

The “IT-ss” and the “TOO’z” Made Easy

by

James E. Webb, Ph.D.

Educational Consultant

for the

AVKO Educational Research Foundation

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3084 W. Willard Road, Clio, MI 48420-7801
Telephone: (810) 686-9283 FAX: (810) 686-1101

Preface

This book is written with the learner in mind. I know how hard it was for me to learn when and how to spell the three "TOOZ" (to / too/ two) and the troublesome "IT-ss" (its / it's). I remember when I got my papers back most of them were covered with the teacher's bloody red ink. If I spelled one of the "TOOZ" *too*, it was circled. If I spelled another *to*, it was circled. If I spelled it *two*, it was circled. I knew I had a one in three chance of spelling it right, but it seemed like it was more like one out of a hundred. I felt hopelessly confused.

And then on top of all that I thought I would never understand why "IT-ss" (*its/it's*) sometimes has an apostrophe and sometimes not?

The way spelling was taught to me in the "modern" style of the day which hasn't changed hardly at all in fifty years I learned only one thing. What is important is the grade on the test on Friday. I was one of the lucky ones. I got mostly A's on those tests. That was because I "studied" the night before. But come Monday, a lot of those words were gone. It didn't matter. I had aced the test on Friday.

One of my best friends struggled to get passing grades on those Friday tests. And, when he got his papers back, he actually studied again those words that he had missed. But you know, he was never rewarded by the system. He learned from his mistakes. Today, he is a far better speller than I am. In fact, whenever I can, I ask him to proofread anything important that I submit to academic journals or publishers or whatever.

Perhaps then you can understand why I have worked so closely with the AVKO Educational Research Foundation to develop materials to help students learn to spell that neither rewards the "Study for Friday / Forget by Monday" student (which I was) nor punishes the "Slow but Sure / Learn from Mistakes" student that R. J. Rayl was.

Actually, I was a much slower learner than my friend R. J. even though I got the A's on the Friday spelling tests and he got the C's and D's. And it was R. J. that helped me get through Freshman composition by slowly and systematically walking me through what I thought was a maze of rules. What R. J. did was not just have me do exercises and mark them right or wrong. R. J. insisted that when I picked a spelling, *to / too / two* or *its / it's* that I give the reason why. It was not enough to just guess on the basis of what "looked right" to me.

This is why I designed the exercises so the student has to decide why a word is spelled *to / too / two* or *it / it's* and to state the reason. It is also why I designed it with immediate feedback.

We have had individuals use this book to teach themselves. Quite successfully, in fact. However, I feel it is always best to have someone next to you. It does tend to make you a little more honest and not to peek at the answers.

You might notice that there aren't any cute little pictures of dogs named Spot or little girls named Jane look, look, looking at balloons. This book is written for adults. However, one thing is for sure. This book can be used with kids. You can almost always treat kids as adults, but it's rarely wise to treat adults as if they were kids.

Suggestions for Use

Adult Education:

The tutor is to follow the directions the teacher gives regarding the usage of this book.

Volunteer Literacy Tutors:

If this book is being used independently by a volunteer tutor with an adult, we suggest that:

1. The tutor read along with the adult being tutored,
2. The adult answers the questions,
3. The tutor immediately tells the adult whether or not the answer given is correct,
4. The tutor should use some form of praise for each correct answer, if only, the simple word, "good" or "right."
5. The tutor does NOT make a big deal out of a mistake.

We expect mistakes. AVKO's motto is:

Mistakes are Opportunities to Learn.

Independent Classroom Work:

If a student can read all the words or can be trusted to ask, "What is this word?" or "What does this word mean?"--then, and only then should the student be able to use this as a programmed text and correct each answer as he/she goes. If the student does not understand why an answer is the way it is, the student should feel secure enough to ask the teacher to explain it.

Regular Elementary or Secondary or Adult High School Classroom:

We recommend that this be used as a **daily class exercise** with the teacher reading the sentences. After each sentence the students write their answer. Then, the teacher gives the correct answer and the reason for it being correct. Then **the students correct their own answers**. This brings in the important elements of Immediate Student Self-Correction which research has proven time and again to be the most consistently effective method of instruction.

