *Student exchanges the n for an f tile.*

Repeat this activity with the following sets of words. Build the first word in each set and have your student change the tiles to spell the word you specify.

**fight → might → tight → right → bright**  
**sight → sigh → high**

## Homophones Book: Add *hi/high* and *site/sight*

Build the word **h igh**.

“Read this word.” *High.*

“*High*, as in *The mountain is very high.*”

Build the word **h i**.

“Read this word.” *Hi.*

“*Hi*, as in *Hi, how are you?*”

Build the word **s igh t**.

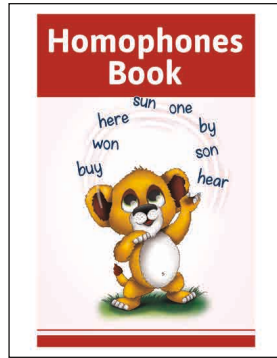
“Read this word.” *Sight.*

“*Sight*, as in *The sunset is a pretty sight.*”

Build the word **s i t e**.

“Read this word.” *Site.*

“*Site*, as in *Lincoln’s home in Illinois is a historic site.*”



Take out the Homophones Book. “*High/hi* and *sight/site* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

**“Hi, Angela!” said Tony. “What are you doing?”**  
**“Tony! Check out my kite! It’s practically out of sight!”**  
**Tony looked up. “Wow, that is amazingly high!”**  
**“I know!” said Angela. “It’s saying hi to the clouds.”**  
**“Ha! I think you just made this park into a historic site.”**  
**“They’ll erect a statue to my kite. What a sight it will be!”**

## Spell Word Cards 181-190

Dictate the words and have your student spell them in his dictation notebook.

You may wish to remind your student that in each of these words, the sound of /i/ is spelled igh.

**Tip!**

Spelling Level 3 Lesson 26 – Word Card 181  
**night**  
(It rained all night.)

Spelling Level 3 Lesson 26 – Word Card 182  
**right**  
(The answer is right.)

Spelling Level 3 Lesson 26 – Word Card 183  
**high**  
(The mountain is very high.)

Spelling Level 3 Lesson 26 – Word Card 184  
**might**  
(I might go with you.)

Spelling Level 3 Lesson 26 – Word Card 185  
**light**

Spelling Level 3 Lesson 26 – Word Card 186  
**tonight**

Spelling Level 3 Lesson 26 – Word Card 187  
**sight**  
(The sunset is a pretty sight.)

Spelling Level 3 Lesson 26 – Word Card 188  
**fight**

Spelling Level 3 Lesson 26 – Word Card 189  
**bright**

Spelling Level 3 Lesson 26 – Word Card 190  
**tight**

If you wish, your student may also add the homophone pair *might/mite* to the Homophones Book since he knows how to spell words with both of these spelling patterns.



File the Word Cards behind the Review divider in the Spelling Review Box.

## New Teaching

(continued)

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

**flight**

**sigh**

**sunlight**

**fright**

**twilight**

**starlight**

**midnight**

**daylight**

**thigh**

**slight** (slight chance)

## Complete Activity Sheet (Optional)

“Let’s look at the night sky and find some constellations!”



### Night Sky

Remove pages 183-186 from the *Roar into Spelling* activity book.

Cut out the constellation cards and place them in a pile with the illustrations facing down.

Choose six words from this lesson that you think would most benefit your student to practice.

Dictate the words one by one and have your student write each word on one of the cards. If he spells the word correctly, turn the card over to reveal the constellation and then add the constellation to the night sky scene.

Continue until all the constellations are twinkling in the sky and your student has practiced all six words.

(**Note:** If your student is interested, the names of the constellations are listed on the back of the cards.)

## New Teaching

(continued)

## Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

**It was very cold last night.**

**Do not tickle my right foot!**

**The peach is too high to reach.**

**You might like my aging beagle.**

**The sudden bright light gave me a fright!**

**There is a moth near the light.**

**The spy will meet us tonight.**

**What a lovely sight you are!**

**The pea was cozy in the tight pod.**

**Did the fox have a fight with the hen?**

**You must cook the roast by midnight.**

**Nancy and Deb whine and sigh all day.**

## Writing Station

A worksheet titled "Writing Station" with a red header. It features a small illustration of a window with snow and a warm light inside. Below the illustration, there are two sections: "Words" and "Sentences". Each section has five numbered lines (1-5) for writing. The "Words" section is on the left, and the "Sentences" section is on the right. At the bottom, there is a small copyright notice: "© 2023 by All About Learning Press, Inc." and a page number "187".

Turn to page 187 in the activity book.

Dictate the words below and have your student write the words on the five lines provided. For many students, it is easier to write the base word first and then add the suffix.

Then have your student create original sentences using the new words and write them on the lines provided.

**lighted**

**candles**

**chilly**

**windows**

**snowy**

## Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 188 of the activity book.

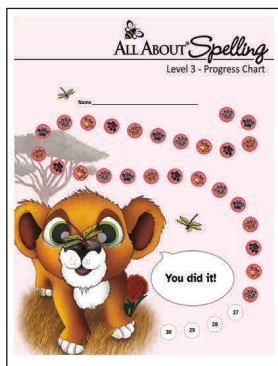
“You can spell *tight*. Now spell *tightrope*, as in *The acrobat balanced on the tightrope*.” Student writes *tight* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

1. **tightrope**      The acrobat balanced on the tightrope.
2. **sighing**      The bored kids keep sighing loudly.
3. **firefighter**      He is training to be a firefighter.
4. **nightmare**      I had a nightmare about a large chipmunk.
5. **sightseers**      The sightseers were thrilled to see the orcas.
6. **frightening**      Stop frightening the cat with your whistling!
7. **slightly**      I am slightly taller than a kangaroo.
8. **delight**      What a delight it is to sing in a chorus!
9. **upright**      Our upright piano always needs tuning.
10. **highway**      Let's take the scenic roads instead of the highway.
11. **brightest**      Which is the brightest star in the sky?
12. **mighty**      The mighty river sliced through the canyon.

## Track Your Progress

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 26 on the Progress Chart and move on to the next lesson!





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