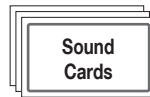
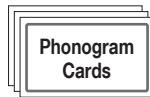


Step 12 - I-Before-E Generalization, Part 2

In this lesson, your student will learn to spell words with the sound of /ē/ spelled ei and more words with Silent E.

You will need: Spelling Strategies Chart, Word Bank for I-Before-E Poem (Part 2), Word Cards 81-90

Review



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



It's time to review the cards behind the **Mastered** dividers to ensure that they stay fresh in your student's mind.

Shuffle the cards behind each Mastered divider and choose a selection for review.

New Teaching

There are few words containing the pattern cei, but they can cause trouble for students. Be sure to review these words as often as necessary to ensure mastery.



Teach the Sound of /ē/ Spelled EI

"Tell me the I-Before-E poem." *Student recites the poem.*

"Today you'll learn words that follow the last line of this poem."

Pull down letter tile ei. 

"What does this tile say?" /ā/-/ē/.

"We use this tile to spell the word *receive*."      

"What sound does the ei say in this word?" /ē/.



Pull down the ie tile.       

New Teaching

(continued)

“Why can’t we use the ie tile in this word?” *The I-Before-E poem says i before e except after c.*

Take out Word Cards 81-83. “In each of these words, the ei says /ē/. Read these words.” *Student reads the Word Cards.*

“Do all of these words follow the last line of the I-Before-E poem?” *Yes.*

Teach a Rule Breaker

“Today’s word list includes a Rule Breaker.”

Build the word *receipt*.

r	e	c	ei	p	t
---	---	---	----	---	---

“This word is *receipt*. Look at the word and listen carefully as I say it: *receipt*. What do you notice about the pronunciation of this word?” *You don’t pronounce the p.*

“Right. The p is silent in this word. *Receipt* is a Rule Breaker because the p doesn’t say the sound we expect it to say.”

Take out Word Card 83. “Circle the p in this word.” *Student circles the letter and fills in the circle with yellow pencil.*

“Write the word *receipt*.” *Student writes the word.*

Discuss Spelling Strategy #5

The technical term for this sort of memory trick is *mnemonic*.

Take out the Spelling Strategies Chart. Cover Strategy #6 as it has not yet been taught. Point to Strategy #5: **Use a Memory Trick.**

“Sometimes it is helpful to use a memory trick to remember the spelling of a word.”

Point to the p in the word *receipt*. “For example, you can remember that *receipt* has a p in it because when you *pay*, you get a *receipt*. *Pay* starts with a p.”

Write down the word *business*. “Here’s another example of a memory trick: if you have a hard time remembering the word *business*, you can

New Teaching

(continued)

remember that there is a *bus* in *business*.” Underline the word *bus*.

“You can invent memory tricks for yourself when you have a tricky word.”

Have your student study Word Cards 81-90, using whichever spelling strategies are helpful to him.

Introduce the Word Bank for I-Before-E Poem, Part 2

Have your student read through **Part 2** of the **Word Bank for I-Before-E Poem** to improve visual memory. 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.



Answer Key

- relative*: Keeps the word from ending in v
prove: Keeps the word from ending in v
engine: Handyman E
promise: Handyman E
move: Keeps the word from ending in v
service: Makes the c soft
debate: Makes the vowel before it long

Identify the Job of Silent E

Build the word *relative*.

r	e	l	a	t	i	v	e
---	---	---	---	---	---	---	---

“The word *relative* ends in Silent E. What is the job of Silent E in this word?” *It keeps the word from ending in v.*

“Right. Today we have several words with Silent E, so let’s review the jobs of Silent E.”

Take out Word Cards 84-90. “Read these words.” *Student reads the Word Cards.*

“Good. Now tell me the job of Silent E in each word.” *Student identifies the jobs of Silent E.*

In Level Five, we will continue to highlight words with Silent E. Your student can refer to his Silent E Book from Level Three. If you like, he can also add new spelling words to the book.



New Teaching

(continued)

Word Cards 81-90: Spell on Paper

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



Does your head touch the ceiling?

File the Word Cards behind the Review divider.

Reinforcement

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.