Never spend more than **ten minutes** in direct classroom instruction.

Two or three sentences are enough for a lesson.

These exercises are a **good way of beginning a class**. If the students know you are giving a sentence the moment the bell rings, they tend to be ready. Perhaps the best part of using these exercises at the beginning of each class until the book is completed is that it tends to give structure to the class and put the students's minds quickly and efficiently into the learning mode.

Lesson One

The Problem with the "IT-ss"

I used to have a real problem with the "IT-ss". When I should have spelled "IT-ss" *its*, I spelled it *it's*. When I should have "IT-ss" *it's*, I spelled it *its*. But now, I never (well, almost never) confuse them. Why? Because now I just ask myself whether the "IT-ss" is a contraction or not. If the "IT-ss" is a contraction of the two words *it + is*, then I spell "IT-ss" as *it's* with the apostrophe taking the place of the letter *i* in the word *is*.

Sometimes, I even use a double check. If I can substitute the possessive pronoun (adjective) "*his*" or "*her*" for "IT-ss", then I know that "IT-ss" should be spelled *its*.

Look at this list of POSSESSIVE pronouns.

All show possession but NOT one has an apostrophe!

Pronoun	Possessive Adjective	Possessive Pronoun	
I	my	mine	I said, "My glasses are mine."
you	your	yours	You just think that your house is really yours.
it	its	its	It hurt its leg.
he	his	his	He broke his arm. That book is his.
she	her	hers	She lost her ring. That car is hers.
we	our	ours	We know our team lost. The prize was ours.
they	their	theirs	They knew their school won. The win was theirs.

Repeated for the Reader's Convenience

Pronoun	Possessive Adjective	Possessive Pronoun	
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Concepts to LOCK into the automatic response memory.

Because we **already** know:

My does NOT need an apostrophe to show possession as in "*my* feet."
His does NOT need an apostrophe to show possession as in "*his* feet."
Her does NOT need an apostrophe to show possession as in "*her* feet."
Our does NOT need an apostrophe to show possession as in "*our* feet."

It should be **automatic** to know that:

Your does NOT need an apostrophe to show possession as in "*your* feet."
Their does NOT need an apostrophe to show possession as in "*their* feet."
Its does NOT need an apostrophe to show possession as in "*its* feet."

Therefore:

You're can only be a **contraction** of **you + are** -- Never a possessive.
They're can only be a **contraction** of **they + are** -- Never a possessive.
It's can only be a **contraction** of **it + is** -- Never a possessive.

The word **there** is an adverb showing location just like the word **here** that is in **there**.
The word **there** is not a contraction. The word **there** does **not** show possession. The word **their** shows possession and it has the letter **i** in it just like the word **his** has an **i** in it.

Review Questions:

When "**IT-ss**" means *it + is*, then we spell "**IT-ss**":

_____ | **it's**

When we can substitute the word *his* or *her* for "**IT-ss**" we spell "**IT-ss**":

_____ | **its**

Lesson Two

Let's Practice Spelling "IT-ss" Using AVKO's Method

Examples:

Notice that you must put the correct spelling in the correct column.

	Contraction of it + is	You could say his or her
a. "IT-ss" fun to learn something new.	it's _____	_____
	It is fun ...	
b. My cat bit "IT-ss" tongue.	_____	its _____
		bit her tongue
1. "IT-ss" a good thing we can read.	_____	_____
	it's	
2. The dog hurt "IT-ss" leg	_____	_____
		its
3. The cat licked "IT-ss" paw.	_____	_____
		its
4. "IT-ss" about time.	_____	_____
	it's	
5. The bird broke "IT-ss" wing.	_____	_____
		its

Lesson Three

More Practice Spelling "IT-ss" Using AVKO's Method

Examples:

Notice that you must put the correct spelling in the correct column.

