

Lesson Plan by: Linda Burkholder (adapted from Sitton Spelling)

Lesson: Unit 21 Spelling Day 3

Length: 25 minutes

Age or Grade Intended: 5th grade

Academic Standard: Language Arts: 5.6.7 Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in-for-ma-tion, mol-e-cule*) correctly.

Objective: Students will brainstorm and sort a group of *ei/ie* words correctly as a class.

Step by Step Procedure:

Go over morning work- Comparison words.

1. Today we are going to practice the spelling of words with ei and ie in them.
2. Can someone come up to the board and write the word eight correctly?
3. Words that have the ie or ie combination are tricky to spell. There are many exceptions to the rule “I before E except after C.” What is an exception? (Bloom- Knowledge)
4. There is no real rule that one can follow all the time or most of the time for ie and ei words. They are just weird!
5. Take out a piece of paper (back of morning work) and pencil. Make a vertical line in the center of the paper. Now make a horizontal line to make a cross shape. (Show on mimio). Write the heading “EI words” on one side, and write the heading “IE words” on the other side.
6. We are going to make a chart of ie and ei words. We are going to see who can get the most correct.
7. You will have 23 words. All of these words have either an ie or an ei in them. Spell the word correctly, and put them in the correct column. Any questions? Can someone tell me what we are doing?
8. First word is **believe**. Next **belief**. **Niece, shield, piece, view, thief, mischief, yield, pie, friend, frontier, weird, caffeine, their, either, foreign, weight, neighbor, receive, beige, protein.**
9. Have students volunteer to share if ei or ie, write correct on mimio. Have students “grade” themselves. See who has the highest number correct. Give prize.

Closure:

Is there a rule that one can follow all the time or most of the time for ie and ei words? (No)
This makes spelling these words difficult. So we just have to practice writing them correctly.
Write down all the words correctly, underline the ie or ei part of the word.

Assessment:

Informal walk around the room, checking to see if students are writing down the spelling words. Check to make sure they write down the words correctly at the end. May have them turn in their work as a completion check.

Advanced Preparation by the Teacher:

Whiteboard/ mimio ready, list of ie/ei words correctly spelled.

Accommodations/Enrichments:

The teacher may have some students help other students who need extra help.

The teacher may work individually with some students, to check for understanding.

The teacher may have students think of their own ie/ei words and write them down and check the spelling with the dictionary.

The teacher may have both ways written on the board and have students look to see which one is spelled correctly.

The teacher will give handouts to students who need extra help. They will circle which way is correct.

Reflection:

Were the students engaged in discussion? Did they stay active listeners and participators throughout the lesson?

Did they understand that ei and ie words are difficult to spell with no real rule?

Could they spell the ie and ei words correctly?

<u>IE</u>	or	<u>EI</u>
<u>Ieght</u>		<u>Eight</u>
<u>Believe</u>		<u>Beleive</u>
<u>Belief</u>		<u>Beleif</u>
<u>Field</u>		<u>Feild</u>
<u>Niece</u>		<u>Neice</u>
<u>Shield</u>		<u>Sheild</u>
<u>Piece</u>		<u>Peice</u>
<u>View</u>		<u>Veiw</u>
<u>Thief</u>		<u>Theif</u>
<u>Mischief</u>		<u>Mischeif</u>
<u>Yield</u>		<u>Yeild</u>
<u>Pie</u>		<u>Pei</u>
<u>Friend</u>		<u>Freind</u>
<u>Frontier</u>		<u>Fronteir</u>
<u>Wierd</u>		<u>Weird</u>
<u>Caffiene</u>		<u>Caffeine</u>
<u>Thier</u>		<u>Their</u>
<u>Iether</u>		<u>Either</u>
<u>Foriegn</u>		<u>Foreign</u>
<u>Wieght</u>		<u>Weight</u>
<u>Nieghbor</u>		<u>Neighbor</u>
<u>Recieve</u>		<u>Receive</u>
<u>Biege</u>		<u>Beige</u>
<u>Protien</u>		<u>Protein</u>