

# Silent Consonants *kn, gn, wr, mb*

# 25

## Language Objectives

- Decode words with silent letters, such as *knife* and *gnat*.
- Spell words with silent letters.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that children can decode words quickly and accurately. In this lesson:

- Children learn the spelling-sound correspondences of the consonant teams *kn, gn, wr, and mb*.
- Students learn that the consonant team *gn* may appear at the beginning or end of a one-syllable word.
- Students will recognize and read words with silent consonants.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

knot	knuckle
gnu	climb
wrench	wrist
thumb	lamb
sign	knob
comb	wrecks
gnats	crumb
limb	wrong
write	know
knee	



### ENGLISH LANGUAGE LEARNERS

Children who are literate in their home languages may be familiar with the concept of silent letters. In Spanish, the letter *h* is always silent, and the letter *u* is silent when it follows a *q*. In French, the letter *s* at the end of a word is often silent. You might discuss children's awareness of silent letters in their home languages before introducing *kn, gn, wr, and mb*.



## show me

Have children look at their Targeted Lessons Student Book, p. 73. Today you will learn about some special pairs of consonants. In these pairs of consonants, one of the letters is silent.

Point to the first pair of consonants and picture at the top of the page. I see a **knot**. Have children say *knot* with you. The letters **kn** stand for the sound /n/. The letter **k** is silent. Have children write the letters **kn** on the lines.

Write the word *knot*. The word *knot* has four letters, but it has three sounds. The letter **k** is silent. When the letter **k** comes before the letter **n**, the **k** is silent. This is how I blend the word: /n/ /o/ /t/, *knot*.

Point to the next pair of letters and picture. I see an animal called a **gnu**. Have children say *gnu* with you. The letters **gn** stand for the sound /n/. The letter **g** is silent. Have children write the letters **gn** on the lines.

Write the word *gnu*. The word *gnu* has three letters, but it has two sounds. The letter **g** is silent. When the letter **g** comes before the letter **n**, the **g** is silent. This is how I blend the word: /n/ /ü/, *gnu*.

Repeat the process with **wr/r/**, having children identify the sound /r/ spelled **wr** at the beginning of *wrench*.

Sometimes silent consonants appear at the end of a word. Point to the consonant pair **mb** and the picture of a thumb. This is a **thumb**. Have children say *thumb* with you. The letters **mb** stand for the sound /m/. The letter **b** is silent. Have children write the letters **mb** on the lines.

Write the word *thumb*. The word *thumb* has five letters, but it has three sounds. The letter **b** is silent. When the letter **b** comes after the letter **m**, the **b** is silent. This is how I blend the word: /th/ /u/ /m/, *thumb*.

Repeat the process with **gn/n/**, having children identify the sound /n/ spelled **gn** at the end of *sign*. Point out to children that **gn** can appear at the beginning of a word or the end of a word.

### SPELLING PATTERNS

**kn/n/**, **gn/n/** The sound /n/ can be spelled *n*, *kn*, or *gn*.

**wr/r/** The sound /r/ can be spelled *r* or *wr*.




**mb/m/** The sound /m/ can be spelled *m* or *mb*.

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### Silent Consonants *kn, gn, wr, mb*

➔ show me

Write the letters that spell the first sound in each word.

<b>kn</b>	<b>gn</b>	<b>wr</b>
		
<u>k</u> <u>n</u> ot	<u>g</u> <u>n</u> u	<u>w</u> <u>r</u> ench

Write the letters that spell the last sound in each word.

<b>mb</b>	<b>gn</b>
	
thu <u>m</u> <u>b</u>	si <u>g</u> <u>n</u>

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## guide me

Have children look at the bottom part of p. 73 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)


The first picture shows a **comb**. Have children say *comb* with you. Now read the words next to the picture. Remember, when the letter *b* appears after the letter *m*, the letter *b* is silent. Guide children to identify and circle the word *comb*. Continue the activity, guiding children to circle the word that names the picture (*gnats*) and recognize the silent letter.

**guide me**

Circle the word that names the picture.



**comb**  
cob



gets  
**gnats**

PHONICS AND SPELLING 73

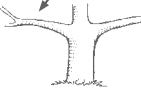
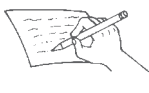







## work time

Have children look at their Targeted Lessons Student Book, p. 74. Have children name the pictures: *limb, write, knee, knuckle, climb, wrist, lamb, sign, knob*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound. For the last item, have children write the letters to spell the whole word.

**25** Silent Consonants *kn, gn, wr, mb*

**work time**

Name each picture. Write the missing letters in each word. For the last one, spell the word.

 1. li <u>m</u> <u>b</u>	 2. <u>w</u> <u>r</u> ite	 3. <u>k</u> <u>n</u> ee
 4. <u>k</u> <u>n</u> uckle	 5. cli <u>m</u> <u>b</u>	 6. <u>w</u> <u>r</u> ist
 7. la <u>m</u> <u>b</u>	 8. si <u>g</u> <u>n</u>	 9. <u>k</u> <u>n</u> <u>o</u> <u>b</u>

74 PHONICS AND SPELLING

## ➤ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 75. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *my*. *This word is my. It ends with the sound long i spelled y.* Have them look at the next word, *me*. *This word is me. It ends with the sound long e, spelled e. Who can use the words my and me in a sentence?* Tell children that they will read the words *my* and *me* as they read the story *My Little Sis*.