	Contraction of it + is	You could say his or her
a. "IT-ss" okay to make mistakes.	_____ It is okay...	_____
b. My dog chased "IT-ss" tail.	_____	its chased his tail
6. "IT-ss" all right.	_____ it's	_____
7. "IT-ss" too bad our team lost.	_____ it's	_____
8. I can't believe our team lost "IT-ss" game.	_____	_____ its
9. The team even lost "IT-ss" coach. _____	_____	_____ its
10. "IT-ss" really tough to lose a good coach.	_____ it's	_____

Apostrophes Made Easy

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3084 W. Willard Road. Clio, Mich. 48420-7801
Telephone: (810) 686-9283 FAX (810) 686-1101
URL: www.avko.org/
eMail: AVKOeMail@aol.com

Preface

This book was written with the learner in mind. I know how hard it was for me to learn when and how to use apostrophes. When I first learned what they were, or thought I had, I used them in front of almost all ending s's. Then, when I got my papers back most of them were circled in bloody red ink. It didn't take me long to be hopelessly confused. Why should "ITZ" (its/it's) sometimes have an apostrophe and sometimes not?

The way grammar was taught to me in the "modern" style of the day that was anything but systematic; I began floundering when it came to apostrophes. Sometimes I used almost no apostrophes -- and got lots of bloody red marks on my paper. Other times, I used lots of apostrophes with the same discouraging results.

It took a teacher with great patience to slowly and systematically walk me through what I thought was a maze of rules. What this teacher did was not just have me do exercises and mark them right or wrong. The teacher made me -- right in front of her -- do the exercises. When I put down my answer, she would ask me why I picked the answer I picked. It didn't matter whether I was right or I was wrong. It did matter to her that I knew why I picked the answer.

This is why in the final exercises, I designed them so the student has to decide whether or not a word needs an apostrophe and to state the reason. It is also why I designed it with immediate feedback.

We have had individuals use this book to teach themselves. This has been quite successful, in fact. However, I feel it is always best to have someone next to you. It does tend to make you a little more honest and not to peek at the answers.

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Regular Elementary or Secondary Classroom:

We recommend that this be used as a class exercise with the teacher reading the sentences. The students writes their answer after each sentence. Then, the teacher gives the correct answer and the reason for it being correct. Then the students correct their own answers. This brings in the important elements of **Immediate Student Self-Correction** which research has proven time and again to be the most consistently effective method of instruction.

What is an Apostrophe?

Question:

1. What is an apostrophe? Can you point out the apostrophes in the answer below?

Answer:

It's that funny looking mark between the **t** and **s** in the first word of this sentence and the first word of the next sentence. **It's** also that funny looking mark between the **k** and the **s** in the next to the last word in this sentence, **Jack's** house.

Exercise One: Count all the apostrophes you can find in the next paragraph.

Apostrophes are more than just funny little marks. They have two jobs that they do. It's too bad that we can't use a special kind of apostrophe like this Ø to show that it's being used as a contraction. It's also too bad that we can't use a different kind of an apostrophe like this < to show when it's being used to show possession. Or another kind like this ~ to show when it's being used to make a plural when we use 2's and 3's and p's and q's.

Answer: There are 11 apostrophes unless you want to count the Ø, <, and ~, in which case the answer is 14.

Programmed Instruction Design

When the book is open, **cover up the right-hand side** of each page. Read the left-hand side and when you come to a question, answer it. Then, **before going on**, uncover the correct answer on the right-hand side of the page.

See the illustration below of a sample page.

1. We **read** question one.
2. We **answer** question one.
3. We **uncover** the correct answer and **see if we got it right**.
4. If we get it right, great! If we get it wrong, we try to figure out why. Usually, there is a clue given in the answer to why the answer given is right. If that does not satisfy you, **ask your teacher to teach** you why that answer is right. Believe it or not, **teachers love to teach**. Give them a chance to do what they love best.

Exercises on When to Use or NOT use an Apostrophe	Answers
1. "TAHMZ" mother runs a shoe store. (Toms or Tom's) _____ 1. Tom's mother runs a shoe store.	Tom's (Shows possession)
2. "HIZ" son works in a factory. (his or his') _____ 2. His son works in a factory	his (Already shows possession) Adjective
3. We "WUR" looking for some "PINZ" and (were or we're) (pins or pin's) "NEE dulz." (needles or needle's) _____ _____ _____ 3. We were looking for some pins and needles .	were verb pins plural needles plural

* We are deliberately using phonetic spellings to indicate the word we are using to both test and teach the concept of apostrophes. If you don't wish to use the phonetic spellings, you can give the correct spelling of the base word, such as *Tom* in number 1.

