

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

Bingo Cards (optional) (Website)

Materials

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

Review

1 Write the letters.

ou	ow	oy	oa	ui	oo	oo	ea
ee	ai	ay	aw	y	ie	igh	ea

2 Write the words in the grid in pencil. Use a different word order.

3 Play BINGO! Check words as you hear them.

Warm Up Write letters and letter combinations from Units 4–6 on separate index cards. Use two cards for oo, ea, and y, and one card for ou, ow, oi, oy, o, oa, ue, ui, ee, ai, ay, al, aw, au, ie, and igh. Place all of the cards in a paper bag. Divide the class into two teams. Have a student take a card from the bag, such as *ie*. Ask *What letters do you have? What sound do they make?* (/aɪ/) *Say a word with the letters ie for /aɪ/.* (flies) If the student answers correctly, he or she keeps the card. If not, put the card back into the bag. The team with the most cards when the bag is empty wins.

NOTE: Students may use words with /ʊ/ or /u:/ for the letters oo, /i:/ or /ɛ/ for the letters ea, and /aɪ/ or /i/ for the letter y.

1 Have students look at the pictures on pp. 50–51. Say *Look. What do you see?* Have students say the words. Then call out a word and have students point to the correct picture. For example, say *Yawn*. Then ask *What sound do you hear in yawn: /aɪ/, /ɔ:/, or /ɛ/?* (/ɔ:/) Repeat with other words on the page. Say *Now let's complete each word.* Point to the first picture and ask *What's this?* (sleep) Then point to the word and ask *Which*

letters are missing from the word sleep? (ee) Have students find and circle the letters ee in the green box. Then say *Now write the letters ee into the word sleep.*

Have students work in pairs to complete each word, using the letters from the green box. Remind students that they'll use oo and ea two times—oo in words with /ʊ/ or /u:/ and ea in words with /i:/ or /ɛ/. Remind students to 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 write the words on the card.* Point to the pictures on p. 50 again and say *Copy the words from page 50. Put them in a different order.* Have students copy the words into the spaces on the *Bingo* card in a random order. As they write the words, also 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 a word, find it on your card and mark it with a check.* Call out the words on p. 50 in any order. A student has *Bingo* when he or she has four words in a row (across, down, or diagonally). Alternatively, use the grids to play four games of *Bingo*. Have students choose just one row of four words in their grid. A student has *Bingo* when these four words are checked.

NOTE: You may want to award small prizes, such as pencils or stickers, to students who win each round of *Bingo*. Winners might also just enjoy a round of applause.

Wrap Up Say another word with the same sound and spelling as one of the words on p. 50. For example, say *Cow*. *Which word has the same spelling as the /aʊ/ in cow?* (brown) You may want to review other words from Units 4–6 by asking *What other words do you know with this spelling for /aʊ/?*