Lesson Objectives

Day 1 Students will:
• Identify words with the long e sound spelled ie, ei, or cei
• Identify words with the long a sound spelled ei
• Read and write words with long e sound spelled ie, ei, or cei
• Read and write words with long a sound spelled ei
Materials:
• Anchor Poster

Day 2 Students will:
• Sort words according to their spelling patterns
Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—same as BLM 3

Day 3 Students will:
• Sort words according to their spelling patterns
Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4 Students will:
• Identify words with long e sound spelled ie, ei, or cei
• Identify words with long a sound spelled ei
• Write and spell words with long e sound spelled ie, ei, or cei
• Write and spell words with long a sound spelled ei
Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5 Students will:
• Spell words with long e sound spelled ie, ei, or cei
• Spell words with long a sound spelled ei
Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Stopwatches (Day 3)
Day One

Supporting ELs
Some ELs may find it difficult to remember the pronunciation of the words with the same spellings. Help them make lists to remind them. Also remind them that ei after c will most likely have the long e sound.

<table>
<thead>
<tr>
<th>Sounds Like a in Make</th>
<th>Sounds Like e in Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>eight</td>
<td>deceit</td>
</tr>
<tr>
<td>freight</td>
<td>ceiling</td>
</tr>
<tr>
<td>beige</td>
<td>weird</td>
</tr>
<tr>
<td>sleigh</td>
<td>neither</td>
</tr>
</tbody>
</table>

Review Homophones
Focus Words: berry, bury, board, bored, whether, weather

Write the following sentence on the chalkboard: I wonder whether the weather tomorrow will be hot or cold. Ask students what they remember about words such as whether and weather. (They are homophones. They are pronounced the same, but have different spellings and meanings.)

Write the remaining homographs on the chalkboard. Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Spelling i before e Except after c

Model
Write the words thief and neighbor on the chalkboard and read them aloud. Say: I hear two different vowel sounds in these words. I hear the long e sound in thief. Point to thief. The long e sound in thief is spelled ie.

Point to neighbor. Say: I hear the long a sound in neighbor. The long a sound in neighbor is spelled ei.

Write the word receive on the chalkboard and read it aloud. Say: I hear the same long e sound in this word as in thief. However, in receive, the sound is spelled e, i instead of i, e. This helps me remember a rule for knowing when to use ie or ei to make the long e sound in words. The rule is “i before e except after c.”

To help students remember the rule, introduce the anchor poster for them to refer to as they work through this lesson.

Guide
Draw a four-column chart on the chalkboard with the following headings: ie = long e, ei = long e, cei = long e, ei = long a. With students, decide in which column each word on the chalkboard belongs and write it in the correct column.

Write the words niece, weird, ceiling, and eighteen on the chalkboard and read them aloud. Then, using the words already included in the chart on the chalkboard as a guide, help students decide in which column each new word belongs. Note for students that weird is an exception to the “i before e” rule.

Apply
Ask students to work with a partner to create sentences in their word study notebooks using the words listed on the chalkboard.
Spelling Words with i before e Except after c

Unit Spelling Words: priest, grief, deceive, conceit, ceiling, either, weigh, sleigh

Write the words priest and grief on the chalkboard, read them aloud, and point out the ie spelling. Say: The long e sound in these words is spelled ie. Listen as I say the word again. Say the words as you point to the ie in the words. Have students repeat after you.

Write the words deceive, conceit, and ceiling on the chalkboard. Say the words aloud and have students repeat. Point out the cei spelling in each of the words. Say: The long e sound is spelled ei. Remember the rule I told you for knowing when to use ei or ie. It is “i before e except after c.”

Write the word either on the chalkboard and say it aloud. Have students repeat after you. Point out the ei spelling at the beginning of the word. Say: The long e sound in either is spelled ei. Either is a word that is an exception to the “i before e” rule.

Write the words weigh and sleigh on the chalkboard. Say the word aloud and have students repeat. Point out the ei spelling. Say: The vowel sound in these words does not sound like the rest of the words. Here the ei spelling makes the long a sound. Usually, but not always, the ei that makes the long a sound is followed by gh. Circle the gh in both words.