What is a contraction?

Second Question:

What is a contraction? ("kun TRAK shun")

Answer:

A contraction is what we call it when we show in writing that we have run two words into each other and have made them sound just like one.

For example -- We could say **very slowly**:

It is very cold in Alaska in the winter.

Or we could say it **faster** like this:

It is very cold in Alaska in the winter.

Or **faster yet**:

It is very cold in Alaska in the winter.

Or we can run the word **it** and the word **is** together and just say:

It's very cold in Alaska in the winter.

Some Apostrophes are used to make Contractions.

It's is the contraction of the two words

_____ it is

Question:

What are the most common contractions?

Answer:

The most common contractions are little words such as:

does/us/is	which becomes...	's
were/are		're
not		n't
have		've
will		'll
shall		'll
had/would		'd

Underneath the apostrophes write the two words that are run together:

Example:

If **you'd** just pay attention, **you'll** have no problem.
you would you will

1. **What's** this all about?

_____ this all about?

What is

2. Do you know Jack and Mary? **They're** my best friends.

_____ my best friends.

They are

Exercises Using:

does/us/is	which becomes 's	
were/are		're
not		n't
have		've
will		'll
shall		'll
had/would		'd

Underneath the apostrophes write the two words that are run together.

1. **That's** nice.

_____ nice.

That + is

2. **They're** going to come here.

_____ going to come here.

They + are

3. We **should've** known better.

_____ known better.

should + have

4. **I'll** get done before Jim does.

_____ get done before Jim does.

I + will (shall)

5. **I'd** be careful if I were you.

_____ be careful if I were you.

I + would

6. **What'd** you have for breakfast?

_____ you have for breakfast?

What + did

7. They **weren't** there.

They _____ there.

were + not

8. I **couldn't** hear him.

I _____ hear him.

could + not

9. **Didn't** you know that?

_____ you know that?

Did + not

10. **Jimmy's** my very best friend.

_____ my very best friend.

Jimmy + is

Using Apostrophes to Show Possession

We all know that we add an **-s (or -es)** to make most **plurals**. For example:

Singular	Plural	Possessive
One car.	Two cars .	The car's fender was dented.
One fox.	Ten foxes .	The fox's leg was cut.

And we sometimes have **funny plurals** as in:

One child.	Nine children .	A child's hat.
		The children's room.
One deer.	Eleven deer .	The deer's antlers.

The Apostrophe + s ('s) is used as a contraction AND to show possession.

If the apostrophe is used as a contraction, write the words that are being contracted below the contraction.

If the apostrophe is used to show **possession**, write **P** for **P**ossession.

Exercises:

- a. The **car's** getting fixed.

- b. The **car's** radio is on the blink.

- c. **Jack's** a good friend of mine.

- d. **Mary's** older brother sells cars.

- e. **Tom's** no sissy.

- f. **Tom's** older sister repairs cars.

Answers:

car + is

P

Jack + is

P

Tom + is

P

<p>Exercises to Identify Apostrophes as being used for Contraction or to show Possession</p>

Is the apostrophe being used to make a contraction or from a possessive?

If it's being used as a contraction, write the words that are contracted.
If the apostrophe shows **possession**, write the letter **P**.

Exercises:

Answers

1. **David's** going over to **Tom's** house first.

David + is P

2. Then, **we're** going over to **David's** house.

we + are P

3. The **cat's** eating the **dog's** food.

cat + is P

4. **Tom's** dog tried to drink the **cat's** milk.

P P

5. My **dog's** older than **David's** dog.

dog + is P

6. **Jack's** going to buy **Tom's** car from him.

Jack + is P

7. **Let's** go over to **Jim's** house.

Let + us P

Is the apostrophe being used to form a possessive (P) or make a plural (PL)?

Example:

- a. **Linda's** dad keeps telling her to mind her **p's** and **q's**.

