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# Here's an Instant Activity for September 15, 2008



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## 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 Sitton Spelling and Word Skills™. Instant Activities further support skills and concepts reflected in state standards.



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## LEVEL OF DIFFICULTY

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Approximately Grade 5



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## PURPOSE

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To provide practice with words with silent consonants.

Skills: silent letters, spelling, vocabulary development, writing an explanation, word analysis, sorting



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## SUGGESTED USE

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Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 4, Test Ready, page 30.



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## TEACHING DIRECTIONS

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First, review final silent *e*. Ask students for examples. Then write these words on the board: *wrote*, *listen*, *comb*, *knot*, *talk*. Ask students to scrutinize the words and identify what these words all have in common. Elicit that they all have silent consonants. Point out the silent consonants in the words (*w*, *t*, *b*, *k*, *l*). Ask students to explain in writing why silent letters can cause spelling problems.

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.



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## FOLLOW-UP

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Provide time for students to share their answers to the Instant Activity, including the additional silent-letter words they came up with and how they sorted their words. Discuss the meaning of unfamiliar words.

**Answers:**

1. half; 2. answer; 3. listen; 4. bomb; 5. calf; 6. knowledge; 7. wreck; 8. comb; 9. two; 10. doubtful; 11. lamb; 12. fasten; 13. yolk; 14. castle; 15. should; 16. wrist; 17. knotted; 18. limb; 19. write; 20. numb; 21. often; 22. plumber; 23. knee; 24. wrath; 25. crumbs; 26. salmon; 27. knock; 28. soften; 29. wrinkled; 30. talk; 31. knife; 32. wren; 33. thumb; 34. glisten; 35. knuckle; 36. walk; 37. wrap; 38. knack; 39. climb; 40. knight; 41. wrong; 42. hasten.



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**FOR MORE INFORMATION**

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For more information about Sitton Spelling and Word Skills™, visit [www.epsbooks.com/sittonspelling](http://www.epsbooks.com/sittonspelling).

# Build Skills and Word Experiences



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

## Silent Consonants

Use the clues to write words with silent consonants.

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|-----------------------------|-------|-------------------------------|-------|
| 1. one of two equal parts   | _____ | 22. works with pipes          | _____ |
| 2. not the question         | _____ | 23. joins upper and lower leg | _____ |
| 3. pay attention, hear      | _____ | 24. extreme anger, rage       | _____ |
| 4. dud, flop                | _____ | 25. little bits and pieces    | _____ |
| 5. baby cow                 | _____ | 26. fish that swims upstream  | _____ |
| 6. wisdom                   | _____ | 27. rap, tap (on a door)      | _____ |
| 7. ruin, destroy            | _____ | 28. opposite of harden        | _____ |
| 8. hair detangler           | _____ | 29. needing to be ironed      | _____ |
| 9. pair, duo                | _____ | 30. speak, say                | _____ |
| 10. not likely to happen    | _____ | 31. goes with fork and spoon  | _____ |
| 11. Mary had a little one   | _____ | 32. small songbird            | _____ |
| 12. hook, button up         | _____ | 33. a kind of finger          | _____ |
| 13. yellow part of an egg   | _____ | 34. shimmer, sparkle          | _____ |
| 14. royal residence, palace | _____ | 35. finger joint              | _____ |
| 15. ought to                | _____ | 36. stroll, amble             | _____ |
| 16. joins the hand and arm  | _____ | 37. encase, envelop           | _____ |
| 17. tangled                 | _____ | 38. talent, skill             | _____ |
| 18. branch of a tree        | _____ | 39. ascend, scale             | _____ |
| 19. inscribe                | _____ | 40. wears shining armor       | _____ |
| 20. loss of feeling         | _____ | 41. incorrect                 | _____ |
| 21. opposite of seldom      | _____ | 42. hurry                     | _____ |



First, circle the silent consonants in your answer words. Then find and write more words with those same silent consonants. Next, sort your words in some way, other than by silent consonant. Share your sorts with a pal.