

Units 1–3 Review

Objectives

Students will

- write 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

one coin for each pair of students, game pieces (one per student)

Warm Up Have students look at the letters across the top of pp. 30–31 in the Student Book. Review the sound for each letter or letter combination, remembering to review each of the distinct sounds made by the letters *er*, *or*, *ear*, and *our*. Then say *Listen. After each word I say, underline the letter or letters that stand for the sound you hear.* Say the following words aloud, pausing after each one for students to underline the correct letter(s) in the blue box as they hear the sounds: *four*, *Earth*, *purple*, *floor*, *chair*, *market*, *bear*, *fossil*, *cheer*, *bird*, *tired*, *storm*, *shower*, *world*, *doctor*, *balloon*, and *brother*. Repeat the list and have students check their work.

1 Have students look at the game board. Say *We're going to play a game. First we need to complete or unscramble each word.* Point to the letters at the top of pp. 30–31 again. Say *We use these letters to write or unscramble the words.* Then point to the first picture and ask *What's this woman's job?* (She's a nurse.) *Which of the letters at the top of the page do we use in nurse?* (*ur*) *How do you spell nurse?* As a student responds, model writing *nurse* on the correct line. Have students do the same.

Then model unscrambling letters. Point to the first group of scrambled letters. Ask *What letters can you see?* (*a, p, t, s, a*) *What word can we make with these letters?* Point to the *p* before the line and say *The word begins with p.* When a student guesses correctly (*pasta*), ask *How do you spell pasta?* Model writing *pasta* on the line 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 paper clip. Point out and explain the meaning of the spaces *Go ahead/back 1 space.*

Hold up the coin and say *Take turns flipping a coin.* Flip the coin as you say this. Say *I got heads.* Point to the key on p. 31 and say *That means I move one space.* Model moving a game piece to the *nurse* space. Say *Now I have to spell and say the word—n, u, r, s, e, nurse.* When students are ready, say *Now let's play the game. Put your game*

piece on Start and move to End. The first student to get to End wins. Allow time for pairs to play the game. Walk around the room to provide help as needed.

NOTE: For additional practice, have students play three rounds of the game. The student who wins two out of three is the champion.

Wrap Up Hold up the Student Book to pp. 30–31, so that students can see the game path. Say *Watch me and say Stop!* Slowly move your finger along the path, stopping when a student says *Stop!* Point to the space your finger is on, for example *park*. Call on a volunteer to say the word. Then have that student say as many words as he or she can with the same target letter(s) and sound. For example, for *park*, the student may say *market*, *arm*, *large*, *car*, *star*, etc. Repeat the activity with other students as time allows. As an alternative, have students do this activity in pairs.