Lesson 54   AW and AU

Objective

This lesson teaches phonograms <u>aw</u> and <u>au</u> and words containing those phonograms.

You Will Need

☐ *Leap into Reading* pages 369-376   ☐ Phonogram Cards 41 and 42

☐ letter tiles <u>aw</u> and <u>au</u>   ☐ Word Cards 273-282

Before You Begin

Preview Phonograms AW and AU

In this lesson, your student will work with two related phonograms: <u>aw</u> and <u>au</u>. Both of these phonograms say /aw/.

Phonogram <u>aw</u> is found mainly at the end of words, as in *saw*, but also before the letters <u>l</u>, <u>n</u>, and <u>k</u> in the middle of some words, as in *hawk*. Read the following examples and listen for the /aw/ sound.

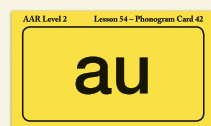**law**   **yawn**   **draw**   **lawn**   **flaw**

Phonogram <u>au</u> is found only in the beginning and middle of words, as in *August* and *haul*. It isn't found at the end of words because, except for the words *you* and *thou*, English words don't end in <u>u</u>. Read the following examples and listen for the /aw/ sound.

maul   **August**   **haul**   **Paul**   **pause**

> There are several words in our vocabulary that do end in <u>u</u>, all of which come from other languages. For the full listing, see the "Before You Begin" section in Lesson 44.
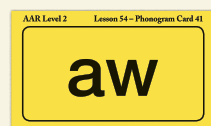
<table>
<tr><td>AAR Level 2   Lesson 54 – Phonogram Card 41

aw</td><td>When we practice the Phonogram Card for <u>aw</u>, we say "/aw/, /aw/ that we **may** use at the end of English words."</td></tr>
<tr><td>AAR Level 2   Lesson 54 – Phonogram Card 42

au</td><td>When we practice the Phonogram Card for <u>au</u>, we say "/aw/, /aw/ that we **may not** use at the end of English words."</td></tr>
</table>

When we use the <u>aw</u> and <u>au</u> letter tiles, we only say the sound /aw/. To facilitate blending, we don't say the second part, "that we may/may not use at the end of English words."

For reading purposes, the student just needs to know that aw and au both say /aw/. We include the additional phrases "that we **may** use at the end of English words" and "that we **may not** use at the end of English words" on the flashcards so your student won't have to relearn the flashcards for spelling purposes later.

aw **au**   The aw and au tiles are stored under the Vowel Teams category.
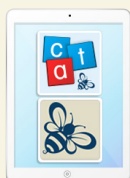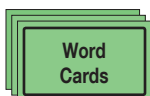
Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the aw and au phonogram sounds.

Review

Phonogram Cards   Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

Word Cards   Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Previous Concepts   Build the following words with letter tiles. Have your student divide the words where necessary, label with syllable tags, and read. *Order* is divided using the Two Consonant Tiles rule.

order

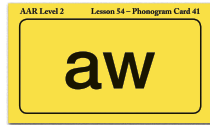| Bossy R Syllable	Bossy R Syllable
or	d er

bike

Name Game Syllable
b i k e

Teach New Phonograms AW and AU

Hold up the <u>aw</u> Phonogram Card.

AAR Level 2   Lesson 54 – Phonogram Card 41

aw

"<u>A</u>-<u>w</u> says /aw/, /aw/ that we **may** use at the end of English words. Repeat after me: /aw/, /aw/ that we **may** use at the end of English words." *Student repeats the sound.*

Hold up the <u>au</u> Phonogram Card.

AAR Level 2   Lesson 54 – Phonogram Card 42

au
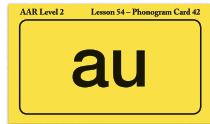
"<u>A</u>-<u>u</u> says /aw/, /aw/ that we **may not** use at the end of English words. Repeat after me: /aw/, /aw/ that we **may not** use at the end of English words." *Student repeats the sound.*

Mix in several other flashcards for mixed review and practice until your student can say the sounds of <u>aw</u> and <u>au</u> accurately. File the Phonogram Cards behind the Review divider in the Reading Review Box.

