

# Chapter 13 – Words with Silent Letters

## THEME

### Transportation

• Chapters 13–17 utilize the theme of different kinds of vehicles. Chapter 13 begins with cars. The first car was a steam car built in 1769 by Captain Nicolas-Joseph Cugnot. Steam cars gave way to cars with internal-combustion engines. Today, new car technologies include electric cars and vehicles that can drive on a flat tire for up to 50 miles.



## PREPARATION

- Select two Challenge Words. Consider using the word *design* because it has the silent letter *g* before *n*. Print 1 copy of **BLM 13.1A Chapters 13–17 Spelling Lists**. Add the challenge words and test dates. Then, copy the page for each student. Print **BLM 13.1B Cross Out** for each student. (13.1)
- Select **DM 13.2A Silent Letters** and **DM 13.2B Sounds** for display. Print 1 copy of **BLM 13.2A Answer Key for DM 13.2B** for your reference. Print **BLM 13.2B Cars** for each student. (13.2)
- Select **DM 5.3A Dictionary Entry** for display. (13.3)
- Gather the prepared copies of **BLM 1.4A A Spelling Study Strategy**. (13.4)

## RECOVERY

- Assign the following reduced word list as needed: *sign, knife, knock, whole, whose, wrong, writing, checking, object, directions*. Modify the evaluation of assignments and Wrap Up accordingly.
- Use **BLM 1.4A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words.

## Lesson 13.1 – Warm Up

### Introduction

Administer the Warm Up. Direct students to spell each word. Instruct students who cannot spell a word to write the letters they hear. Say each word, use it in a sentence, and repeat the word. Use the sentences that follow, or develop original ones.

#### 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. \_\_\_\_\_

### Directed Instruction

- 1 Allow students to self-correct their pretest, following this procedure:
  - a. Write each word on the board. Discuss the letter/sound relationships in each word. Point out that the chapter contains **words with silent letters**. The spelling patterns for these words consist of the following: *gn, kn, wr, ck*, and *wh* before *o*.
  - b. As a class, read, spell, and read each word again. Direct students to circle misspelled words with a colored pencil and rewrite them correctly.
- 2 Proof each student's Warm Up.
- 3 Distribute **BLM 13.1A Chapters 13–17 Spelling Lists** to students for home study.
- 4 Homework suggestion: Distribute **BLM 13.1B Cross Out** to students for review of **words with silent letters**.

## Lesson 13.2 – Phonics

### Introduction

Display **DM 13.2A Silent Letters** to review the Pattern Words with silent letters in this chapter. 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 **DM 13.2B 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 13.2A Answer Key for DM 13.2B**.

**2** Proceed to **PAGE 49**. Say, spell, and say each Pattern and High-Frequency Word. Provide this chapter'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.

**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: Distribute **BLM 13.2B Cars** for practice with words from this chapter.


## ENRICHMENT

• For students who spelled all the words correctly on the Warm Up, assign three of the following Extra Challenge Words: *hybrid, combustion, application, quiver, outrageous, Esther*.

• 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.


Name \_\_\_\_\_


**13.2**  
Phonics  
Words with  
Silent Letters




**Pattern Words**



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**      2.  **wr**

**knife** \_\_\_\_\_      **wrist** \_\_\_\_\_

**kneel** \_\_\_\_\_      **wrong** \_\_\_\_\_

**wrist** \_\_\_\_\_      **writing** \_\_\_\_\_

**knock** \_\_\_\_\_      **wrench** \_\_\_\_\_

**whole** \_\_\_\_\_      **wrecker** \_\_\_\_\_

**whom** \_\_\_\_\_

**whose** \_\_\_\_\_

**wrong** \_\_\_\_\_

**writing** \_\_\_\_\_


**knotted** \_\_\_\_\_

**wrench** \_\_\_\_\_

**wrecker** \_\_\_\_\_

**unknown** \_\_\_\_\_

**checking** \_\_\_\_\_

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**.



CARS

**High-Frequency Words**

**object** \_\_\_\_\_

**directions** \_\_\_\_\_


**Challenge Words**


\_\_\_\_\_


© Spelling Plus Grade 3 49

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


**13.2**  
Phonics  
Words with  
Silent Letters



 **c** is silent before **k**

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

**Order may vary.**

1. Write the words with silent **c** before **k**. 

**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      4. oom

kite       goat       soon       wrong

gnat       gym       move       good

5. hand      6. ck       knock       stick

sign       grass       kick       click

dear       whole

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

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

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

50

## EXTENSION

- Write this unit's words categorized by patterns on 5" × 8" INDEX CARDS and attach them to the Word Wall.
- Print BLMs 13.0A–B Chapter 13 Spelling Words I and II on CARD STOCK for each student. Cut apart and distribute flash cards for students to practice their spelling words at school or at home.
- 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.
- For visual and kinesthetic learners, write incomplete Pattern Words from this chapter on CONSTRUCTION PAPER, leaving an empty space for the silent letter(s) in each word. Encourage students to use LETTER TILES with *g*, *k*, *w*, and *c* to complete the spelling of each word.

## Lesson 13.3 – Word Study

### Introduction

Display DM 5.3A Dictionary Entry 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.

### 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**)

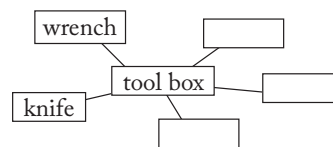
Use the Spelling Dictionary to assist with this exercise. Direct students to look up each word and identify which words are nouns, verbs, or both. Some words can have more than one part of speech, which may not be identified in the Spelling Dictionary. The part of speech for each word is based on its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

- 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.

## Lesson 13.4 – Writing

### 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 under the advertisement. 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: Have students read the graphic organizer and advertisement on page 52 to an adult. Suggest students take a practice spelling test at home or use BLM 1.4A A Spelling Study Strategy for additional practice.

## Lesson 13.5 – Wrap Up

### Introduction

Provide a review, utilizing WHITEBOARDS, FLASH CARDS, or the Word Wall.

## Directed Instruction

1 Administer the test by dictating the list words, 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

Name \_\_\_\_\_

**13.3**  
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**? /ˈnæt/
2. What is the part of speech for **kneel**? 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.

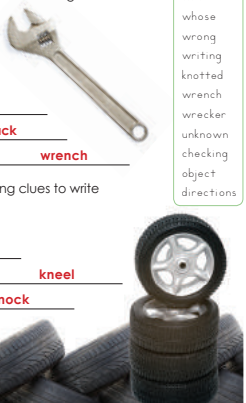
A noun is a person, place, or thing. Use the following clues to write the words that are nouns.

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 or both knees kneel
15. to make a pounding noise knock


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



© Spelling 7th Grade 51


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

**13.4**  
Writing  
Words with  
Silent Letters



For Sale  
This car is a 2012 model with new, slick, white 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. Also included is a trailer. The whole package is priced at \$9,000. 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  
directions using GPS

Answers will vary.

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

52