Linda's	P	
p's	PL	
q's	PL	

Exercises:

1. That **boy's** biggest problem in math are the **7's** and **8's**.

boy's	_____		P
7's	_____		PL
8's	_____		PL

2. Do you know how many **A's** were on **Bob's** report card?

A's	_____		PL
Bob's	_____		P

3. The teacher gave out two **B's** for the paper about the **bee's** knees.

B's	_____		PL
bee's	_____		P

4. The **skater's** marks were mostly **5.9's**.

skater's	_____		P
5.9's	_____		PL

5. The grades for the **boys'** group project were **C's**.

boys'	_____		P
C's	_____		PL

NOTE: When the apostrophe comes after the s, it indicates a plural possessive. "Boys's" would look funny so the last s is dropped.

6. The two **girls'** marks for their project were also **C's**.

girls'	_____		P
C's	_____		PL

When NOT to use apostrophes

1. **Don't** use an apostrophe to make a plural -- except with letters and numbers.
2. **Don't** use an apostrophe to show POSSESSION if the word **already** is a POSSESSIVE.

Right

We saw three **rabbits** and five **cows**.

The cat licked **its** paw.

The idea was **hers**.

Wrong

We saw three *rabbit's* and five *cow's*.

The cat licked *it's* paw.

The idea was *her's*.

Look at this list of POSSESSIVE pronouns.

All show possession but NOT one has an apostrophe!

Pronoun	Possessive Adjective	Possessive Pronoun
---------	----------------------	--------------------

I
you
it
he
she
we
they

my
your
its
his
her
our
their

mine
yours
its
his
hers
ours
theirs

I said, "**My** glasses are **mine**."
You just think that **your** house is really **yours**.
It hurt **its** leg.
He broke **his** arm. That book is **his**.
She lost **her** ring. That car is **hers**.
We know **our** team lost. The prize was **ours**.
They knew **their** school won. The win was **theirs**.

Concepts to LOCK into the automatic response memory.

Because we **already** know:

My does NOT need an apostrophe to show possession as in "*my* feet."
His does NOT need an apostrophe to show possession as in "*his* feet."
Her does NOT need an apostrophe to show possession as in "*her* feet."
Our does NOT need an apostrophe to show possession as in "*our* feet."

It should be **automatic** to know that:

Your does NOT need an apostrophe to show possession as in "*your* feet."
Their does NOT need an apostrophe to show possession as in "*their* feet."
Its does NOT need an apostrophe to show possession as in "*its* feet."

Therefore:

You're can only be a **contraction** of **you + are** -- Never a possessive.
They're can only be a **contraction** of **they + are** -- Never a possessive.
It's can only be a **contraction** of **it + is** -- Never a possessive.

Making sense out of
**the complete
i before e rule**

Programmed Learning.
Students learn from
their mistakes
as they correct them.

by

Don McCabe

AVKO Educational Research Foundation

Why Teach the I before E Rule?

One reason for teaching the rule is that it is a rule that works 99% of the time -- that is, if the **complete** rule is taught!

Another reason for teaching the rule is to give your students the opportunity to master a rule that most "bright" students don't know and can't apply even if they have the rule in front of them.

Knowing something that most bright students don't know always gives a little boost in **self-esteem**.

It doesn't matter if your students are **learning disabled**. They **can learn** this rule.

They can learn to apply the rule, if you will just take your time, follow the directions, and have faith in your students.

The students the author used to develop this little program were learning disabled adolescent juvenile delinquents. He insisted that they memorize the rule. He insisted that they learn to apply the rule. He also insisted that they score **100%** on the test.

Because each student took the test individually and orally at the author's desk, there was no way they could cheat. And as hard as it may be to believe, all the students in his class passed the test. Not in a day. Not in a week. But within eight weeks, they all had managed to memorize the rule, learn to apply the rule and pass the test -- an accomplishment that they will never forget.

By the way, if you personally have ever had problems determining whether or not a word was **ei** or **ie**, this little book should eliminate those problems for you, because you will learn right along with your students by using this programmed text.

Memorize

The AVKO

I Before E Rule

Use **i** before **e** except after **c**,

Or when sounded as "EYE" or "AY,"

As in **E**instein or **w**eigh.

Neither, **w**eird, **f**oreign, **l**eisure,

Seize, **f**orfeit, and **h**eight,

Are exceptions spelled right.

