

Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

Building Literacy

A digraph is made up of two or more letters that represent one sound. There are several vowel digraphs, or vowel teams, that represent the long vowel sounds. In this lesson:

- Children learn a common vowel digraph, or vowel team, that spells the sound long /i/: *ie*.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure the English learners have these words in their vocabulary.

pie	fries
tie	tried
lie	replied
flies	cried

**ENGLISH LANGUAGE LEARNERS**

Make sure children can pronounce the sound /i/ and recognize that the *e* is not pronounced in words such as *pie* and *tie*. Because vowels in Spanish are never silent, Spanish speakers may pronounce vowel digraphs in English as two distinct vowel sounds. Have children practice pronouncing words such as *tie* and *lie*.



show me

Have children look at their Targeted Lessons Student Book, p. 52. Have them name the underlined letters in the word at the top of the page. Today you will learn how to spell and read words with long i spelled with the letters ie.

The letters *i* and *e* together in a word can spell the sound /i/. The *e* is silent. Silent letters are the letters in the word that are not pronounced. Listen as I read the word at the top of the page: *pie*. What is the vowel sound in *pie*? (/i/) The letters *ie* spell the sound /i/. Which letter is silent? (*e*)

Direct children's attention to the first picture on the page. Listen as I read the sentence. *Mom made a pie.* What is the first sound in *pie*? (/p/) What is the vowel sound in *pie*? (/i/) The letters *ie* spell the sound /i/. Have children underline the letters *ie* in the word *pie*.

Look at the next picture and listen as I read the sentence. *This is a tie.* Repeat the word *tie*, emphasizing the ending sound. What is the first sound in *tie*? (/t/) What is the vowel sound in *tie*? (/i/) What letters spell the sound /i/? (*ie*) Have children underline the letters *ie* in the word *tie*.

SPELLING PATTERNS

/i/ The sound /i/ can have many different spellings. It can be spelled *y* in words such as *fly*, *ie* in words such as *tie*, *i_e* in words such as *time*, and *igh* in words such as *night*.

ie/i The long *i* spelling pattern *ie* can be found at the end of words such as *tie*, *pie*, and *die* and in the middle of words such as *flies*, *died*, *dies*, *cried*, and *cries*.

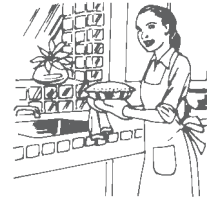
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Long i Digraph ie

show me

pie

Look at the picture. Listen to the sentence. Underline the letters that spell the sound long *i*.



Mom made a pie.



This is a tie.

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 53. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /i/ in each word.)

In the first picture, a girl is lying on the sofa. The word is *lie*. Let's say the sounds in *lie*. I'll go first and then you can say the sounds after me: /l/ /i/, *lie*. Have children repeat the segmented sounds and blend the sounds to say the word. What letters spell the sound /i/? (*ie*) Have children write the letters *ie* to complete the word *lie*. Continue the activity, guiding children to write the letters *ie* in *flies*.


➤ **work time**


Have children name the pictures: *fries*, *tie*, *pie*, *cried*. Read the directions together. Tell children that for items 1 and 2, they will write the missing letters that spell the sound /i/. For items 3 and 4, they will circle the correct word. Remind children to say the sounds in each word to help determine the missing sound.

Long i Digraph ie 18

➤ **guide me**


Name each picture. Write the letters that spell the sound long i in each word.



l i e



f l i e s


➤ **work time**

Name each picture. Write the letters that spell the sound long i. For the last two, circle the correct word.


1. f r i e s


2. t i e


3. py pie


4. cried cride

PHONICS AND SPELLING 53

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➤ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 54. Remind children that there are some words that they can't sound out. They must remember what the words look like. Have them look at the first word on the page, *give*. **This word is *give*. What does it mean to *give* someone something?** (to hand it over to them; to let them have it to use or to keep, like a gift) **Who can use *give* in a sentence? The next word is *know*.** The word *know* can be tricky to read because it starts with a silent *k*. The *k* is not pronounced. **What is something you *know*?** Tell children that they will read the words *give* and *know* as they read the story *A Pie for Dad*.

➤ work time

Decodable Text Have children look at *A Pie for Dad*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /i/. (*pie, tried, tie, ties, cried, replied*)

➤ check for understanding

Write the letter *t*. **What is the sound for this letter?** (/t/) Write the letters *ie*. **What is the sound for these letters?** (/i/) Listen as I blend the sounds together: /t/ /i/, *tie*. **Blend the sounds with me:** /t/ /i/, *tie*. **Blend the sounds without me.** Add the letter *d* to the end of *tie*. **What is the sound for this letter?** (/d/) **Blend the sounds and say the word:** *tied*.

Let's spell words with the sounds and letters we learned. Have students take out a piece of paper. **The first word we will spell is *pie*.** What sounds do you hear in *pie*? (/p/ /i/) **What is the letter that spells the sound /p/?** (*p*) Write the letter *p*. **What are the letters for the sound /i/?** (*ie*) Write the letters *ie*. **Let's read the word:** /p/ /i/, *pie*. Continue with *lie, flies, and cried*.

➤ reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

18 Long i Digraph ie

➤ guide me

give know

➤ work time

Read the story.

A Pie for Dad

Kate and Tom **tried** to think of a gift for Dad.

Tom said, "We can give him a **tie**."

"No. He has a lot of **ties**," **replied** Kate.

"I know!" **cried** Tom. "We can give Dad a **pie**!"

54 PHONICS AND SPELLING

Long *i* Digraph *ie*

➞ show me

.....

pie

Look at the picture. Listen to the sentence. Underline the letters that spell the sound long *i*.



Mom made a pie.



This is a tie.


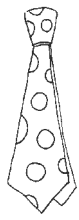
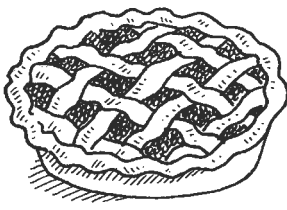

➤ guide me

Name each picture. Write the letters that spell the sound long *i* in each word.

 <p>i _ _</p>	 <p>f i _ _ s</p>
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➤ work time

Name each picture. Write the letters that spell the sound long *i*. For the last two, circle the correct word.

 <p>1. fr _ _ s</p>	 <p>2. t _ _</p>
 <p>3. py pie</p>	 <p>4. cried cride</p>

➤ guide me

.....

give

know

➤ work time

.....

Read the story.

A Pie for Dad

Kate and Tom tried to think of a gift for Dad.

Tom said, “We can give him a tie.”

“No. He has a lot of ties,” replied Kate.

“I know!” cried Tom. “We can give Dad a pie!”