Ask students to write the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to underline the ei, ie, or cei spelling in each word.

Assessment Tip
Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the ie, ei, or cei spelling in each word. You can also have students keep the anchor chart on BLM 1 nearby so they can see examples of words with these spellings.

Home/School Connection
Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>ie</th>
<th>ei</th>
<th>cei</th>
<th>ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>brief</td>
<td>caffeine</td>
<td>deceit</td>
<td>eight</td>
</tr>
<tr>
<td>chief</td>
<td>leisure</td>
<td>receive</td>
<td>eighth</td>
</tr>
<tr>
<td>field</td>
<td>protein</td>
<td>conceive</td>
<td>neigh</td>
</tr>
<tr>
<td>piece</td>
<td></td>
<td>veil</td>
<td>weight</td>
</tr>
</tbody>
</table>

Buddy Pattern Sort

<table>
<thead>
<tr>
<th>ie</th>
<th>ei</th>
<th>cei</th>
<th>ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>seize</td>
<td>deceive</td>
<td>beige</td>
</tr>
<tr>
<td>apiece</td>
<td>seizure</td>
<td>ceiling</td>
<td>eighteen</td>
</tr>
<tr>
<td>calorie</td>
<td>weird</td>
<td></td>
<td>eighty</td>
</tr>
<tr>
<td>eerie</td>
<td>shriek</td>
<td></td>
<td>freight</td>
</tr>
<tr>
<td>shrie</td>
<td>weird</td>
<td></td>
<td>neighbor</td>
</tr>
<tr>
<td>siege</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

Review Spelling i before e Except after c

Display the anchor poster and ask volunteers to come up with example sentences for each word shown on the poster.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Place the category cards next to each other in a pocket chart.

Model for students how to sort the words by their spelling. Show the word cards for belief, caffeine, and deceit to students and read them aloud.

Think aloud: I hear the long e sound in each of these words. I see that in belief, the long e sound is spelled ie. I will put this card in the ie = /e/ category. I see that in caffeine, the long e sound is spelled ei, so I will put this card in the ei = /e/ category. In deceit, the long e sound is spelled ei, so I will place this word card in the cei = /s/ category. I see that I can use the i before e rule to help me remember how to spell deceit.

Place each word card in the appropriate category in the pocket chart. Hold up the word card eight. Say the word aloud and ask students what they notice about the vowel sound in this word. Say: The vowel sound is different in this word. The letters ei make the long a sound. I will place this card in the ei = /a/ category. Place the card in the pocket chart.

Display and read each of the remaining word cards from BLM 3, having students repeat after you. Ask them to identify the spelling pattern in each word and help you place the cards in the correct categories in the pocket chart.

Buddy Pattern Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Invite one student to read a word aloud. Then have students discuss the spelling pattern and in which category the card should be placed. When the word is placed, the other student chooses a word card and repeats the process. Provide help as needed with pronunciation.

Spelling. Have students sort the spelling words according to their spelling pattern. Have them write the categories ie = /e/, ei = /e/, cei = /s/, ei = /a/ in their word study notebooks. Then they can write each spelling word in the correct category.
Pattern Speed Sort

Give pairs of students a set of word cards from BLM 5, the category cards from BLM 2, and a stopwatch.

Tell students that they will sort the words according to their spellings and time themselves to see how fast they can sort.

Have one student time the student who sorts. Then have them switch roles. After all the students have sorted the words, read each list of words and ask students if they are sure the words are sorted in the correct columns.

Applying Meaning. Give students BLM 7 and have them complete the activity, circling the word that has the requested spelling pattern.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
**Day Four**

**Providing Support**

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with **ie**, **ei**, or **cei** spellings making the long **e** or long **a** sound.

---

**Think Positive, Be Lucky!**

"We are what we think." —Buddha

Have you heard of the "power of positive thinking"? Some people believe that by thinking good thoughts, you can make good things happen for yourself.

