

# Units 7–9 Review

## Objectives

- Students will
- write letters to complete words from Units 7–9.
  - write words from Units 7–9.
  - play a game to review sounds, letters, and digraphs from Units 7–9.

## Resources

- Student Book pp. 70–71  
Spinner template (one per pair of students) (Website)

## Materials

- game pieces (one per student),  
paper clips (one per pair of students)

**Review** r h j g th ch sh w wh ng mb

Start

rock

cheese

lamb

moth

shoes

wing

whale

orange

lunch

feather

worm

white

hat

fish

End

Go back 1 space.

Go ahead 1 space.

1 Work in pairs. Write the letters or words.

2 Play the game. Say the letter, sound, and word.

r r rock

**Warm Up** Have students look at the letters across the top of pp. 70–71 in the Student Book. Review the sound for each letter or digraph. (Remember to review /ð/ and /θ/ for *th*.) Then say *Listen. After each word I say, underline the letter or letters for the sound you hear.* Say the following words aloud, pausing after each one for students to underline the correct letter(s) as they hear the sounds: *hippo, sing, teeth, whisper, orange, rabbit, juice, feather, sandwich, walrus, and comb.* (Note that students *th* two times.) Repeat the list and have

check their work. Then ask *Which letters aren't underlined?* (*sh*) Say *That's right. You didn't hear /j/.* Call on a student to give an example of a word that includes /j/.

**1** Have students look at the game on pp. 70–71. Say *We're going to play a game. We move from Start to End on the path. Where's Start? Where's End?* Have students point to the spaces marked *Start* and *End* and trace their fingers along the path.

Say *First we need to complete or write each word.* Point to the first picture and ask *What is it?* (a rock) Say *That's right. It's a rock.* Then point to the word and say *There's a letter missing*

*from the word rock. What sound do we hear in the beginning of rock?* (/r/) *What letter makes the sound /r/?* (r) Model writing the letter *r* on the line, and have students do the same. Point out that students will need to write the entire word for several of the pictures.

Arrange students in pairs and allow time for them to complete or write each word. Point out that students should look back at Units 7–9 to find any words that they don't remember. Provide help as needed.

**NOTE:** Students will use spinners to play this game. You can print spinners from the Teacher's Resource Website or have students make their own using the image on p. 70 as a model. To use the spinner, have students put a paper clip around the point of a pencil and place the pencil in the center of the spinner. Students use their forefinger to spin the paper clip.

**2** Before beginning the game, make sure that each pair has a spinner and that each student has a game piece. Students can use small objects such as erasers as game pieces.

When students are ready, say *Now IBI's play. PuI youG EamB piBB oDStart. RBmBmbBGEo fGom Start Io End. ThB*

*first student to EBI Io End wiDs.* Point out and explain the spaces *Go ahead/back 1 spacB.*

Model playing the game. Hold up a spinner and say *TakB IuGDs spiDDiDE.* Spin and say *I got three, so I move IhGB spacBs.* Move a game piece to the *lamb* space. Say *Now, I have to say IhB wo@ aloud—lamb. Lamb has IhB lBIBGsmB. ThBsB lBIBGs maB IhB souDd /m/.*

As students play, walk around the room to check that they're saying the correct word, letter, and sound.

**NOTE:** You can have students flip a coin to play instead. They move one space for *hBads* and two for *Iails*.

**Wrap Up** Say *LisIBD. Which wo@ is DoI iD IhB EamB?* Say three words in any order, two from the game and one from Units 7–9 that is not in the game. For example, say *Mouth, walrus, fish. Which wo@ isD'I iD IhB EamB?* (walrus) Then ask *WhaI souDd aDd lBIBG is iD IhB bBEiDDiDE of walrus?* (/w/, w) Then ask *WhaI oIhBG wo@s iD IhB EamB havBw foG IhBw/ souDd?* (worm, wing) Repeat with different groups of words.