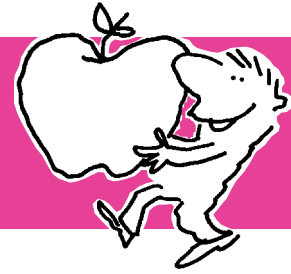

Here's an Instant Activity for December 7, 2009



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 3



PURPOSE

To provide practice with words with silent letters

Skills: words with silent letters, spelling, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 11, Concept One, page 102.



TEACHING DIRECTIONS

Dictate these words for students to write: *page, live, nice, house*. Ask how the words are alike. (They all have a final silent *e*.) Repeat the activity with these sets of words: *high, caught, bright, though; knot, know, knight, knit; wrong, wrap, wring, write*. Review the silent letter(s) in each set. (*gh, k, w*)

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



FOLLOW-UP

Have students work in small groups to review their answers to the Instant Activity. Then have students share their answers from the Apple Activity. Discuss the meaning of unfamiliar words.

Answers:

Silent *e*: 1. ate; 2. above; 3. castle; 4. late; 5. write; 6. large; 7. same; 8. scare; 9. five; 10. before.

Silent *gh*: 1. high; 2. night; 3. through; 4. straight.

Silent *k*: 1. knock; 2. knee; 3. knife; 4. know.

Silent *w*: 1. answer; 2. two; 3. wrinkled; 4. wrist.

Apple Activity Answers: lamb, thumb, comb.

To extend the activity, provide clues for students to identify these silent-consonant words: *listen*, *soften*, *often*, *castle* (silent *t*); *walk*, *calf*, *half*, *talk* (silent *l*). Have students brainstorm more words with silent consonants. Begin a collection of silent-consonant words, sorted by silent consonant, that students can add to over time.



FOR MORE INFORMATION

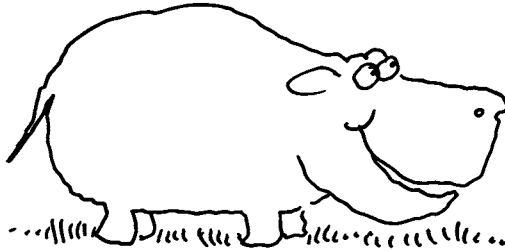
For more information about Sitton Spelling and Word Skills®, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Silent Letters



Silent letters cannot be heard.
They make it hard to spell a word.

Some words end in silent e.

- | | | | |
|-----------------------------|-------|------------------------------|-------|
| 1. past tense of <i>eat</i> | _____ | 6. big, huge | _____ |
| 2. opposite of <i>below</i> | _____ | 7. alike | _____ |
| 3. a king lives here | _____ | 8. frighten | _____ |
| 4. not on time, tardy | _____ | 9. eleven minus six | _____ |
| 5. do this with a pen | _____ | 10. opposite of <i>after</i> | _____ |

Some words have silent gh.

- | | | | |
|---------------------------|-------|-------------------------------|-------|
| 1. opposite of <i>low</i> | _____ | 3. homophone for <i>threw</i> | _____ |
| 2. opposite of <i>day</i> | _____ | 4. opposite of <i>crooked</i> | _____ |

Some words have silent k.

- | | | | |
|-----------------------------|-------|--------------------------|-------|
| 1. rhymes with <i>clock</i> | _____ | 3. fork, spoon, and | _____ |
| 2. leg joint | _____ | 4. rhymes with <i>go</i> | _____ |

Some words have silent w.

- | | | | |
|--------------------------|-------|------------------------------|-------|
| 1. not the question, the | _____ | 3. if it needs ironing, it's | _____ |
| 2. one plus one | _____ | 4. it joins hand and arm | _____ |



In some words, the letter *b* is silent. Write these words with silent *b*.

• Mary had a little one. • part of a hand • brush and _____

Then see if you can come up with more words that have a silent *b*.