

Units 1–3 Review

Objectives

Students will

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

Resources

Student Book pp. 30–31

Materials

copies of the chart for the **Warm Up** (one per student, *optional*); one coin for each pair of students; small objects to use as game pieces (one per student)

Review

Start

moon

family

van

lion

pen

map

egg

girl

lizard

desk

nest

book

sit

eraser

table

leaf

river

sun

End

Go back 1 space.

Go ahead 1 space.

1 Work in pairs. Write the letters.

2 Play the game. Say the letter, sound, and word.

Heads = 1 space

Tails = 2 spaces

m m moon

Warm Up Make copies of the following chart, or write it on the board and have students copy it.

p	s	f
b	z	v
t	m	g
d	n	l

Review the sound that each letter makes. Then say *Listen. I will say words. After each word, put an x over the letter for the sound you hear. If you hear two sounds, mark two letters.* Say the following words, pausing after each one for students to put an x over the sound(s) they hear: *ocean, goat, arm, have, door, book, happy, zoo, and leaf.* Repeat the list, and have students check their work. Then ask *What letter does not have an x?* (s) Say *That's right. You didn't hear /s/.* Call on a student to give an example of a word with /s/.

1 Hold up the Student Book to pp. 30–31, and trace your finger along the path from *Start* to *End*. Say *Today, we're playing a game. You move from Start to End.* Have students trace their finger along the path.

Say *First we need to complete each word.* Point to the first picture and ask

What is it? (moon) Say *That's right. This is the moon. There is a letter missing at the beginning of the word.* Repeat the word *moon*, emphasizing the /m/. Say *The missing sound is /m/. What letter makes the sound /m/?* (m) Model writing the letter *m* in the blank, and have students do the same.

Arrange students in pairs and allow time for them to complete each word. Point out that students should look back at Units 1–3 to find any words that they don't remember from the lessons. Walk around the room to help as needed.

2 Before beginning the game, make sure that each pair of students has a coin, and that each student has a game piece. Students can use objects such as erasers or small pieces of paper as game pieces. Hold up the Student Book to p. 30 and point to *Start*. Say *Put your game piece here. Remember, you go from Start to End. The first student to get to End wins.* Again, trace the route with your finger, tapping the *End* space for emphasis. Point out and explain the spaces that say *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 tails.* Point to the key on p. 31. Then say *That means I move two spaces.* Model moving a game piece to the *family* space. Say *Now, I have to say the word aloud—family. I'll also say the letter and the sound—f, /f/.*

As students play, walk around the room to check that they're saying the correct word, letter, and sound.

NOTE: Whenever students are playing a game, always walk around the classroom. Monitor them to make sure they understand the rules and are on-task.

Wrap Up Have students review pp. 30–31. Then say *Close your books. You will hear a word. Is it in the game—yes or no?* Choose words from Units 1–3 to say at random. Be sure to include words that were in the game and words that weren't. For example, say *Van. Did you see van?* (yes) Then ask *What sound is in the beginning of van?* (/v/) Then say *Arm. Did you see arm?* (no) Ask *What sound is at the end of arm?* (/m/) To make the review more challenging, ask students to name other known sounds that they hear in each word, such as the /n/ at the end of *van*.