But don't let the "**C-I-E-N**" words get you uptight!

Understanding the Rule -- Part I

"Use **i** before **e** ..." means: Use **ie** unless you a reason to write **ei** that is stated in the rule.

This also means that if you choose to use **ei** in a word **without** having a reason to do so, chances are you will misspell the word. Again, according to the rule you must have a reason to use **ei** -- otherwise, you should spell the word using **ie**.

In the following exercises, you will be expected to give the **reason** for your selection of **ie** or **ei**.

- Your questions are on one side of the page.
- The answers are on the right hand side.
- Use a piece of heavy paper to cover the answer.
- Write the answer under the correct reason and then check your answer.
- If you get it right, go on to the next.
- If you get it wrong, erase your incorrect answer and try to figure out why the answer given is right. If you don't understand why it is right, ask your teacher to teach you why.

AVKO's I before E Rule	Exercise 1
Use i before e Except after c , Or when sounded as "EYE" or "AY," As in E instein or w eigh.	Rule = ie cei "EYE"/"AY" = ei
N either, w eird, f oreign, l eisure, S eize, f orfeit, and h eight, Are exceptions spelled right.	"X" = ei "X" = ei "X" = ei
But don't let the " C-I-E-N " words get you uptight!	cie

Understanding: Use **i** before **e** means use **ie** unless you have a good reason to use **ei**.
Except after **c** means use **ei** after **c** as in: **cei-** in **ceiling**, **receive**, etc.

Examples:	ie words	ei words	Reason
a. bel_ _ve	<u>believe</u>	<u> </u>	<u>Rule</u>
b. sh_ _ld	<u>shield</u>	<u> </u>	<u>Rule</u>
c. c_ _lings	<u> </u>	<u>ceilings</u>	<u>cei</u>

Spell the word correctly in the right column and give the right reason.

Check Your Answers below.

	ie words	ei words	Reason	ie words	ei words	Reason
1. gr_ _f	<u> </u>	<u> </u>	<u> </u>	<u>grief</u>	<u> </u>	<u>Rule</u>
2. p_ _r	<u> </u>	<u> </u>	<u> </u>	<u>pier</u>	<u> </u>	<u>Rule</u>
3. th_ _ves	<u> </u>	<u> </u>	<u> </u>	<u>thieves</u>	<u> </u>	<u>Rule</u>
4. bel_ _f	<u> </u>	<u> </u>	<u> </u>	<u>belief</u>	<u> </u>	<u>Rule</u>
5. ch_ _f	<u> </u>	<u> </u>	<u> </u>	<u>chief</u>	<u> </u>	<u>Rule</u>
6. rec_ _ve	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>receive</u>	<u>cei</u>
7. ach_ _ve	<u> </u>	<u> </u>	<u> </u>	<u>achieve</u>	<u> </u>	<u>Rule</u>
8. rec_ _vers	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>receivers</u>	<u>cei</u>
9. rec_ _pt	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>receipt</u>	<u>cei</u>
10. conc_ _ted	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>conceited</u>	<u>cei</u>

AVKO's I before E Rule	Exercise 2
<p>Use i before e Except after c, Or when sounded as "EYE" or "AY," As in Einstein or weigh.</p> <p>Neither, weird, foreign, leisure, Seize, forfeit, and height, Are exceptions spelled right. But don't let the "C-I-E-N" words get you uptight!</p>	<p>Rule = ie</p> <p>cei "EYE"/"AY" = ei</p> <p>"X" = ei "X" = ei "X" = ei cie</p>

Understanding: Use **i** before **e** means use **ie** unless you have a good reason to use **ei**. Except after **c** means use **ei** after **c** as in: **cei-** in **ceiling**, **receive**, etc.

Examples:	ie words	ei words	Reason
a. bel_ _ve	<u>believe</u>	<u> </u>	<u>Rule</u>
b. sh_ _ld	<u>shield</u>	<u> </u>	<u>Rule</u>
c. c_ _lings	<u> </u>	<u>ceilings</u>	<u>cei</u>

Spell the word correctly in the right column and give the right reason.

