



★ **All-STAR Readers Know**

The vowel pairs *au* and *aw* can stand for the same sound.  auto  saw

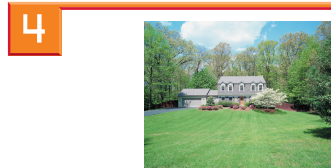
★ **Look** at each picture. **Say** its name. **Listen** for the sound of *au* and *aw* that you hear in *auto* and *saw*. **Find** the picture name in the box. **Write** it on the line.

lawn yawn sauce hawk laundry
 launch paw claws jaw






















Lesson 6: Vowel Pairs: au, aw


★ Read each riddle. Choose the answer from the box. Write it on the line.

hawk yawn lawn auto straw

1 You do this when you need sleep. 

2 I have green grass. 

3 I am a kind of bird.

4 You can ride down the road in me. 

5 You can sip drinks with this.

Think and Link Put the words in the correct order to make a sentence. Write the sentence on the line.

at The yawned dinosaur dawn.



Vowel Pairs: au, aw

Objectives

Students will

- write words containing *au* or *aw* to label pictures.
- read riddles and write *au* and *aw* words as answers.



5-STAR Pointers

1 Activating Prior Knowledge

Remind the students that two vowels together that stand for one sound are called a vowel pair. The sound can be short or long, or the vowel pair can stand for a new sound. Have the students name some words with the vowel pair *oo*.

2 Introducing the Lesson

Read aloud the **All-STAR Readers Know** box on page 149 in the Student Workbook. Write the following words on the board in two columns: *haul, gauze, fault; fawn, hawk, paw*. Read the first column of words to the students and ask them what vowel sound they hear in the words (/ô/). Repeat with the second column of words and the sound of *aw* (/ô/).

3 Guided Practice

Write each of the following sentences and the words after them on the board or an overhead: 1) *I hear a drip from the ____.* (fawn, faucet, fault) 2) *Paul will do the ____.* (laundry, lawn, halt) 3) *What was the ____ of the fire?* (fault, crawl, cause) 4) *I ____ when I am sleepy.* (yawn, crawl, sauce) 5) *Put your ____ on if you are cold.* (laundry, shawl, hawk). Tell the students to write the sentences and the words that make sense in each sentence.

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lawn yawn sauce hawk laundry
launch paw claws jaw

1  _____ <i>jaw</i> _____	2  _____ <i>sauce</i> _____	3  _____ <i>claws</i> _____
4  _____ <i>lawn</i> _____	5  _____ <i>yawn</i> _____	6  _____ <i>laundry</i> _____
7  _____ <i>hawk</i> _____	8  _____ <i>paw</i> _____	9  _____ <i>launch</i> _____

4 Informal Assessment

Observe students during guided practice. Check to see that each student is writing the sentences from the board and selecting the correct words to complete the sentences. Offer assistance to those having difficulty with the exercise. Use the **All-STAR Intervention Strategies** on the next page as needed.

5 Independent Practice

Tell the students to turn to pages 149 and 150 in the Student Workbook. Review the **All-STAR Readers Know** box. Read the directions and review the picture names with the students, then assign the pages. When the students have finished their work, assess the pages.



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hawk yawn lawn auto straw

1

You do this when you need sleep.



yawn

2

I have green grass.



lawn

3

I am a kind of bird.

hawk

4

You can ride down the road in me.



auto

5

You can sip drinks with this.

straw

Think and Link Put the words in the correct order to make a sentence. Write the sentence on the line.

at The yawned dinosaur dawn.



The dinosaur yawned at dawn.

★★★★★
**All-STAR
Intervention
Strategies**

Visual Reinforcement

Materials: pictures

Show pictures of objects whose names contain *au* and *aw*. For each picture, choose a student to say the name of the object and write it on the board. Continue until all students have had a chance to write a word.

**Tactile/Kinesthetic
Reinforcement**

Play “Simon Says” with the students. Tell them to only follow your directions if they contain a word with the *aw* sound. Some directions with the *aw* sound include: *make a big yawn*; *stir the sauce*; *mow the lawn*; and *drive an auto*.



**Literature
Connection**

Osborne, Mary Pope. *Dinosaurs before Dark*. Random House, Inc., 1992. *Jack and his younger sister, Annie, take a trip in a magical tree house to the Cretaceous period. They begin to explore and find dinosaurs, volcanoes, and danger.* Read the book to the students. Discuss the story and enjoy the illustrations. Tell the students to write a few sentences about an adventure trip they would like to take in the magical tree house. Encourage the students to use words with the vowel digraphs *au* and *aw* in their sentences. When they are finished writing, have the students read their sentences to the class.

English-Language Development Strategies

Vowel Pairs: au, aw

Most English-language learners will have very little difficulty pronouncing the vowel digraphs *au* and *aw* because the sound is one of the universal vowels. However, they may need extra practice recognizing the *au* and *aw* spellings of the /ō/ sound. Write the following sentences on the board: 1) *The fawn was on the lawn at dawn.* 2) *Paul will haul the auto.* Read aloud the sentences to the students, and have them repeat them several times.