

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)

Picture Cards (for Warm Up and Wrap Up)

Materials

tape or tack (optional, for Wrap Up)

Review 1 Write the letters.

s	ful	qu	squ	ph	gh	nk	g
h	rch	nch	ble	tle	s	c	c

table branch taste_s sear_ch

laugh r_hino beautif_ful bot_tle

trunk do_c_tor _queen ri_c_e

kan_g_aroo dol_ph_in _squirrel chee_s_e

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 Prepare Picture Cards of words from Units 4–6: *apple, beautiful, bottle, cake, cereal, delicious, doctor, eat, fridge, giraffe, goat, hand, hug, kangaroo, large, laugh, lunch, noodle, nose, phone, point, rice, smile, sugar, table, trunk, watch (TV), and white*. Shuffle the cards in a pile and place them facedown on your desk. Invite a student to choose a card from the pile. Have the student say the word. (If students choose the *eat, hug, smile, or watch TV* Picture Cards, tell them to say the verb form that ends in *s* or *es*.) Ask questions about the word. For example, if a student chooses *delicious*, ask *What sound do you hear at the end of delicious?* (/əs/) *What letters spell this sound?* (o, u, s)

1 Have students look at p. 50. Say *We're going to play Bingo. First we'll need to complete each of the words on this page.* Point to the letters at the top of the page and say *We use these letters or letter combinations to complete the words. First let's think of an example of a word with each letter combination. For example, s—soda.* Point to each letter or letter combination and have students give examples of words.

Say *Now let's complete each word.* Point to the first picture and ask *What's this?* (a table) Then point to the word and ask *Which letters are missing from the word table?* (ble) Have students find the letters *ble* in the box and cross them out. Then say *Now write the letters ble to complete the word table.*

Have students work in pairs to complete the words on p. 50 with letters from the box. Point out that students will use the letters *c* and *s* two times each. Tell 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 completed 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 write the words on the Bingo card in a random order. As they write the words, have them also say each word aloud.

NOTE: 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 or if you want to play additional games.

3 Say *Now let's play Bingo. Listen. When you hear a word, check it on your grid on page 51.* 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 pictures in their grid. A student has *Bingo* when these four pictures are checked.

NOTE: You may wish to have students work in groups of three to play *Bingo*. One student calls and the other two play. Students repeat this until each member of the group has had a chance to call words.

Wrap Up Have students close their books. Use the Picture Cards from the Warm Up. Hold them up one at a time and ask *What's this? Was this word in the game?* Display the cards for yes on the board. (*table, laugh, beautiful, bottle, trunk, doctor, rice, and kangaroo*) Have students close their eyes while you remove one of the cards. Then say *Open your eyes. What's missing?* Students name the missing card. Repeat as time allows.