

# Review: I Can Read!

## ★ GOALS ★

### Children will:

- Read words with blends, phonograms, digraphs, and final e
- Recognize high-frequency words

## TEACH

**Review sound-spellings** Say one of the sounds from the previous lessons. Have a volunteer write the spelling that stands for that sound. For example, *br* stands for /br/. Continue with other sounds.

To review *-ing*, *-ake*, and *-ane*, write each phonogram on the board. Say words with each ending and ask volunteers to point to the correct ending.

**Review high-frequency words** Write these sentences in a list on the board:

My mom said, “Hello!”  
Where was your glass?  
Don’t sit here.  
Bring me more cake!

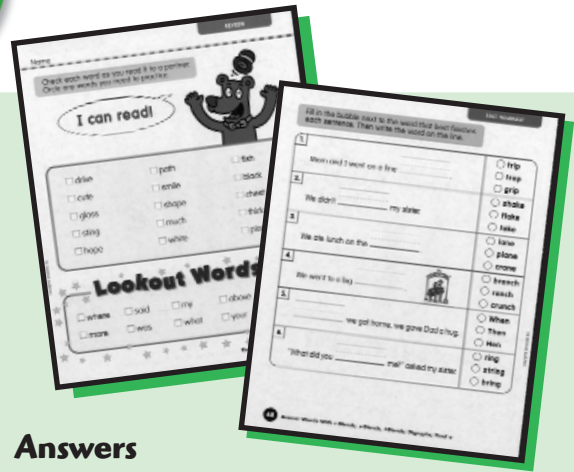
Say one word: *my*, *where*, *said*, *don’t*, *more*, *was*, *your*, *here*. Ask a volunteer to come up and circle the word. Tell children that some words are in two or three sentences.

## WORKBOOK

Pages 67–68

- 1 Open your books** Ask children to open their workbooks to page 67. For the first box, ask them to look for words with final *e*. *How many words can you find?* (7) Point to the seven words and say them one by one. Have children repeat.

For the second box, point to each word one by one. Call on a volunteer to say the word. Have children repeat.



## Answers

- p. 67 Answers will vary.  
p. 68 1. trip 2. take 3. plane 4. ranch  
5. When 6. bring

- 2 Complete page 67** Have children read the words to a partner. Tell them to check each word they read and circle each word they need to practice. Review words that children need to practice.

- 3 Complete page 68** Have children look at the choices in number 1. Read the three words aloud. Then read the complete sentence. Ask children to fill in the bubble for *trip*. Then have children complete the page.

Review the answers.

## ACTIVITIES

**Feel the Word** Have children select a word from page 67 that they need to practice. Have them print the word on large letters on a piece of cardboard. Then have them go over the letters with a glue stick. Provide pieces of colored paper or beads, and have them glue these to the word. When the glue dries, children can trace these letters with their finger as they say them.