People who practice positive thinking not only expect life to go well, they also display a resilience when things do go wrong. Instead of being angry or sad, positive thinkers look for the silver lining in every situation. Is there any proof that positive thinking works? One study from Wake Forest University showed that positive thinking reduced the same pain patients benefited from a shot of morphine. Another study from Yale revealed that people who practice positive thinking not only expect life to go well, they also display a resilience when things do go wrong. Instead of being angry or sad, positive thinkers look for the silver lining in every situation.

Positivist Richard.Weinstein studied "lucky" and "unlucky" people for many years. He concluded that lucky people in general had positive attitudes, expanded their best, and enjoyed every chance that came their way.

Positive thinking can work at any age—no matter how early or too late to start. If you have something that weighs on your mind, try to think of a positive outcome that could happen. For example, maybe you are worried about an upcoming test. Imagine yourself doing well on the test and how proud your family will be. Positive thinking like these may help reduce your anxiety, allowing you to perform better on the test and achieve better results.

---

**Word Hunt**

Give students copies of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that have the **ie**, **ei**, and **cei** spellings, pronounced with either a long **e** or a long **a**.

Ask students to read the passage to themselves. Then read a few lines with students and model finding and underlining words that have the **ie**, **ei**, or **cei** spelling, pronounced with either a long **e** or a long **a**.

Ask students to complete the word hunt on their own.

Ask students to write the words they find in their word study notebooks and have them circle the **ie**, **ei**, or **cei** spelling in each word.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that have the same spelling patterns. Have students add the new words to their word study notebooks.

---

**Spelling Dictation**

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: **flower**, **allowed**, **seller**.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **grief**, **ceiling**, **sleigh**.

Dictate the following sentence and have students write it on their papers: **Koto will receive gifts from his neighbors when he turns eighteen**.

Write the words and sentence on the chalkboard and have students self-correct their papers.

---

**Spelling Practice**

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

---

6 Word Study & Vocabulary 2: Unit 32: Spelling **i** before **e** except after **c** ©2010 Benchmark Education Company, LLC.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with ie, ei, or cei spellings that make either the long e or long a sound using the Quick-Check for Unit 32.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair and solve.

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, eight, eighth, eighteen, and eighty might all be grouped together because they all contain the word eight. Then have the groups try to guess how other groups have sorted their words.

Make a Graph. Have pairs of students work together to search a story, newspaper article, magazine article, etc. to find examples of words with the spellings ie = /ē/ , ei = /ē/ , cei = /sē/ , and ei = /ä/ . Have them keep a tally of each word they find for each spelling and its sound. Then have them create a graph that shows the number of words for each. Have pairs compare their graphs to see if they have similar findings.

Race to the Finish. Have pairs or small groups of students prepare for the game by writing the number 1 on one word card, 2 on another word card, continuing up to number 6, and then repeating these numbers on the next set of six word cards, and so on. Provide a group of students with a game board from any board game. Have students place the numbered word cards facedown in a stack. Students take turns drawing a card and reading it. If they read the word correctly, they can move the number of spaces on the game board indicated by the number on the card. The first player to reach the finish on the game board is the winner.
Unit 32 Quick-Check:  
Spelling i before e Except after c

Answer Questions
Directions: Choose the word in each group that does not belong with the others.

1. grief  seize  belief
2. receipt  ceiling  eight
3. neighbor  belief  yield
4. receipt  eighteen  receive
5. weird  priest  yield

Apply
Directions: In the space below, list five words you know that have the ie, ei, or cei spelling with either the long e or long a sound.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>ie = /ê/</th>
<th>ei = /ê/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cei = /sê/</td>
<td>ei = /â/</td>
</tr>
</tbody>
</table>

Word Bank
piece, eerie, seizure, belief, weight, deceit, conceit, frieze, genie, caffeine, veil, beige

Think and Write about Spelling i before e Except after c
Directions: In the space below, explain how understanding words with the ie, ei, or cei spellings helps you as a reader, speller, and writer.