

Vowel Sound in *ball*: *al*, *au*, *aw*

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Language Objectives

- Decode words with the vowel sound in *ball*: *al*, *au*, *aw* in isolation and in context.
- Spell words with the vowel sound in *ball*: *al*, *au*, *aw* using sound-spelling patterns.

Building Literacy

In order to become skilled readers, children have to be able to identify words quickly and accurately. To do that, they must become proficient at decoding words with a variety of vowel sounds. In this lesson:

- Children learn the sound-spellings of the vowel sound in *ball*: *al*, *au*, *aw*, which are neither long nor short.
- Children will recognize and read words with *al*, *au*, and *aw*, which will help them expand their vocabulary.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

chalk	awful
sauce	cause
draw	always
laundry	false
football	fawn
yawn	pause
sausage	all
walk	baseball
saw	ball
raw	also
August	talked



ENGLISH LANGUAGE LEARNERS

The sound /ò/ has an approximate sound transfer in Spanish. While there is a sound-symbol match for *al* as in *ball*, there are no sound-symbol matches for *au* as in *sauce* or *aw* as in *draw*.

**show me**

Have children look at their Targeted Lessons Student Book, p. 103. Have them name the pair of letters they see at the top of each picture on the page. Remind children that they already know many different vowel sounds and that today they will learn another vowel sound. **Today you will learn to read and spell words with the vowel sound /ò/ spelled *al, au, and aw*.**

The first picture shows a chalkboard and a piece of chalk. What is the vowel sound that you hear in *chalk*? (/ò/) The letters *al* spell the vowel sound /ò/ in *chalk*. Have children write the letters *al* on the lines.

Continue the activity with *sauce*, pointing out that in this word the letters *au* stand for the sound /ò/, and then *draw*, in which the letters *aw* stand for the sound /ò/. Point out that the sound /ò/ in *sauce* and *chalk* comes in the middle of the word, while the sound /ò/ in *draw* comes at the end of the word.

SPELLING PATTERNS




al/ò/, au/ò/, aw/ò/ The sound /ò/ is often spelled *al*, *au*, and *aw* and can appear at the beginning, in the middle, or at the end of a word. Other spellings for /ò/ include *augh* as in *caught*, *ough* as in *bought*, *oa* as in *broad*, and *o* as in *cloth* and *boss*.

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**Vowel Sound in *ball*:
*al, au, aw***

➞ **show me**

Write the letters that spell the vowel sound in each word.

al	au	aw
		
ch <u>a</u> <u>l</u> k	s <u>a</u> <u>u</u> ce	dr <u>a</u> <u>w</u>

➤

guide me

Have children look at the bottom of p. 103 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters—*al*, *au*, or *aw*—that spell the missing vowel sound /ò/ in each word. They will spell the entire word for the last item.)

The first picture shows laundry. Let’s say the sounds in *laundry*. I’ll go first and then you can say the sounds after me: /l/ /ò/ /n/ /d/ /r/ /ē/, *laundry*. Have children repeat the segmented sounds and blend the sounds to say the word. The letters *au* are missing. What vowel sound do the letters *au* stand for? (/ò/) Have children write the letters *au* on the lines. Continue the activity, guiding children to write the letters for the missing vowel sound in *football*, *yawn*, *sausage*, and *walk*. Then have them write the letters that spell the word *saw* for the last item.




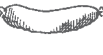


➤

work time

Have children look at their Targeted Lessons Student Book, p. 104. Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ò/. Read each numbered clue below and have children repeat after you. Then read the directions together. Explain that they will write each word from the box under its matching clue. If necessary, guide children in doing the first one.

➤ guide me

Write the letters that spell the missing vowel sound in each word. For the last one, spell the word.

au  l <u>a</u> <u>u</u> ndry	al  footb <u>a</u> <u>l</u> l	aw  y <u>a</u> <u>w</u> n
 s <u>a</u> <u>u</u> sage	 w <u>a</u> <u>l</u> k	 <u>s</u> <u>a</u> <u>w</u>

PHONICS AND SPELLING 103

35 Vowel Sound in ball:
al, au, aw

➤ work time

Say each word. Read each clue. Then write the word from the box that matches each clue.

awful	false	pause	fawn
always	August	raw	cause

1. not cooked
raw

2. comes after July
August

3. very bad
awful

4. the reason why
cause

5. all the time
always

6. not true
false

7. baby deer
fawn

8. stop for a short time
pause

104 PHONICS AND SPELLING

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 105. Explain to students that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. Have them look at the first word on the page, *every*. This word is *every*. It begins with the sound short e, /e/. What does the word *every* mean? The next word is *work*. Who can use the word *work* in a sentence? Tell children they will read the words *every* and *work* as they read the story *The Best Game of All*.

work time

Decodable Text Have children look at the story *The Best Game of All*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ò/. (*all, Paul, baseball, ball, also, awful, talked, Dawn*)

check for understanding

Write the letters *al, au, and aw*. What sound do these letters stand for? (/ò/) Write the name *Paul*. Listen as I blend the sounds together: /p/ /ò/ /l/, *Paul*. Blend the sounds with me: /p/ /ò/ /l/, *Paul*. Now blend the sounds without me. Write the name *Dawn*. Listen as I blend the sounds together: /d/ /ò/ /n/, *Dawn*. Blend the sounds with me: /d/ /ò/ /n/, *Dawn*. Now blend the sounds without me. Continue the activity for *all, baseball, also, awful, and talked*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *fawn*. What sounds do you hear in *fawn*? (/f/ /ò/ /n/) What is the letter that spells the sound /f/? (*f*) Write the letter *f*. What are the letters that spell the sound /ò/? (*aw*) Write the letters *aw*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /f/ /ò/ /n/, *fawn*. Continue with *sauce, walnut, draw, yawn*, and *pause*.

reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

Vowel Sound in ball:
al, au, aw **35**

guide me

every work

work time



Read the story.

The Best Game of All

Paul liked baseball.
But he could not hit the ball.
He also could not catch the ball.
In fact, Paul was awful at baseball!
So he talked to his older sister, Dawn.
She was good at every sport.

Dawn showed him how to hit and catch.
Paul put in a lot of work.
On the day of the game, Paul was up at bat.

First, he missed. But then he hit a home run!
Paul said, "Baseball is the best game of all!"


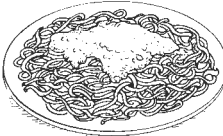




PHONICS AND SPELLING 105

Vowel Sound in *ball*: *al, au, aw*


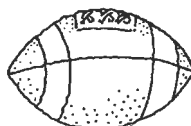



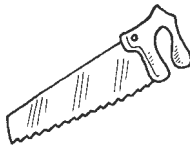
➤ show me

Write the letters that spell the vowel sound in each word.

al	au	aw
		
ch _ _ k	s _ _ ce	dr _ _

➤ guide me

Write the letters that spell the missing vowel sound in each word. For the last one, spell the word.

au	al	aw
		
l _ _ ndry	footb _ _ l	y _ _ n
		
s _ _ sage	w _ _ k	_ _ _

work time

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always

false
August

pause
raw

fawn
cause

1. not cooked

2. comes after July

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➤ **guide me**

every

work

➤ **work time**

Read the story.

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