

THE CODE- Lesson Plan

<p>Lesson focus - List & concept:</p>	<p>List 34c <ie> represents long /ī/ and additionally, List 46b <ie> spells long /ē/</p>
<p>Review</p>	<p>What was our focus last week? (the spelling <ea> can represent long /ē/ and short /e/) Mark word sort. Test: <i>eat meat weak, treat, bleat, sneak, bread, dead, head, deaf, meant, steak, break, great</i> <i>Put a tick by the words that make the /ee/ sound, a circle around the short /e/ sound,</i></p>

Letter - grapheme - pattern level

<p>Explicit teaching New spelling pattern</p>	<p>What do all of these words have in common? (Jamboard) Pie, tie, shield, lie, fried, grief, tried, die, died, thief, lied, diesel, magpie, spied, cried</p> <p>New spelling pattern Vowel team <ie> represents two sounds.</p> <p><u>Notes:</u> It is a digraph. Two letters that represent one sound. It can represent long /ee/ as in shield It can represent long /i/ as in cried.</p> <p>What is the pattern? Can you sort these words into two lists? What do you notice about the two lists? See Jamboard (words presented in random order, to be sorted like this: ↓).</p> <table border="1" data-bbox="523 1525 1485 2011"> <tr> <td>Chief</td> <td>Die</td> </tr> <tr> <td>Grief</td> <td>Cries</td> </tr> <tr> <td>Thief</td> <td>Lie</td> </tr> <tr> <td>Shield</td> <td>Flies</td> </tr> <tr> <td>Shriek</td> <td>Pie</td> </tr> <tr> <td>Wield</td> <td>Dried</td> </tr> <tr> <td>Yield</td> <td>Fried</td> </tr> <tr> <td>Diesel</td> <td>Tried</td> </tr> <tr> <td>Relief</td> <td>Spied</td> </tr> <tr> <td>Believe</td> <td>Denied</td> </tr> <tr> <td>Movie</td> <td>Magpie</td> </tr> <tr> <td>Retrieve</td> <td>applied</td> </tr> </table> <p>How do we know when it has a /i/ or an /ee/ sound? Use word cards to explore the pattern.</p>	Chief	Die	Grief	Cries	Thief	Lie	Shield	Flies	Shriek	Pie	Wield	Dried	Yield	Fried	Diesel	Tried	Relief	Spied	Believe	Denied	Movie	Magpie	Retrieve	applied
Chief	Die																								
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	Notes: Note that ie has 2 sounds. Often, if it is part of the end of a word (the suffix) it will have an /i/ sound (e.g. lollies). If the 'ie' is in the word, it will have an /ee/ sound (e.g. shield).
Students write pattern	<ie> Say the /igh/ sound as they write the <ie> pattern 5 times across the page. Copy words across page: magpie (underline the <ie> pattern) <ie> Say the /ee/ sound as they write the <ie> pattern 5 times across the page. Copy words across page: shield (underline the <ie> pattern)

Word work

Students decode / read	Read and race- baseline time (use Youtube Count Up 1 min timer) Read the words on your jamboard as fast as you can. Note the time. Repeat and beat your time. x3
Students encode / spell	Tap/Map/Zap Model, then students do with scaffolded support. Use word bank.

f	r	ie	d	
c	r	ie	s	

Sentence & text level

Dictation / writing	I spied a magpie, flying high. I tried to tie the magpie up, but it died. I lied to my mum and denied it was a magpie. I said it was chicken, and she fried it up for dinner.
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Further practice

Follow up plans	<ul style="list-style-type: none"> • Sound make and break sheet (Twinkl) • Read and race- timed practice.
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