

# Units 7–9 Review

## Objectives

Students will

- write words from Units 7–9.
- unscramble letters to complete 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

a paper bag, index cards, and small objects (for **Warm Up**); one coin for each pair of students, game pieces (one per student); a timer (*optional*), index cards (for **Wrap Up**)

**Review**

spr spl str scr shr thr silent k silent t tion sion ed th d silent w silent gh ture sure

1 Work in pairs. Unscramble or write the words.

Start

iybtardh → birthday

throw

Go ahead 1 space.

neke → knee

splash

Go back 1 space.

niltse → listen

screen

emsearu → measure

8

eight

akdwel → walked

picture

streef → street

television

estetr

2 Play the game. Spell and say the words.

Heads = 1 space  
Tails = 2 spaces

w-r-i-t-e  
write

70 71

**Warm Up** Put into a paper bag Picture Cards and/or small objects representing key words from Units 7–9. Possible Picture Cards include: *climb(ed)*, *cloudy*, *coat*, *flower*, *goat*, *hug(ged)*, *jump(ed)*, *kitchen*, *laugh(ed)*, *money*, *mother*, *picture*, *plane*, *play(ed)*, *price*, *protect(ed)*, *rice*, and *train*. Possible objects include a holiday decoration, an invitation, a feather, a piece of string, another piece of string tied in a knot, a package of candy sprinkles, a screw, a plastic spider, a tape measure, and separate index cards with the numbers 1, 2, 3, and 8. Call on a student to take something from the bag. If the student takes out a feather, for example, ask *What's this? What sound do you hear in the middle of feather? (/ð/)* *How do you spell feather? What's a word that rhymes with feather?* (*weather*) Repeat until the bag is empty.

**NOTE:** When students take a Picture Card illustrating a verb (for example, *climb*), remind them to say that word in the simple past (*climbed*).

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 letters or letter combinations to write the words. First let's think of a word with each letter combination. For example, spr—spring.* Point to each of the other letters, silent letters, or letter combinations and call on students to give examples of words that contain them.

Say *Now let's write the words.* Point to the picture in the first space and ask *What's this?* (write) *How do you spell write? What silent letter is in write?* (*w*) As students say the letters, write the word on the line under the picture. Then point to the scrambled letters in the second space. Ask *What letters can you see?* (*p, i, g, s, n, r*) *What word can we make with these letters?* Point to the *s* before the line and say *It begins with s.* When a student figures it out (*spring*), ask *How do you spell spring?* Have students write *spring* on the line provided. Then have students work in pairs to complete Activity I. Remind them to look back at Units 7–9 for help as necessary.

2 Make sure each pair of students has a coin and that each student has a game piece. 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 heads.* Point to the key on p. 71 and say *That means I move 1 space.* Model moving a game piece to the space for *write*. Say *Now I spell and say the word—w, r, i, t, e, write.*

Arrange students in pairs. Say *Now you play the game.* Walk around as students play to provide help as necessary.

**NOTE:** If you have limited time in your class, set a timer for five minutes. The student who is ahead when the timer goes off wins the game.

**Wrap Up** Give each student an index card. Have students choose a word from Units 7–9 and write it in scrambled letters on their index card. Then have each student exchange their card with another student. Students unscramble the word they received from their partner and write the correct word on a separate piece of paper. Students can then exchange cards with a different classmate and repeat the activity. Have students continue until they have ten words on their paper.