

Units 7–9 Review

Objectives

Students will

- write words from Units 7–9.
- unscramble letters to spell words from Units 7–9.
- play a game to review sounds, letters, and spelling from Units 7–9.

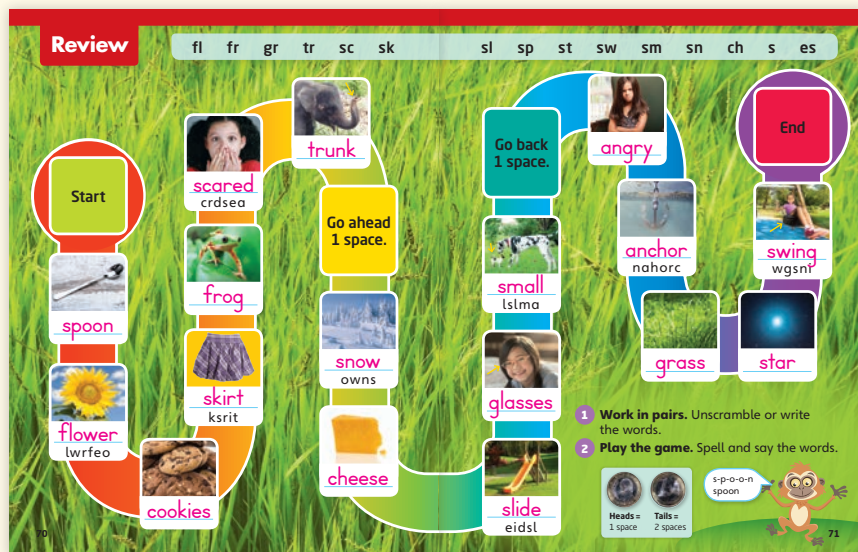
Resources

Student Book pp. 70–71

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

Materials

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



Warm Up Prepare Picture Cards and matching index cards with key words from Units 7–9, such as *angry, asleep, beans, chef, desk, flower, fly, grandma, noodles, scared, scooter, skirt, small, smile, snack, snow, star, swim, swing, train, tree, and trunk*. Give each student either a word card or a Picture Card. Have a student with a word card stand up. Say *Spell your word aloud*. After the student does so, ask *Who has the matching Picture Card?* The student with the matching Picture Card stands up. Both students then show their cards and say the word aloud.

NOTE: If you have more cards than students, give some students a word and a Picture Card that don't match.

1 Have students look at the game on Student Book pp. 70–71. Say *We're going to play a game. First we'll need to write or unscramble each word in the game.* Point to the letters at the top of pp. 70–71. Say *We use these letter combinations to write the words. Let's start with the letters fl. Which picture shows a word with the sound /fl/?* Have students find the picture and say the correct word. (flower) Point to each of the letter combinations and

have students identify the other words in the same way.

Say *Now let's write the words.* Point to the first picture and ask *What's this?* (a spoon) *What sound do we hear at the beginning of spoon?* (/sp/) *How do you spell spoon?* As students say the letters, model writing *spoon* on the line under the picture. Have students do the same. Repeat with the picture of the flower, reminding students to use the scrambled letters underneath the picture to help them write the word.

Have students work in pairs to complete Activity 1. Remind them to look back at Units 7–9 to find any words that they don't remember or to check spelling.

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. Review the meaning of the spaces *Go ahead/back 1 space*.

Model playing the game. Hold up a coin and flip it as you say *Take turns flipping a coin. I got tails.* Point to the key on p. 71 and say *That means I move two spaces.* Model moving a game piece to the *flower* space. Say *Now I spell and say the word—f, l, o, w, e, r, flower.*

Arrange students in pairs. Say *Now you play the game. Put your game piece on Start and move to End. The first student to get to End wins.* Walk around the room as students play to provide help and to check that students are saying and spelling the words correctly.

NOTE: After students finish playing the game, teach them a new version. When they land on a picture, instead of spelling the word, they think of and say another word with the same target letters and sound. For example, students land on the first space and say *Spoon, space*.

Wrap Up Divide the class into two teams and have them stand in straight lines. Whisper a word to the student at the back of each line, for example *Glasses*. Then say *Go*. Students whisper the word to the student in front of them, continuing up the line to the student at the other end. That student then writes the word on the board. The first team to whisper the word up the line and write the word on the board correctly gets a point. If time allows, play until one team gets five points.