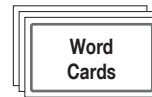
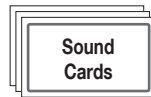
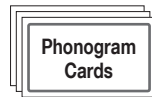


Step 11 - I-Before-E Generalization, Part 1

In this lesson, your student will learn how to spell words with the sound of /ē/ spelled ie.

You will need: Key Card 23, Word Bank for I-Before-E Poem (Part 1), Word Cards 71-80

Review



Word Bank for OR in Unaccented Syllables
Word Bank for TION

New Teaching

Teach the Sound of /ē/ Spelled IE

Pull down letter tile ie. ie

“What does this tile say?” /ē-/ī/.

“We use this tile to spell the word *field*.” f ie l d

“What sound does the ie say in this word?” /ē/.

Take out Word Cards 71-80.

“In each of these words, the ie says /ē/.”

Read through the Word Cards with your student.

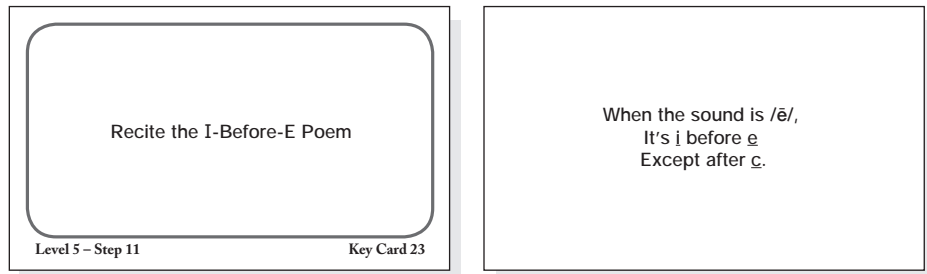
New Teaching

(continued)

There are some exceptions to the I-Before-E poem. These will be taught in Level Six after your student has had plenty of practice with the words that *do* follow the rules.

Teach Key Card 23: The I-Before-E Poem

Take out Key Card 23 and show it to your student. “Here is a poem that will help you remember to use ie in these words.”



“Repeat each line after me:

When the sound is /ē/,

It's i before e

Except after c.” *Student listens and repeats each line.*

“The words in this lesson follow the first part of the poem: *When the sound is /ē/, it's i before e*. Later, you'll learn words that follow the last line of the poem.”

“Take another look at the Word Cards and see if they all have i before e.” *Student verifies that they do all put i before e.*

“Does the ie say the sound of /ē/?” *Yes.*

Practice Spelling Strategies

Take out the Spelling Strategies Chart. Cover Strategies #5 and #6 as they have not yet been taught. Have your student study Word Cards 71-80 and use whichever spelling strategies are helpful to him. Here are some suggestions:

Which words end in ie-l-d?

Which words end in ie-f?

Identify the job of Silent E in four of the words.

New Teaching

(continued)



Any time you introduce a new flashcard in a lesson—Phonogram, Sound, Word, or Key Card—remember to file it behind the appropriate **Review** divider in your student’s Spelling Review Box. Shuffle the cards before reviewing with your student.

If your student doesn’t hesitate on a flashcard during the daily review, that card is ready to be filed behind the appropriate **Mastered** divider.

Introduce the Word Bank for I-Before-E Poem, Part 1

Have your student read through **Part 1** of the **Word Bank for I-Before-E Poem** to improve visual memory. In later lessons, students will learn words that follow the last line of the poem. We want students to become very familiar with the words in this Word Bank so that they can correctly choose between ie and ei when they need to spell one of these words.

Word Cards 71-80: Spell on Paper

Dictate the words and have your student spell them on paper.



Would you like a piece of pie?

File the Word Cards behind the Review divider.

Reinforcement

Homophone Pairs

Have your student add the following homophone pair to the Homophones List.

As with all Steps in this program, make sure the student achieves mastery before moving on to the next Step.



Read the following sentences and have your student point to the correct word on the Homophones List.

Dictate Sentences

Dictate several sentences each day.

Reinforcement

(continued)

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.