

Student Pages

Pages 49–52

Lesson Materials

BLM SP3-13A

BLM SP3-13B

T-20

T-21

BLM SP3-13C

BLM SP3-13D

T-6

BLM SP3-01A

Whiteboards

Transportation

Lessons 13–17 utilize the theme of different kinds of vehicles. Lesson 13 begins with Cars. The first car was a steam car built in 1769 by a French Army officer named Captain Nicolas-Joseph Cugnot. Steam cars gave way to cars with internal-combustion engines. Today, new car technologies include hybrid cars and vehicles that have onboard navigation systems.



Day 1 Warm Up

Objective

The students will accurately spell and write **words with silent letters**. They will spell and write high-frequency words and challenge words.

Introduction

Before class, select Challenge Words for numbers 21 and 22 from a cross-curricular subject, words misspelled on previous assignments, or words that interest your students. The word *design* has the silent letter *g* before *n* and is suggested for number 21. Administer the Warm Up.

Directed Instruction

1 Say each word, use it in a sentence, and then repeat the word.

Pattern Words

1. whole	Henry bought a <u>whole</u> new set of tires.	whole
2. kneel	Sometimes I <u>kneel</u> when I pray to Jesus.	kneel
3. rack	Lucas placed his bicycle on the <u>rack</u> .	rack
4. wrist	Amber twisted her <u>wrist</u> when she fell.	wrist
5. whose	<u>Whose</u> car shall we use tonight?	whose
6. knock	Please <u>knock</u> loudly on the door.	knock
7. wrench	Jaye used a <u>wrench</u> to hold the bolt.	wrench
8. knotted	The ribbons were all <u>knotted</u> up.	knotted
9. wrecker	A <u>wrecker</u> came to the accident scene.	wrecker
10. slick	The roads were very <u>slick</u> after the storm.	slick
11. wrong	The <u>wrong</u> car part was ordered.	wrong
12. gnat	A <u>gnat</u> has two wings.	gnat
13. whom	<u>Whom</u> did you expect to see?	whom
14. sign	The highway <u>sign</u> posted the speed limit.	sign
15. writing	Rico is <u>writing</u> a poem for the contest.	writing
16. knife	The butcher sharpened his carving <u>knife</u> .	knife
17. checking	The mechanic is <u>checking</u> the engine.	checking
18. unknown	The <u>unknown</u> sound startled Karl.	unknown

High-Frequency Words

19. object	The broken <u>object</u> will be replaced.	object
20. directions	Alexis wrote down the <u>directions</u> .	directions

Challenge Words

21. _____
22. _____

2 Allow students to self-correct their pretest, using the following procedure:

- Write each word on the board. Discuss the letter/sound relationships in each word. Point out that the lesson contains **words with silent letters**. The spelling patterns for these words consist of the following: *gn*, *kn*, *wr*, *ck*, and *wh* before *o*.
- As a class, read, spell, and read each word again. Direct students to circle misspelled words with a colored pencil and rewrite them correctly.

3 Proof each student's Warm Up.

4 Add the Challenge Words and Test Dates before distributing a copy of **BLM SP3-13A Lessons 13–17 Spelling Lists** to each student for home study.

5 Homework suggestion: Use **BLM SP3-13B Cross Out** to review **words with silent letters**.

Day 2 Phonics

Objective

The students will sort **words with silent letters** and select a word with the same sound as a target word. They will pronounce and write **words with silent letters** and write high-frequency words.

Introduction

Display **T-20 Silent Letters** on the overhead to review the Pattern Words with silent letters in this lesson. Point to, say, and chorally spell each word. Chorally spell each word again and instruct students to place their pointer finger in front of their mouth when they say the silent letter in each word. As a visual guide, each silent letter is printed in orange. Invite a student to cross out the silent letter in the word. Repeat this process for all the words. Challenge students to find the two Pattern Words that contain two silent letter spelling patterns each. (**knock, wrecker**)

Directed Instruction

- 1 Display **T-21 Sounds** to practice selecting sounds that are the same in two words and to correctly say the pronunciation of a **word with silent letters**. In exercises 1–5, read each word carefully and have students identify which word has the same sound as the underlined letter. In exercises 6–12, remind students that entry words in a dictionary have their pronunciation after the word. Teach that the **words with silent letters** have a different spelling than their pronunciation because the **silent letter** is missing in the pronunciation. Say each pronunciation and allow students to spell the word. Write each word on the adjacent line to the pronunciation. Use **BLM SP3-13C T-21 Answer Key**.
- 2 Proceed to **page 49**. Say, spell, and say each Pattern and High-Frequency Word. Provide this week's Challenge Words and have students write them in the spaces provided. Read the generalization about **words with silent letters** at the top of the page. Have students chorally read the generalization. Allow students to complete the page.

