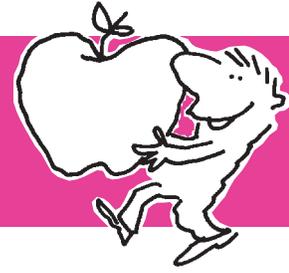


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# Here's an Instant Activity for April 21, 2008



## STRATEGY FOR SPELLING SUCCESS

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For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling and word-skill curriculum that:

1. provides a menu of skill-building activities that range in sophistication to teach critical concepts at a student's own level,
2. uses assessment to gather information to target word study to the specific words each student has not learned from among all previously introduced words in the program, as well as to identify skills not yet mastered,
3. equips teachers with guidelines for spelling expectations in everyday writing that increase as students develop as writers, making the classroom a rehearsal for real-world writing, *and*
4. proposes multiple opportunities to engage parents in their child's acquisition of spelling skills.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.

Meeting state standards is a priority of the Sourcebook Series. Instant Activities further support skills and concepts reflected in state standards.



## LEVEL OF DIFFICULTY

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Approximately Grade 3



## PURPOSE

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To provide practice spelling words with silent letters.

Skills: spelling, silent letters, visual skills, homophones, writing sentences



## SUGGESTED USE

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Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 26, Activity 1D, page 253.



## TEACHING DIRECTIONS

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Write these words on the chalkboard: *lamb*, *knee*, *wrong*, and *calf*. Ask students to say the words. Then ask students to identify the letters in the words that cannot be heard when the words are said (silent *b*, *k*, *w*, and *l*).

Print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



## FOLLOW-UP

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Have students share their unscrambled silent-letter words and the homophone partners for the words in the apple activity. Provide time for students to share their homophone sentences.



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## FOR MORE

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- For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, use the Sourcebook for Teaching Spelling and Word Skills for your grade level (grades 1–8). Download and print a sample unit for your grade level from our website, [www.sittonspelling.com](http://www.sittonspelling.com).
- Extend practice and word exploration with the optional student Practice Books for Learning Spelling and Word Skills (grades 1–6), appropriate for use with both the 2nd and 3rd Edition Sourcebooks. Each Practice Book contains correlated activities for selected lessons from every Sourcebook unit, a proofreading/editing exercise for each unit, and pages in the back for students to record their Spelling Words for study. Download and print sample pages for your grade level from our website, [www.sittonspelling.com](http://www.sittonspelling.com).
- Further extend the Level 3 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth grades, the Level 3 Core Word Activity Cards, and the Level 3 Word Skills in Rhythm & Rhyme CD-ROM/Activity Master Sourcebook. Visit our website, [www.sittonspelling.com](http://www.sittonspelling.com), to see these materials and explore their purpose.
- **Sign up** at [www.sittonspelling.com](http://www.sittonspelling.com) to receive Rebecca Sitton's complimentary *Appleseed* e-newsletter. The *Appleseed* is published three times each year, with new issues available the first week of November, January, and March. Each *Appleseed* contains Word Skills and Sourcebook Teaching Tips, answers reader questions, and informs you of current, pertinent educational information.

### **To learn about the Sourcebook Series for Teaching Spelling and Word Skills for grades 1-8:**

Request our free Overview Video (available in DVD and VHS formats) and/or download sample units online at [www.sittonspelling.com](http://www.sittonspelling.com). If you are interested in on-loan evaluation copies or would like more information, call us toll free at 888-937-7355.

### **To learn how to use the Sourcebook Series for Teaching Spelling and Word Skills:**

1. Attend a seminar that explains and demonstrates lessons that reflect the Sourcebook methodology. For more information, visit [www.sittonspelling.com](http://www.sittonspelling.com). Click on the Training tab at the top of the page, then click on Seminar Schedule.
2. Use the TUTOR ME Training CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, telling you exactly what to do and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Use the TUTOR ME Parents as Partners module to introduce parents to the program and show them how their child will be learning to spell. Visit [www.sittonspelling.com](http://www.sittonspelling.com) for more information.

### **Order your Sourcebook for Teaching Spelling and Word Skills online at [www.sittonspelling.com](http://www.sittonspelling.com).**

Alternate order sources:

- *Texas*: Resolve Corporation, 600 Freeport Parkway, Coppell, TX 75019  
PHONE 800-266-5122 • FAX 214-452-6301
- *other states*: Northwest Textbook Depository, P.O. Box 5608, Portland, OR 97228  
PHONE 800-676-6630, FAX 503-639-2559

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

## Silent Letters

Silent letters cannot be heard.  
They make it hard to spell a word.  
A lamb may kneel upon its knee,  
But don't leave out the *k* or *b*.

Put *g* and *h* in through and night,  
A *w* in wrong, another one in write.  
A calf can't talk—don't say the *l*,  
But do not skip it when you spell.



Poem excerpted from *Word Skills in Rhythm and Rhyme with General Spaghetti, Level 3*

In *kneel* and *knee*, *k* can't be heard. It makes no sound in either word! Use all the letters in each set to make a silent *k* word.

b n k o

k e i n f

o n k k c

In *lamb*, the *b* sits silently. Use all the letters in each set to make a silent *b* word.

b c m i l

u m t h b

b m o c

In *wrist*, *w* makes no sound. Use all the letters in each set to make a silent *w* word.

a e s n w r

h s e w o

r w o d s

In *often*, *t* is quiet as a mouse. Use all the letters in each set to make a silent *t* word.

i w s l h e t

s l n e t i

e t s l a c



Write the silent-letter homophone partners for these words: not, to/too, no, wait, new, ate, wood, hole, way, need, right. Choose one of the homophone sets. Then write a sentence that uses the homophones you selected.