Move the <u>aw</u> and <u>au</u> tiles into the workspace.   aw au

"Both of these tiles say /aw/. When you see these tiles, say just the sound, /aw/. You don't have to say *◌/aw/ that we **may/may not** use at the end of English words* when we are building with tiles, just when we are using the flashcards."

Mix in several other letter tiles for mixed review and practice with the new phonograms until your student can say the sounds accurately.

> For more practice with the new phonograms, play "Phonogram Ball." For instructions, look for this icon in Appendix L.
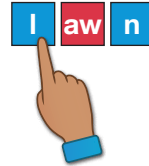
Blend Sounds with the AW Letter Tile

"All the words you will learn today contain the sound /aw/. First we'll use the <u>aw</u> tile."

Build the word *lawn*.　**l** **aw** **n**

"I'll sound out this first word, and then you'll sound out the next word."
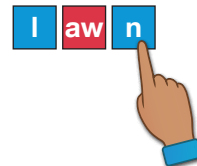
Touch under the <u>l</u> and say */l/.*
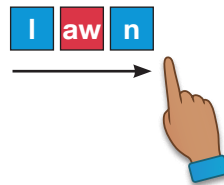
Touch under the <u>aw</u> and say */aw/.*

Touch under the <u>n</u> and say */n/.*

Now go back to the beginning of the word. Slide your finger under the letters <u>l</u>-<u>aw</u>-<u>n</u> and say *lawn* slowly.

Finally, read the word *lawn* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *draw*.　**d** **r** **aw**

Play "Change the Word" with AW

Build the word *paw*. | p | aw |

"What is this word?" *Paw.*

"I'm going to change the first part of this word."

| j |

| aw |

| p |

"What does this new word say?" Encourage your student to sound out the new word, *jaw.*

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

    jaw → raw → law → claw → thaw* → draw

*Use the th tile for *thaw.*

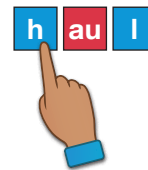## Blend Sounds with the AU Letter Tile

"Now let's work with the au tile, which also says /aw/."

Build the word *haul*. | h | au | l |

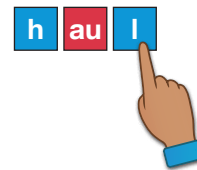"I'll sound out this first word, and then you'll sound out the next word."

Touch under the h and say */h/.* | h | au | l |
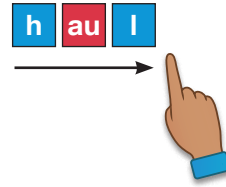
Touch under the au and say */aw/.* | h | au | l |

Touch under the l and say */l/.* | h | au | l |

Now go back to the beginning of the word. Slide your finger under the letters h-au-l and say *haul* slowly.

h	au	l

Finally, read the word *haul* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *launch*.

l	au	n	ch

Play "Change the Word" with AU

Build the word *pause*.

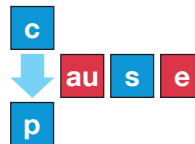| p	au	s	e

"This word is *pause*. What sound does the s say in *pause*?" */z/.*

"Good. The s says /z/ because it is between two vowels."

"Does the e say anything in this word?" *No.*

"Correct. Silent E keeps this word from looking like a plural word."

"I'm going to change the first part of this word."

c			

au	s	e

p

"What does this new word say?" Encourage your student to sound out the new word, *cause*.