Differentiated Instruction

- For students who spelled all the words correctly on the Warm Up, select and assign three Extra Challenge Words from the following list: hybrid, combustion, application, quiver, outrageous, Esther.
- For students who spelled less than half correctly, assign the following Pattern and High-Frequency Words: sign, knife, knock, whole, whose, wrong, writing, checking, object, directions. On the Wrap Up, evaluate these students on the ten words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentences.

Student Day 2

Name _____

Lesson 13 Phonics Words with Silent Letters

Pattern Words

sign
slick
gnat
rack
knife
kneel
wrist
knock
whole
whom
whose
wrong
writing
knotted
wrench
wrecker
unknown
checking

High-Frequency Words

object
directions

Some consonants are silent when they come before other consonants. The second consonant is heard.

g is silent before **n**
k is silent before **n**
w is silent before **r**

Sort the words with silent letters using each spelling pattern.

1. **kn** **wr**
knife wrist
kneel wrong
knock writing
knotted wrench
unknown wrecker

3. Write the words with **silent g** before **n**.
sign gnat

Write a High-Frequency Word to complete each sentence.

4. Lily pulled over to ask for **directions**.
5. The fan belt was the **object** that was broken.
6. Someone gave her **directions**.

Challenge Words



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Student Day 2

Some consonants are silent when they come before other consonants. The second consonant is heard.

c is silent before **k**
w is silent before **h** when **wh** comes before **o**

1. Write the words with **silent c** before **k**. **Order may vary.**
slick rack knock
wrecker checking

2. Write the words with **silent w** before **h**.
whole whom whose

Read each word and listen to the sound of the underlined letter. Fill in the circle next to the word with the same sound.

3. night
☐ kite ☐ goat ☐ soon ☒ wrong
☒ gnat ☐ gym ☐ move ☐ good
4. room
☐ sign ☐ grass ☒ knock ☐ stick
☐ dear ☒ whole ☐ kick ☐ click

The spelling and pronunciation are different in these words. Say each pronunciation and write each word.

Pronunciation	Spelling
7. /'hōl/	whole
8. /'nēl/	kneel
9. /'rench/	wrench
10. /'slik/	slick
11. /'hōz/	whose
12. /'nat/	gnat
13. /'re kūr/	wrecker
14. /'nok/	knock

Lesson 13 Phonics Words with Silent Letters

sign
slick
gnat
rack
knife
kneel
wrist
knock
whole
whom
whose
wrong
writing
knotted
wrench
wrecker
unknown
checking
object
directions



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Student Spelling Support Materials

BLMs SP3-13E–F
Card stock
BLM SP3-01A
Construction paper
Letter tiles
Book: *Let's Go for a Ride*

Student Spelling Support

1. Write this week's words categorized by patterns on a large piece of paper and attach to the Word Wall.
2. Duplicate **BLMs SP3-13E–F Lesson 13 Spelling Words I and II** on **CARD STOCK** for students to use as flash cards at school or at home.
3. Use **BLM SP3-01A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words.
4. Assist students in writing the Challenge Words, numbers 21 and 22, in the section called My Words for Writing, in the back of their textbook.
5. For visual and kinesthetic learners, write incomplete Pattern Words from this lesson on **CONSTRUCTION PAPER**, leaving an empty space for the silent letter(s) in each word. Encourage students to use the **LETTER TILES** with *g*, *k*, *w*, and *c* to complete the spelling of each word.
6. Read *Let's Go for a Ride* by Maxwell Newhouse (Toronto: Tundra Books, 2006). This book contains pictures of oil paintings that reflect life on the road and the history of the automobile.

- 3 Proceed to **page 50** and select a volunteer to repeat the generalization and read the examples. Students will complete the page independently.
- 4 Homework suggestion: Use **BLM SP3-13D Cars** to practice words from this lesson.

Day 3 Word Study

Objective

The students will utilize dictionary skills by answering questions about the different components of a dictionary entry. They will use definitions to determine which list words are nouns or verbs.

Introduction

Display **T-6 Dictionary Entry**—from Lesson 5—to review and remind students that a dictionary entry consists of the following five parts: entry word, pronunciation, part of speech, definition, sample sentence. Point out that an entry word may have more than one part of speech and more than one definition. Words with more than one definition may have more than one sample sentence. Words can also have multiple pronunciations. Invite students to identify and circle the five dictionary parts on the transparency.

