

Units 4–6 Review

Objectives

Students will

- write letters and words from Units 4–6.
- play a game to review sounds and words from Units 4–6.

Resources

Student Book pp. 50–51

Picture Cards (for **Warm Up**) (Website)

Bingo Cards (optional) (Website)

Materials

a paper bag, index cards, and small objects (for **Warm Up**)

Review 1 Write the letters.

apple cap egg bed
big top up bus
pull yogurt sleepy cat
cent kite book box

50

2 Choose nine words from page 50. Write them in the grid in pencil.

3 Play BINGO! Check ✓ words as you hear them.

51

Warm Up Place Picture Cards, index cards, and/or small objects into a paper bag. Include items with sounds from Units 4–6: /æ/, /ɛ/, /ɪ/, /ɑ/, /ɒ/, /ʊ/, /j/, /i/, /s/ (with c), /k/ (with c and k), and /ks/. Possible Picture Cards include: *apple, bush, closet, coat, cookie, desk, dog, duck, egg, fish, juice, king, kitchen, lamp, rice, sun, sunny, and taxi*. Possible objects include: a cap, a cent piece, a key, a map, a pen, a pencil, a safety pin, a sock, a sugar packet, a top, a toy bus, a toy car, and a clean, empty yogurt container. On index cards, write the following numbers and colors: 6, 10, 50, pink, and yellow.

Have a student take something from the bag and hold it up. Ask *What's this? Does it have (/ɛ/)?* Have the student identify the word and answer *yes* or *no*. If the answer is *no*, have the student say a target sound that is in the word. For example: *sock, /ɑ/*.

1 Have students look at the pictures on pp. 50–51. Say *Look. What can you see?* Have students say the words. Then say *Find the cat*. Have students point to the cat. Then ask, *Does cat have /æ/ or /ɛ/? (/æ/)* Repeat this with other words on the page.

Say *Now let's complete each word*. Point to the first picture and ask *What's this?* (an apple) Then point to the word and say *There's a letter missing from the beginning of the word apple. What sound is in the beginning of apple? (/æ/) What letter makes the sound /æ/? (a)* Model writing the letter *a* on the line. Have students do the same.

Have students work in pairs to complete each word. Point out that students should look back at Units 4–6 to find any words they don't remember. When students finish, call on volunteers to read the words aloud.

2 Point to the grid on p. 51 and say *We're going to play Bingo. This is your Bingo card. First you must complete it*. Point to the pictures on p. 50 again and say *Choose nine words and mark them with an x*. When students have done this, say *Now copy those words into each of the boxes on page 51. Put them in any order*. Have students copy their chosen words into the *Bingo* card. As they write, have them say each word aloud.

NOTE: You can find printable copies of the *Bingo* card on the Teacher's Resource Website. You may want to print extra copies in case students make

mistakes. You can also use them to play additional rounds of *Bingo*.

3 Say *Now let's play Bingo. Listen. When you hear one of your words, put a check*. Call out the words on p. 50 in any order. A student has *Bingo* when he or she has checked all nine words. For a shorter version, have a student call *Bingo* when he or she has three words in a row. Alternatively, use the grids to play three games of *Bingo*. Have students choose just one line of three words in their grid. A student has *Bingo* when these three words are checked.

NOTE: Challenge advanced students by having them lead games. In this game, a more advanced student can call out the words on p. 50 in random order for his or her classmates to find.

Wrap Up Ask further questions about the words on p. 50. For example, ask *Which word begins with /j/ and ends with /t/?* (yogurt) *How many words have the sound /æ/?* (three: apple, cap, cat) *Which word ends in /i/?* (sleepy) You may want to review other words from Units 4–6 by asking, for example *What other words can you think of that (end in /i/)?*