

Foundations for Literacy V

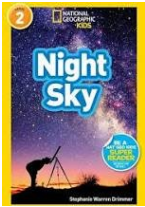
igh & eigh*

-ine, -tion

-sion, cion

*Review Flip Flops

5.3



Read: Night Sky, by Stephanie Warren Drimmer

As you introduce this book, note that in the title, the word *Sky* has a y that says /eye/ as we'd expect. It's an open vowel. It's a short little word with a y at the end, so the y makes the long i sound. Got it. But I hear the long i sound in *Night* too. Why does the i make its long sound here? There is no Magic e. I don't see two vowels together. I do see g-h, and I know that g-h can say *absolutely nothing*. What's happening, here?

Here's the rule: i-g-h says /eye/. The motion is to point a finger toward your eye. That's it. Have the kids repeat with you, "I-g-h says /eye/," and point your finger toward your eye at least three times.

Note: Kids often confuse i-n-g and i-g-h. Can you see why? Remind your students that they must look closely at every word. Using a pointer finger will help them to truly notice each letter so they'll make each sound properly. They will read with automaticity very soon, but for now they must make the sounds they see. Remind them that they are learning more and more words every day. They must remember to **Make the Sounds They See**, and that **It's a No Guess Zone**.

Highlight the i-g-h

materials include: i-g-h word cards, highlighters (We like the ones that say *highlighter* on them.)

Provide your students with highlighters. Note with them the word *highlighter* printed on their highlighters. Share that in the word *highlighter* they see i-g-h twice! Both say /eye/ (Point to your eye.).

Next, invite them to highlight the **i-g-h** in five words on their word cards. We will not do all of them because we want our kids to be able to identify the i-g-h with no other visual signal beyond the letters they see. To train their eyes to search for and find this phonics rule at play, however, it's a great idea to have students **highlight** some of them.

→ → → Be certain students do not highlight the i-g-h in words with e-i-g-h.

Note with the students that **some of the word cards have e-i-g-h**. In these words, the i-g-h does not say /eye/. In these words, the e-i says /ay/, as we learned in the e-i Flip Flop lesson. We need

our kids to recognize and differentiate these sounds. (The dead giveaway is that e.) Again, when our students read from left to right across the words, they'll see the e-i first. They'll make the sound /ay/ before they even get to the **g-h (which usually says absolutely nothing)**.

Glow in the Dark Light Bulbs

materials include: glow in the dark light bulb cut-outs (Amazon), pencils, highlighters



Present your students with glow-in-the-dark light bulb cut-outs and invite them to write the letters i-g-h on the backs of them. They can highlight the letters i-g-h with their highlighters. Share that these bulbs, when activated with light, can actually glow in the dark! I like to demonstrate that by turning off the lights for a moment. It's fun! Your students can keep the lightbulbs in their bedrooms to be a sort of **night light** and to remind them that i-g-h says /eye/.

i-g-h and e-i-g-h Word Card Sort

materials include: i-g-h & e-i-g-h word cards, sorting tent

Students, after highlighting a handful of words with i-g-h saying /eye/, will sort all the word cards (five words will now be highlighted but the great majority of them is unhighlighted) into two categories. The ones with i-g-h (/eye/) and the ones with e-i-g-h (/ay/). This work will help the students to discriminate between these two spellings. Noting the distinctions is very important for accurate reading. This work will also help to improve students' spelling skills.

e-y-e Spells Eye

materials include: ring, eye spelling mini poster



It sure would be simpler if the word eye was spelled: I. But it's not, so we must teach students how to spell it. To do so, simply present students with eyeball rings. Show them the instructional mini-poster. Say, "E-y-e spells eye." Point to the left eyeball and say "e." Point to the middle of the eyeballs (your finger that's hanging down) and say "y." Point to the last eyeball and say "e." A few times throughout the day, ask your students how to spell eye. Remind them of the ring, and they'll have it in no time!

Words Ending with -ine

materials include: i-n-e practice page, pencils

When words end with -ine, we would expect the i to say its name because there's a magic e there. However, **i-n-e can represent three different sounds**. The primary sound is the i saying its name. Sometimes the e doesn't do magic, though, and the i makes its short sound—as if the e weren't there at all. Sometimes, i-n-e says /een/. That's weird. In this lesson, students will decode lots of words with i-n-e. They'll begin with the long i sound, flip to the short i sound, and then try the /een/ sound until they find something that makes a word they know. This "flipping and

flopping is equipping kids to have flexibility with their decoding—within the confines of what they know about how words work. This is not “word guessing.” In the literature, this is known as Set for Variability.

Students will decode the words at the bottom of the page, decide which sound the i-n-e is making and then record the words in the appropriate columns.

Words Ending with -ld, -nd, and -st

materials include: information sheet

Say: When the letters -ld, -nd, and -st are preceded by a vowel, the vowels can say their names. Until now, when we were decoding words such as *fold*, *mind*, and *most*, we just “flipped it” (the vowel sound) to figure out what these kinds of words said. Now we’re learning what’s actually happening here so we can promote accurate spelling.

Note that the letter i says its name with all these spellings. The vowels o (*cold*, *most*) and a (*taste*) can also say their names under this rule, but none other than i say their names with all of them (*mild*, *kind*, *Christ*). Often, this exposure is enough for kids to recall these somewhat unusual spellings.

Game Board with Words Ending with -ld, -nd, and -st

materials include: Wild Long Vowel Sound game board, movers, dice, crayons

Provide students with gameboards, movers, dice, and crayons. Students will place their movers on the start space. They will roll their dice, move the indicated number of spaces, and decode the words— remembering that -ld, -nd, and -st can make vowels say their names. Play continues until all spaces have been colored. This game may be played across a couple of days.

Spelling Words Ending with -ld, -nd, and -st

materials include: spelling information sheets, pencils

Call some words from the information sheet, reminding kids that -ld, -nd, -st can make vowels say their names. They don’t always, but they can. The more practice our kids have with these words, the more likely they’re orthographically mapped to their memories. David Kilpatrick describes orthographic mapping as, “The process we use to store printed words in our long-term memory.” (Kilpatrick, 2015) That’s what we’re striving to do, here.

The Long i Sound Spelled Many Ways

materials include: pencils, record sheet (The long i sound can be spelled...)

Walk your students through the many ways i says its name in words we see. I have provided examples to be used on each line, however I suggest having kids try generating words that fit in each category, with your support.

We know that i can say its name in open vowel words (e.g., I, hi). It can say its name with magic e (e.g., mine, kite). It can say its name when followed by -ld, -nd, and -st (e.g., wild, find, Christ). It can say its name with i-g-h (e.g., night, frighten). Y can say i when at the ends of really short words/open vowels (e.g., my, shy). Here’s a new one: I can say its name in words with i-g-n (sign, design)- but it doesn’t always (e.g., ignite). E-y-e also says /I/.