Directed Instruction

- 1 Refer to the part of speech *n.* for the word *skyline*. Ask students to identify what *n.* stands for. (**noun**) Remind students that a noun is a person, place, or thing. Ask students to identify what an action word is called. (**verb**)

- 2 Write the following words on the board in random order:

- gnat, wrecker, wrench, wrist (**nouns**)
- checking, kneel, writing (**verbs**)
- knock (**both a noun and a verb**)

Use the Spelling Dictionary to assist with this exercise. Direct students to look up each word and identify which words are nouns, verbs, or both. Some words can have more than one part of speech, which may not be identified in the Spelling Dictionary. The part of speech for each word is based on its usage in this lesson.

- 3 Proceed to **page 51**. Encourage students to use their Spelling Dictionary to complete the exercises on their own. Utilizing dictionary skills is an essential study practice. Review the page as a class.

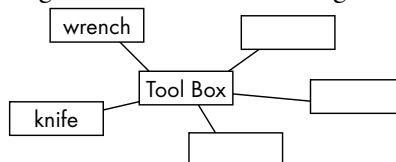
Day 4 Writing

Objective

The students will underline list words in an advertisement and complete graphic organizers. They will write a used car advertisement using ideas from lists.

Introduction

Remind students that a graphic organizer is a drawing that shows how words or ideas fit together. Draw the following word web on the board:



Invite students to assist in completing the word web for *tool box*. Some ideas are as follows: pliers, hammer, nails, wire, bolts, extra trays. Inform students that the words on the web will assist in writing an advertisement. Model writing a *for sale* advertisement on the board for the tool box.

Directed Instruction

- 1 Proceed to **page 52** and point out the graphic organizer at the top of

the page. Explain that the graphic organizer contains ideas that are found in the used car advertisement. Read the sentences about Wes, the graphic organizer, and the advertisement. Encourage students to listen for, identify, and underline the list words. (**slick, rack, whole**)

- 2 Read the directions toward the bottom of the page. Brainstorm ideas for each list and allow students to write phrases to complete each column. Students will write their own used car advertisement on another piece of paper.
- 3 Homework suggestion: Read the graphic organizer and advertisement on page 52 to an adult. Take a practice spelling test at home or use **BLM SP3-01A A Spelling Study Strategy** for additional practice.

Day 5 Wrap Up

Objective

The students will correctly write dictated spelling words and sentences.

Introduction

Provide a review, utilizing **WHITEBOARDS** or Student Spelling Support suggestions.

Directed Instruction

- 1 Dictate the list words by using the Warm Up sentences or developing original ones. Reserve *knife*, *whole*, and *writing* for the dictation sentences.
- 2 Follow this procedure for the dictation sentences: read the sentence, invite the class to say the sentence with you, then read the sentence again. Dictate the following sentences:
 - They used a knife to cut the rope.
 - Please wash the whole fruit.
 - I am writing the address down.
- 3 If assigned, dictate Extra Challenge Words. Score the test.

Notes

Student Day 3

Name _____

Lesson 13 Word Study Words with Silent Letters

Use your Spelling Dictionary to look up the bold words. Answer each question.

1. What is the pronunciation for **gnat**? /ˈnat/
2. What is the part of speech for **knelt**? v.
3. What is the definition for **wrong**? incorrect
4. What are the two definitions for **slick**? 1 slippery.
2 glossy or shiny.
5. What is the sample sentence for **whole**? Henry bought a whole new set of tires.

A noun is a person, place, or thing. Use the following clues to write the words that are nouns.

6. instructions directions
7. a tow truck wrecker
8. a small fly gnat
9. a tool used for cutting knife
10. a stand for holding things rack
11. a tool used for gripping and turning wrench

A verb is an action word. Use the following clues to write the words that are verbs.

12. inspecting checking
13. composing words writing
14. to get down on one knee knelt
15. to make a pounding noise knock



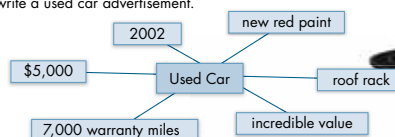
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Student Day 4

Wes wanted to sell his car. He used a graphic organizer to help write a used car advertisement.

Lesson 13 Writing Words with Silent Letters



For Sale

This car is a 2002 model with new, slick, red paint. It has 7,000 miles of factory warranty still remaining. An added bonus is a roof rack. It is perfect for bicycles and skis. The whole package is priced at \$5,000. What an incredible value!



Find and underline the list words Wes used in his advertisement.

Complete the lists below. Use the ideas from the lists to write a used car advertisement for one of the cars. Use another piece of paper and include several spelling words.



wrong engine parts
engine knock noise
knotted seat belts
need a wrecker for towing



ski/bicycle rack
whole new set of tires
slick paint job
route directions using GPS

Answers will vary.

sign
slick
gnat
rack
knife
knelt
wrist
knock
whole
whom
whose
wrong
writing
knotted
wrench
wrecker
unknown
checking
object
directions

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