## ➤ work time

**Decodable Text** Have children look at the story *My Little Sis*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words that have a silent *w* (*wrecks, wrong*), a silent *b* (*crumb*), and a silent *k* (*know*).

## ➤ check for understanding

Write the letters *kn*. *When the letter k appears before the letter n, which letter is silent? (k) What sound does kn stand for? (/n/)* Write the letters *gn*. *When the letter g appears before the letter n, which letter is silent? (g) What sound does gn stand for? (/n/)* Repeat the process with *wr* and *mb*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *knob*. What sounds do you hear in *knob*? (/n/ /o/ /b/) What two letters together can spell the sound /n/? (*kn*) Write the letters *kn*. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /b/? (*b*) Write the letter *b*. Let's read the word: /n/ /o/ /b/, *knob*. Continue with *lamb, write, gnat, and knit*.

## ➤ reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*

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➤ guide me


*my*
*me*

➤ work time

Read the story.

**My Little Sis**

My little sis can be a pest.  
 She rides my bike. And wrecks it!  
 She eats all the chips. She never gives me a crumb!  
 She always says, "You are wrong, and I am right!"  
 But I know she likes me.  
 I like her, too!






PHONICS AND SPELLING 75



# Silent Consonants *kn,* *gn, wr, mb*

➤ show me

Write the letters that spell the first sound in each word.

kn	gn	wr
		
___ _ ot	___ _ u	___ _ ench

Write the letters that spell the last sound in each word.

mb	gn
	
thu ___ _	si ___ _

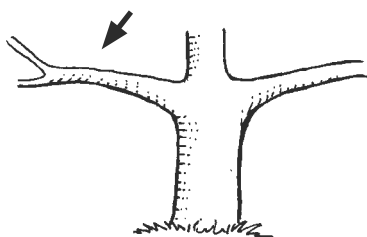
➤ guide me

Circle the word that names the picture.

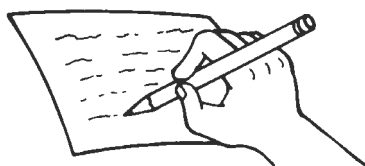
	comb		gets
	cob		gnats

# work time

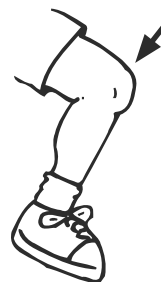
Name each picture. Write the missing letters in each word. For the last one, spell the word.



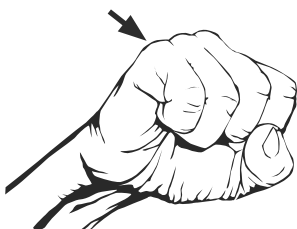
1. li \_ \_



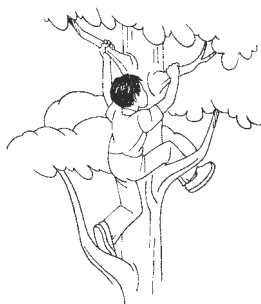
2. \_ \_ ite



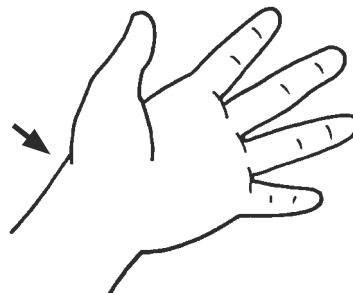
3. \_ \_ ee



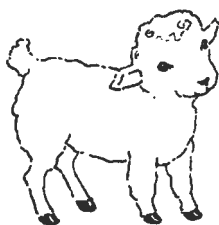
4. \_ \_ uckle



5. cli \_ \_



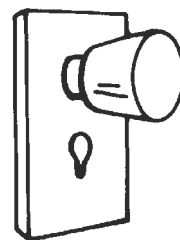
6. \_ \_ ist



7. la \_ \_



8. si \_ \_



9. \_ \_ \_ \_

➤ **guide me**

.....

my

me

➤ **work time**

.....

Read the story.

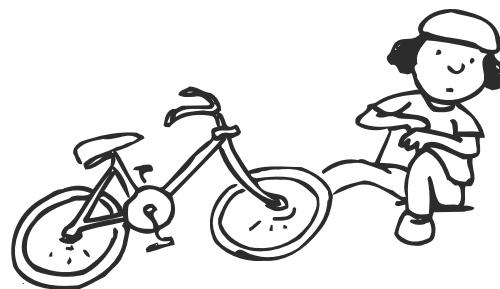
### My Little Sis

My little sis can be a pest.

She rides my bike. And wrecks it!

She eats all the chips. She never  
gives me a crumb!

She always says, “You are wrong,  
and I am right!”



But I know she likes me.

I like her, too!

