



Dictation and Spelling

Dictation: /i/ Spelled igh

- Have the students turn to page 131 of *Phonics Skills*. Dictate the following words and sentence, using the suggestions for dictation that appear in the Appendix.

Line 1: high bright

Line 2: paint stay

Sentence: It rained day and night.

- Help the students proofread the words after completing each line. Call attention to the *-ed* spelling at the end of *rained*. Remind them to circle any words or parts of words that could be better and to write them correctly above or beside the original word.

Spelling: /i/ Spelled igh

- After completing Dictation, read the following words and sentences aloud. Have students try to spell the words on a separate sheet of paper. Remind the students to think of the sound/spellings they already know or refer to the *Sound/Spellings Cards* to spell the sounds they hear.

night Last **night**, my little sister did not want to go to bed. **night**

might She was afraid she **might** have a bad dream. **might**

light I turned her closet **light** on in her room for her. **light**

- Write the words on the board, and have students proofread their own work to correct any misspellings.



Routine Card

Refer to *Routine 6* for the sounds-in-sequence dictation procedure, *Routine 7* for the whole-word dictation procedure, and *Routine 9* for the sentence dictation procedure.



Teacher Tip THE LONG

/i/ SPELLED igh Watch the students closely to see whether they are having difficulty distinguishing words with the /i/ sound spelled *igh*. Work individually with these students during Workshop.