- # Syllables Millionaire
- # Silent Scrabble

Dave Walkden, the contributor, says:

Dear Maggie,

Syllables Millionaire *is a PowerPoint presentation in the "Who wants to be a Millionaire" format including embedded sound.*

I got the original off an American website and titivated it for UK use. The original was created by Tony Baldwin of the Department of Technology Services, Cascade Union Elementary School (somewhere in the US) in May 2000.

I use it to check learning at the end of a topic, in this case using syllables to aid spelling but it can be used to test learning of any subject that lends itself to a quiz format. Students love it as long as you use it sparingly!

Silent Scrabble *is a game similar to Scrabble used to practise the spelling of words with silent letters (those listed in **words.pdf**) and to help students recognise the appearance of silent letters in words.*

*Two files, **card.doc** and **words.pdf** are used to set up the game.*

***card.doc** is a template for preparing the scrabble cards; there should be cards for every letter included on **words.pdf** (this takes quite a bit of doing, typing out and cutting up) and you may choose how many points you allocate to each letter (more for the least common ones!).*

*When I play the game I use **words.pdf** as an OHP and, as each word is made by a student, it is crossed off the list. The game is played along the same lines as traditional scrabble but you may find that you'll have to dispense with the "adjacent letters also making a word" rule so as to enable all the words to be used.*

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Syllable Millionaire PowerPoint available at: http://www.skillsworkshop.org/e3lit/syllables.ppt

Silent Scrabble templates available at: http://www.skillsworkshop.org/e3lit/words.pdf
http://www.skillsworkshop.org/e3lit/card.doc

Ww/E3.2 Use developing knowledge of sound/symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner (a) understand that knowing spelling patterns (e.g. common letter strings, visual patterns, analogies) reduces the chance of random errors. (b) understand that there is not always a strict sound - symbol association in spelling e.g. silent letters (c) understand how segmenting words into phonemes and breaking them into syllables (beats) or components (compounds) helps work out spelling.

This resource was kindly contributed by Dave Walkden, dave.walkden@duchy.ac.uk, basic skills tutor at Duchy College, Stoke Climsland, Cornwall. http://www.cornwall.ac.uk/duchy/