Check Your Answers below.

	ie words	ei words	Reason	ie words	ei words	Reason
1. rel_ _ve	<u> </u>	<u> </u>	<u> </u>	<u>relieve</u>	<u> </u>	<u>Rule</u>
2. fr_ _nd	<u> </u>	<u> </u>	<u> </u>	<u>friend</u>	<u> </u>	<u>Rule</u>
3. pr_ _st	<u> </u>	<u> </u>	<u> </u>	<u>priest</u>	<u> </u>	<u>Rule</u>
4. conc_ _ve	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>conceive</u>	<u>cei</u>
5. f_ _rce	<u> </u>	<u> </u>	<u> </u>	<u>fierce</u>	<u> </u>	<u>Rule</u>
6. rec_ _ved	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>received</u>	<u>cei</u>
7. pat_ _nce	<u> </u>	<u> </u>	<u> </u>	<u>patience</u>	<u> </u>	<u>Rule</u>
8. c_ _ling	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>ceiling</u>	<u>cei</u>
9. rec_ _ving	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>receiving</u>	<u>cei</u>
10. pat_ _nts	<u> </u>	<u> </u>	<u> </u>	<u>patients</u>	<u> </u>	<u>Rule</u>

Homophones: pat_ _nts/pat_ _nce
 c_ _ling/sealing

Homophones: patients/patience
 ceiling/sealing

AVKO's I before E Rule	Exercise 3
<p>Use i before e Except after c, Or when sounded as "EYE" or "AY," As in Einstein or weigh.</p> <p>Neither, weird, foreign, leisure, Seize, forfeit, and height, Are exceptions spelled right. But don't let the "C-I-E-N" words get you uptight!</p>	<p>Rule = ie</p> <p style="text-align: right;">cei "EYE"/"AY" = ei</p> <p style="text-align: right;">"X" = ei "X" = ei "X" = ei cie</p>

Understanding: Use **i** before **e** means use **ie** unless you have a good reason to use **ei**.
 Except after **c** means use **ei** after **c** as in: **cei-** in **ceiling**, **receive**, etc.

Or when sounded as "EYE" means use **ei** as in **Einstein**
 Or when sounded as "AY" means use **ei** as in **weigh**.

Examples:	ie words	ei words	Reason
a. bel__ve	<u>believe</u>		<u>Rule</u>
b. c__lings	<u> </u>	<u>ceilings</u>	<u>cei</u>
c. __leen	<u> </u>	<u>Eileen</u>	<u>"EYE"</u>
d. w__gh	<u> </u>	<u>weigh</u>	<u>"AY"</u>

Spell the word correctly in the right column and give the right reason.

	ie words	ei words	Reason
1. __n	<u> </u>	<u> </u>	<u> </u>
2. st__n	<u> </u>	<u> </u>	<u> </u>
3. __nst__n	<u> </u>	<u> </u>	<u> </u>
4. f__ld	<u> </u>	<u> </u>	<u> </u>
5. rec__ve	<u> </u>	<u> </u>	<u> </u>
6. __ght	<u> </u>	<u> </u>	<u> </u>
7. w__ght	<u> </u>	<u> </u>	<u> </u>
8. fr__ght	<u> </u>	<u> </u>	<u> </u>
9. fr__nds	<u> </u>	<u> </u>	<u> </u>
10. rec__ving	<u> </u>	<u> </u>	<u> </u>

Check Your Answers below.

	ie words	ei words	Reason
	<u> </u>	<u>ein</u>	<u>"EYE"</u>
	<u> </u>	<u>stein</u>	<u>"EYE"</u>
	<u> </u>	<u>Einstein</u>	<u>"EYE"</u>
	<u>field</u>	<u> </u>	<u>Rule</u>
	<u> </u>	<u>receive</u>	<u>cei</u>
	<u> </u>	<u>eight</u>	<u>"AY"</u>
	<u> </u>	<u>weight</u>	<u>"AY"</u>
	<u> </u>	<u>freight</u>	<u>"AY"</u>
	<u>friends</u>	<u> </u>	<u>Rule</u>
	<u> </u>	<u>receiving</u>	<u>cei</u>

Homophones: ate/_ght
 wait/w__ght

Homophones: ate/eight
 wait/weight