

For the following student:

Autumn L Bradley

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

Level	Activity	Lexia Lesson	# of pages
Core5 L9	Vowel Combinations	Vowel Combinations au, aw	6
Total			6



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combinations *aw* and *au* pronounced /ô/, as in *haul* and *lawn*. Syllables that contain *aw* and *au* letter patterns are called vowel combination syllables. Knowledge of vowel combinations and this syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

Use the warm-up activity to see if any students are having difficulty distinguishing the /ô/ sound from other vowel sounds. See Adaptations for strategies to improve auditory discrimination with these students.

This lesson may also be extended with more *au* and *aw* words. See the word list end of the lesson.

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Warm-up

say Before we start our lesson, let's play a game. I'm going to say two words. I want you to give a thumbs-up if the two words rhyme and a thumbs-down if they do not rhyme.

Demonstrate the thumbs-up and thumbs-down signal. Then name the word pairs, one at a time. Word pairs to use: **claw/how**, **pause/cause**, **launch/punch**, **shawl/haul**, **drawn/lawn**, **fault/belt**

Direct Instruction

say Today we're going to learn about the vowel combinations **a-w** and **a-u**. When these vowels are found together in a word, they make the sound /ô/.

Display the word **law**. Point to **aw**.

Look at this word. When these two vowels come together in this word, they make the sound /ô/. Say the /ô/ sound with me.

Model this sound for the students. Run your finger under the word as you sound-blend /l/ /ô/.

The word is **law**. The government passed a **law**.

Follow the same procedure for **a-u**, using the word **haul**. Then tell students:

The letters **a-w** and **a-u** make the same sound: /ô/. The vowel combination **a-w** can come anywhere in the word, but **a-u** usually comes at the beginning or in the middle of a word. The words **law** and **haul** are vowel combination syllables because they contain the vowel combination **a-w** or **a-u**.


Guided Practice

 *Now we're going to work together with other words that contain the (/ô/) sound.*


Display the word **jaw**.

 *Let's look at this word.*

Point to **aw**.


 *What sound do these letters make? (/ô/)*

Have a student underline the vowel combination in the word.

 *Now let's read the word. (jaw)*

Follow the same procedure for **launch**, **fault**, and **bawl**.

Display the words cards **jay** and **jaw**.

 *I'm going to say one of these words. Then I'll point to each word. Give a thumbs-up when I point to the right word and a thumbs-down when I point to the wrong word. The word is **jaw**.*

After students have identified the **jaw** card, sound out and read each word together.

Follow the same procedure for these word pairs: **fault/feet**, **bail/bawl**, **launch/lunch**. Students should give a thumbs-up for **fault**, **bawl**, and **launch**.

Independent Application

Have students work independently or in pairs. Provide each student or pair of students with a set of words cards containing words from the previous activity, shuffled together. (You might supplement these cards with the other /ô/ word cards at the end of the lesson.)


Have students go through the cards and take out any words that do not contain the /ô/ sound. Encourage them to say this sound as they look at each word on a card to help them remember the sound they are looking for.

Check to see that they have removed the correct words (**jay**, **feet**, **bail**, **lunch**). Then have students sort the remaining words by their spelling of the /ô/ sound.

Check to see that they have sorted them correctly into **aw** and **au** words. Have them take turns reading and spelling the words in each group.

Wrap-up

Check students' understanding. Display **au** and **aw**.

 *What sound do these two vowel combinations make? (/ô/)*

Based on the completeness and accuracy of students' responses, choose an appropriate activity from the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Some students may have trouble discriminating or saying the /ô/ words. Practice the /ô/ sound with these students:

- Have them watch your mouth as you say /ô/ and watch themselves in the mirror as they echo this sound.
- Give them feedback on what to do with their mouth, tongue, and voice as they say /ô/.
- Have them practice saying a variety of /ô/ words. (See the word list at the end of this lesson.)

You might move on to phrases, having students practice saying **hawks squawk**, **Paul's fault**, **fawn on a lawn**, and **draw paws**.

Option 2: Teach one vowel combination at a time. First teach **aw** and then **au**. See the word lists at the end of the lesson for additional words to use. Once students have practiced each vowel combination separately, revisit the combined lesson.

FOR STUDENTS READY TO MOVE ON

Option 1: Dictate these words to students, and have them write them on index cards, one word per card: **saw** (4 cards), **hand**, **jig**, **see**, **dust**. Then:

- Direct students to figure out how they can create new words by combining **saw** with each of the other words. (possibilities: **handsaw**, **jigsaw**, **seesaw**, **sawdust**)
- Have them read aloud each compound word they have formed.
- Discuss meanings. If students don't know what **handsaw** or **sawdust** mean, have them use the two words in the compound to figure out what the word might mean.

Option 2: Shuffle the **au/aw** word cards together. Have each student or student pair choose two cards. Challenge them to use the two words in a sentence that becomes the caption to a picture. (You may wish to supplement with other **au/aw** words from the list at the end of the lesson.) Have students read their sentences aloud and share their drawings.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

au, aw Words

Single Syllable Words with au

fault
haul
haunt
launch
Paul
taunt
vault

Single Syllable Words with aw

bawl	lawn
caw	paw
claw	raw
crawl	saw
dawn	scrawl
draw	shawl
drawn	squawk
fawn	straw
hawk	thaw
jaw	yawn
law	

Compound and Two-Syllable Words with au or aw

coleslaw	August	awful
handsaw	auto	awning
jawbone	laundry	drawing
jigsaw	laurel	scrawny
rawhide		tawny
sawdust		
seesaw		

Primary Standard: CCSS.ELA-Literacy.RF.1.3b - Decode regularly spelled one-syllable words.
Supporting Standards: L.1.2d, L.1.2e

Core5 Level 9
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bail

fault

haul

bawl

claw

feet

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jay

lawn

law

jaw

launch

lunch