

# Predictable Vowel Team /au/ sound spelled “aw” or “au” Phonics Lessons

## Objective:

**Predictable Vowel Teams:** Two or more vowels that work together to create a specific sound

1. Long “a” sound: ai, ay
2. Long “e” sound: ee
3. Long “i” sound: igh
4. Long “o” sound: oa
5. /oy/ sound: oi, oy
6. /au/ sound: aw, au

<b>Lesson includes:</b>	<b>Preparation:</b>	<b>Materials:</b>
<ul style="list-style-type: none"> <li>✓ One 30-minute scripted lesson</li> <li>✓ Word Lists</li> <li>✓ Decodable Text</li> <li>✓ Teacher and student cards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Word Cards</li> <li>✓ Connected Text for each student</li> <li>✓ Magnet Letters (if needed)</li> </ul>	<ul style="list-style-type: none"> <li>✓ White boards</li> <li>✓ Pencils or crayons for each student</li> <li>✓ Highlighters for each student</li> <li>✓ Phonogram Cards 1-71, 79-80, and any other predictable vowel team card 72-80 that has been taught</li> </ul>

## Each lesson is designed to:

- ✓ Follow the research – based model of a 7-step systematic phonics re-teach lesson

<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Fluency</b>
<ol style="list-style-type: none"> <li>1. Hear It</li> <li>2. Make It</li> </ol>	<ol style="list-style-type: none"> <li>3. Identify sound-spelling</li> <li>4. Read the word</li> <li>5. Write words</li> <li>6. Write words in sentences</li> </ol>	<ol style="list-style-type: none"> <li>7. Connected Text</li> </ol>

- ✓ Progress from easy to more difficult
- ✓ Provide constant review and repetition
- ✓ Include explicit connection with text
- ✓ Include explicit connection to writing

It is necessary to scaffold instruction in steps 5 and 7 each day. Below are examples of how this is done:

Step 5: **Write It:** this step will look different each day. Here are some suggestions:

- Magnet letters, word chains, word ladders, phoneme-grapheme mapping, post-it notes, white boards

Step 7: **Connected Text:** These lessons are designed for students in grades 1-5. Some of the passages may not be appropriate for your group of students. Be sure to preview the connect text passages before using to determine if they are appropriate. Add passages as needed to this section to fit the needs of your students.

### Things to Remember:

Fidelity to the lesson format

Maintain a perky pace

Objective focused (avoid a ‘bird walk’)

Active Student participation

Scaffold instruction each day: I do, we do, you do—provide each step every day

Phonics Intervention Lesson		Instructional Focus: Predictable Vowel Teams "aw/au"
Phonemic Awareness	Hear It	<p>We are going to learn to read and spell words with the /au/ sound spelled "aw" and "au".</p> <p>I'm going to say some sounds. If you hear /au/, put your thumbs up. If you do not, put your thumbs down.</p> <p>Now I'm going to say some words. If you hear /au/ in the word, put your thumbs up. If you do not, put your thumbs down.</p> <p>No word cards needed. Use words from the examples and non-examples list.</p>
Phonemic Awareness	Make It	<p>Look at my mouth. I'm going to say the /au/ sound.</p> <ul style="list-style-type: none"> <li>When I put my hand on my throat and say /au/ I feel a vibration. This vibration means that /au/ is voiced.</li> <li>The /au/ sound is also a continuous sound because I can hold it without stopping. Listen, /au/.</li> <li>When I make the /au/ sound, my mouth is open. <ul style="list-style-type: none"> <li>Give students mirrors. Make the /au/ sound. Is your mouth open or closed? Are your lips round or smiley? Where is your tongue? Put your hand on your throat. Do you feel a vibration when you say /au/?</li> </ul> </li> </ul> <p>I'm going to say some words. If you hear the /au/ sound in the word, say /au/. If you don't hear the /au/ sound, give a thumbs down.</p> <p>No word cards needed. Use words from the examples and non-examples list.</p>
Phonics	Identify Sound-Spelling Pattern	<p>Now we will be learning to read words with "aw" and "au". When these two letters are partners, they are called a vowel team. In some words the /au/ sound is spelled "aw" and in some other words, it is spelled "au".</p> <ol style="list-style-type: none"> <li>Show students words and have them identify the /au/ sound spelled "aw" or "au".</li> <li>Acknowledge if it is the /au/ sound (have them point to the "aw" or "au" with two fingers together).</li> <li>Say words and have students identify words with the /au/ sound. (listening only)</li> <li>Using the list of words, students categorize words (examples and non-examples) with the /au/ sound spelled "aw" or "au". (students aren't reading the words here. You might have three categories here: words with "aw," "au" or non-examples. Or you could take out the non-examples and just have them categorize words into "aw" or "au").</li> </ol>
Phonics	Read the Word	<p>Now we will read some words with the /au/ sound.</p> <p>Teacher will use word cards (or template)</p> <ul style="list-style-type: none"> <li>Touch under focus spelling (the spelling has two letters, so use two fingers). Say "Sound?" Wait 1 second and tap under the spelling to indicate that the students should say the sound.</li> <li>Touch just to the left of word. Say, "Word?" Wait 2 seconds and slide hand swiftly under word indicating the students should read the word.</li> </ul>
Phonics	Write It	<p>Now we will learn how to spell words that have the /au/ sound in them spelled "aw" or "au".</p> <p>Using real words</p> <ol style="list-style-type: none"> <li>Say a word, if word has long a sound, students will: <ul style="list-style-type: none"> <li>Form word using letter manipulations</li> <li>Write letters to form word</li> </ul> </li> </ol>
Phonics	Write it in a Sentence	<p>Now I'm going to give you a sentence. You repeat the sentence with me before writing it.</p> <ul style="list-style-type: none"> <li>The sentence is (take from sample sentences). Say it with me.</li> <li>Now, write the sentence on your paper/whiteboard. If you forget the sentence, I will tell it to you.</li> <li>While the students are writing the sentence, write it on a whiteboard so they can check their work.</li> </ul>
Fluency	Connected Text	<p>Using text with multiple examples of the phonics skill being taught, have students read for fluency the same text. Before reading have students:</p> <ol style="list-style-type: none"> <li>Highlight words with /au/ spelled "aw" or "au".</li> <li>Read the highlighted words</li> <li>Read the passage</li> <li>Read a passage without highlighted words</li> </ol>

