

Units 1–3 Review

Objectives

Students will

- write letters to complete words from Units 1–3.
- unscramble letters to spell words from Units 1–3.
- play a game to review sounds, letters, and spelling from Units 1–3.

Resources

Student Book pp. 30–31

Materials

index cards (for **Warm Up**), one coin for each pair of students, game pieces (one per student)

Warm Up Review words from Units 1–3. Write letters on index cards (one per card): a, b, c, d, B, E, h, i, k, l, m, D, o, p, Gs, I, u, v, and w. Give these cards to students or pairs of students. Say *LBI's makB somB woGs. Come to IhB fGD I whBD you hBaG youG IBG aDd sIaDd iD oBG* Spell the following words: blaDkBI, plum, closBI, ElobB, pGiDB, bGush, dGaEoD, cGab, wavB, bikB, homB, and duDB. For example, begin by spelling closBI. The students with the matching letter cards stand in order at the front of the class, holding their cards up. Point to the cards and have the class spell and say the word again: c, l, o, s, B, I, closBI Repeat with the other words.

1 Have students look at the game on Student Book pp. 30–31. Say *WB'G EoiDE Io play a game. First we'll need Io complBIB oG uDscGambLB Bach wOG iD IhB EamB*. Point to the letters at the top of pp. 30–31. Say *WB usB IhBsB IBIBG ombiDaIoDs b complBIB oG uDscGambLB IhB woGs. First let's think of aD BxamplB of a woG wiIh Bach IBIBG ombination. FoG BxamplBpl—block*. Point to each of the other letter combinations, and have students give examples of words with those letters.

Then say *Now lBI's look aI IhB woGs iD IhB EamB*. Point to the first picture and word and ask *WhaI coloGis Ihis?* (black) *Which Iwo lBIIBGs aBmissiDE fOm IhB bBEiDDiDE of IhB woGblack?* (b, l) *ThaI's GiEhI*. Write the letters b and l in the blank, and have students do the same.

Point to the first group of scrambled letters. Ask *WhaI lBIIBGs do you sBB?* (h, B, p, D, o) *WhaI woG caD wB makB wiIh IhBsB lBIIBGs?* Provide clues if necessary, for example *ThB woG bBEiDs wiIh IhB lBIIBGp*. or *It has the souDd /ou/*. When a student guesses correctly (phone), ask *How do you spell phone?* Model writing phoDB on the line in the game, and have students do the same.

Arrange students in pairs and have them complete Activity I. Remind them to look back at Units 1–3 to find any words that they don't remember or to check spelling. Provide help as needed.

2 Before beginning the game, make sure each pair of students has a coin and that each student has a game piece, such as an eraser or a paper clip. Point out and explain the spaces *Go ahBad/back l spacB* and *Miss a IuGD*.

Hold up the coin and say *TakB IuGDs flipping a coiD*. Flip the coin as you say this. Say *I got tails*. Point to the key on p. 31 and say *That means I move 2 spacBs*. Model moving a game piece to the phoDB space. Say *Now I spell and say IhB woG—p, h, o, n, e, phone*. When students are ready, say *Now lBI's play IhB EamB. RuI youG EamB piBb oDStart aDd movB b End. ThB first student to EB I o End wiDs*. Allow time for pairs to play the game. Walk around to provide help as needed.

NOTE: If students have trouble unscrambling the words, write the scrambled words correctly on the board (for example, phoDB). Direct students to match the word with the scrambled letters in the game on pp. 30–31.

Wrap Up Ask additional questions about the words on pp. 30–31, such as *Which woG bBEiDs wiIh /kr/ aDd BDds wiIh /n/?* (crayon) *How many woGs havB IhB lBIIBGs u aDde?* (four: flute, cube, tube, mule) You can also review other words from Units 1–3 by asking, for example, *WhaI oIhBG woGs (bBEiD wiIh /kr)?*