

# Review and Assessment

## GOALS

### Children will:

- Read words with *b*, *w*, and *j*
- Recognize high-frequency words

## TEACH

**Review sound-spellings** Ask children to take out the letter cards for *b*, *w*, and *j*. Say /b/. Have children hold up the card with the letter that stands for that sound. Then ask a volunteer to write the letter on the board. Repeat this with /w/ and /j/.

Hold up the picture card for *box*. Ask children to hold up the letter that begins the name of the picture. Then ask a volunteer to write the letter on the board. Repeat this with the picture cards for *wig* and *jar*.

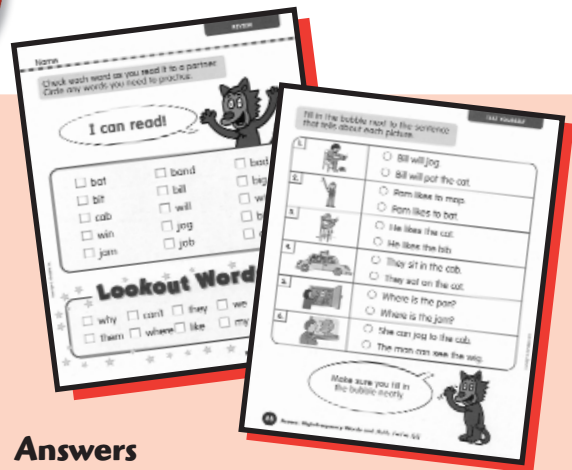
**Review high-frequency words** Review the high-frequency words *why*, *can't*, *we*, *they*, and *for*. Write the following sentences on the board.

The ham is for Pam.  
We can't sit on the log.  
Why not?  
They can't go.

Say the high-frequency words and have volunteers circle the words in the sentences.

## WORKBOOK Pages 87–88

- 1 Open your books** Ask children to open their workbooks to page 87. Ask them to look at the words on the page and read them together.
- 2 Complete page 87** Divide children into pairs. Ask children to take turns reading the words to their partners. Have them check each word as they read it. Ask them to circle any words they need to practice.



## Answers

- p. 87 Children check off the words as they read.  
p. 88 1. Bill will jog. 2. Pam likes to bat. 3. He likes the bib. 4. They sit in the cab. 5. Where is the jam? 6. The man can see the wig.

- 3 Complete page 88** Have children turn to page 88. Invite them to look at each picture. Then have children read each sentence to themselves. For each picture, ask them to fill in the bubble next to the sentence that tells about the picture. Review the answers.

## ACTIVITIES

**Sentence Strips** Write each sentence above on a long strip of chart paper. Have children work in groups. Give each sentence to one group. Ask the children in each group to cut the words apart, mix the words, and then put the sentence back together. Have groups trade sentences, mix the words, and put the sentences together again.

**Sentence Pictures** Ask children to illustrate the sentences from page 88 that are not illustrated in the book, such as *Bill will pat the cat*. They may write the sentences on their pictures and share them with the class.