## Word Lists

Examples	Non-examples
law	lap
paw	pat
jaw	water
claw	clap
raw	rat
draw	drew
flaw	flew
straw	strap
bawl	bail
dawn	jail
crawl	whale
yawn	drain
haul	hay
Paul	pay
auto	fad
fraud	way
fault	fat
vault	vat

Sample Sentences (*taken from Recipe for Reading by Frances Bloom and Nina Traub*):

1. The hawk had a big claw.
2. He left the straw on the lawn.
3. Paul left cash in the vault.
4. The cat mauled the dog with its paw.
5. I yawn when I get up at dawn.

## Text

*I Love Reading First Grade Book 86:*

### **At Dawn**

At dawn, the crow caws. At dawn, the bunny hops on the lawn. At dawn, the little hawks squawk. At dawn, the boy yawns.

*I Love Reading First Grade Review Book 86:*

### **Draw, Draw, Draw**

Lee can draw a big lawn. Ben can draw a hawk on the big lawn. Liz can draw a fawn on the big lawn. The class has drawn a hawk and a fawn on a big lawn!

*I Love Reading First Grade Book 87:*

### **Paul Caused it All!**

Paul sat. He caused the bench to tip! The bench tipped. It caused Meg's lunch to launch up, up, up! Meg's milk spilled down, down, down. It caused Paul and Meg to get wet, wet, wet. "It was my fault," said Paul. "I caused it all!"

*I Love Reading First Grade Review Book 87:*

### **Paul**

Paul wants to go for a jaunt in his boat. Can Paul launch his boat from the dock? There is a pause. The boat will not go. The boat still will not go. Paul looks for the cause. It is the rope! Paul is off on his jaunt!

## ***Read Naturally Level 2.3 Story 2***

### **The Awful Launch**

It was dawn, January, 28, 1986. Six astronauts were getting ready for a launch. Christa McAuliffe was getting ready too. She was not an astronaut. She taught school. She was going to be the first teacher in space.

The day was cold. Some people thought it was too cold. They said the cold might cause the O-rings to leak. The launch went on as planned.

Many people came to watch. Christa's husband was there. He brought their son and daughter. Others saw it on television.

The lift-off went well. Then something awful happened. The *Challenger* blew up. All of the people inside died.

What went wrong? An O-ring leaked because it was too cold. The launch should have been stopped that day.

There were no launches for two years. Some people lost their jobs. New rules were made for launches. Now they are safer, but that awful launch still haunts us.

## ***Read Naturally Level 2.3 Story 4***

### **The Mohawk**

Long ago, the Mohawk lived near rivers. Eagles and hawks flew above them. The Mohawk often saw deer and fawns walking together.

The Mohawk lived in longhouses. The houses were big. Some houses were 200 feet long. Many families lived together. Mothers, daughters, aunts, and sisters lived in the same house. A married man lived with his wife's family.

The women worked from dawn to dark. They took care of the longhouse. They grew vegetables and fruit. They cooked and made clothes. They cared for all the children.

The men caught fish with nets and spears. They left home in the fall to hunt. They taught their sons to hunt.

One time, the Mohawk had a visitor. The visitor talked to them about peace. The Mohawk listened. They helped make the Great Law of Peace. It ended the fighting among some tribes. Ideas from this law are in the Constitution of the United States.

## **A Crow with Flaws**

All who walked by looked at Joe. They smiled. "That crow has a flaw," they said. "He does not know not to caw." Joe Crow felt so bad he wanted to bawl for a long time.

Joe Crow sat on a long wall by the mall. He opened his beak to caw, but he could not caw. He just peeped.

In fact, that was the problem. Joe's paw and maw were peeping crows, too. They did not know how to teach him. They were never taught how to caw by their maw and paw.

"I have not lost my caw," thought Joe Crow. "Maw and Paw have not taught me how to caw."

Joe Crow sought help, but no one taught him and his maw and paw how to caw. So they all went home and got into their beds of straw. They peeped until they went to sleep.

At dawn each day, all the crows sat on the lawn to caw. Joe and his maw and paw came, too. But all the crows made fun of them.

So Joe Crow and his maw and paw went to school to be taught how to talk. It was true they could not caw, but it was much cooler to talk than to caw.

That night, Joe dreamed that they were taught how to talk. When the crows woke up, Joe told his maw and paw about the dream. "We could talk," he said. "All the crows thought we were cool, and they gawked at us."

<b>law</b>	<b>wag</b>	<b>paw</b>	<b>jaw</b>
<b>claw</b>	<b>raw</b>	<b>rap</b>	<b>draw</b>
<b>boat</b>	<b>straw</b>	<b>flaw</b>	<b>dawn</b>
<b>haul</b>	<b>Paul</b>	<b>fraud</b>	<b>fad</b>
<b>hunt</b>	<b>fault</b>	<b>haunt</b>	<b>vault</b>