
Here's an Instant Activity for September 15, 2008



STRATEGY FOR SPELLING SUCCESS

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.



LEVEL OF DIFFICULTY

Approximately Grade 5



PURPOSE

To provide practice with words with silent consonants.

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



SUGGESTED USE

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



TEACHING DIRECTIONS

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.



FOLLOW-UP

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.

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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.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Silent Consonants

Use the clues to write words with silent consonants.

- | | |
|-----------------------------------|-------------------------------------|
| 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.