"Let's add b-e to the beginning of *cause*." Change the word to *because*.
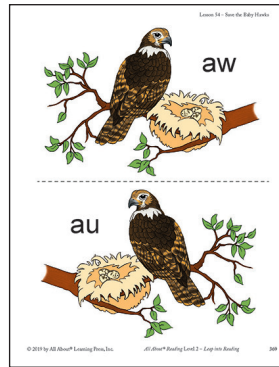
b	e	c	au	s	e

"Read this word." *Because.*

Complete Activity Sheet

"Now we need to help some baby hawks get in the right nest."

Save the Baby Hawks

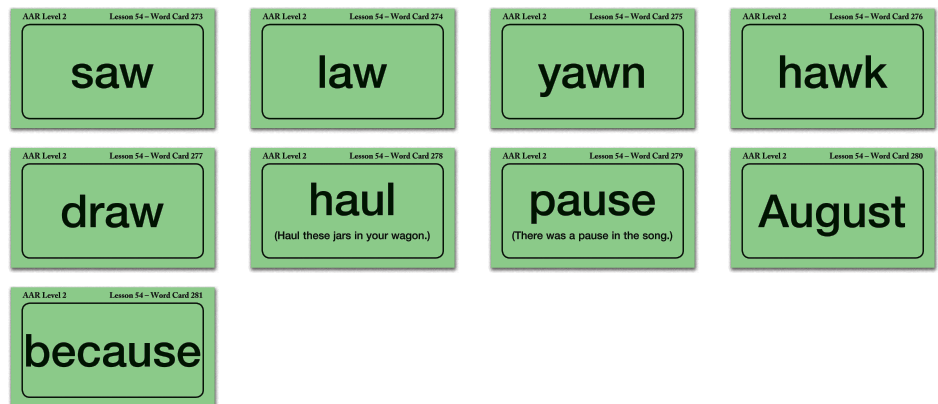Remove pages 369-372 from the *Leap into Reading* activity book.

Cut the sheet with the nests in half as indicated. Cut out the egg cards, mix them up, and place them in a pile between the nests with the words facing down.

Have your student select a card from the pile, read the word aloud, and determine whether the word belongs in the aw nest or the au nest. He may then save the baby hawk by placing its egg in the appropriate nest.

Continue until all the baby hawks have been returned to their nests.
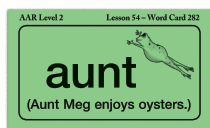
Practice Reading Words

Have your student practice reading the words on Word Cards 273-281.

AAR Level 2 — Lesson 54 – Word Card 273	AAR Level 2 — Lesson 54 – Word Card 274	AAR Level 2 — Lesson 54 – Word Card 275	AAR Level 2 — Lesson 54 – Word Card 276
saw	**law**	**yawn**	**hawk**

AAR Level 2 — Lesson 54 – Word Card 277	AAR Level 2 — Lesson 54 – Word Card 278	AAR Level 2 — Lesson 54 – Word Card 279	AAR Level 2 — Lesson 54 – Word Card 280
draw	**haul** (Haul these jars in your wagon.)	**pause** (There was a pause in the song.)	**August**

AAR Level 2 — Lesson 54 – Word Card 281
because

File the Word Cards behind the Review divider in the Reading Review Box.

Teach a Leap Word: *aunt*

Show Word Card 282 to your student.

"This word is *aunt* as in *Aunt Meg enjoys oysters*. The <u>au</u> doesn't say /aw/ in this word. We usually pronounce *aunt* like *ant* or /ŏnt/."

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

Practice Fluency

Turn to pages 373-376 in the activity book.

Have your student read from the Practice Sheets.

Have some fun with the fluency exercises with a silly sentence activity. For instructions, look for this icon in Appendix K.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart
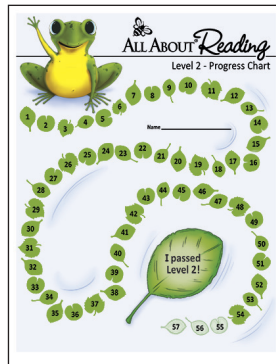
Have your student mark Lesson 54 on the Progress Chart.