



advanced vowels

/aw/

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PHONEMIC AWARENESS

- Tell the students they are going to learn the **/aw/** sound.
- Show students the Sound/Symbol card for “saw.”
- Ask students to name the picture and tell you the vowel sound they hear at the end of the word.
- Turn over the card and point to the letters **aw** on the card and tell them that the letters together stand for the vowel sound they hear in the word “saw.”



Sound/Symbol Cards

Cards
Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Tell the students that the **/aw/** sound can be written with different letters.
- Show the Word Card for “ball.”
- Tell students that when the letters **ll** follow a letter **a** the sound is **/aw/**.
- Other examples are “hall” and “fall.”



Word Cards

Word Cards



PHONEMIC AWARENESS

- Explain to students that the letter combinations **aw** and **a(l)** are letter combinations that we call **advanced vowel sounds**.
- These vowels are neither long nor short.
- Some examples of the sound are “jaw,” “straw,” and “wall.”

aw

all

wall

Word Cards
Word Cards

PHONEMIC AWARENESS

- Say aloud the words “fawn” and then “fan.” Ask students which word has the same vowel sound as in “saw.”
- Make sure that students can differentiate between the two vowel sounds.
- Ask students to name other words with the advanced vowel sound **/aw/**.
- Write the words on the board and ask students to circle the advanced vowel spelling.

fawn

fan



PHONEMIC AWARENESS

- Show the Word Card for “lawn.”
- Point out the letter combination that represents the **/aw/** sound. Tell them that the **/aw/** sound in this word comes in the middle of the word.
- Say that even though there are four letters in the word “lawn,” there are only three sounds which blend to make the word. **/l/ /aw/ /n/**.
- Repeat the exercise with the rest of the Word Cards. Ask students to blend the sounds to read each of the words.

lawn

jaw	law
draw	bawl
lawn	crawl

Word Cards Word Cards

PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/aw/** vowel sound and some that do not.
- Ask them to clap once and say **/aw/** when they hear the advanced vowel sound in the word.
- Here are the words:

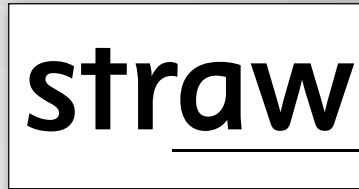
**jaw, join, root, raw,
ball, bell, small, smell**

- Be sure to leave plenty of time between saying each word for the students to respond.



BLENDING

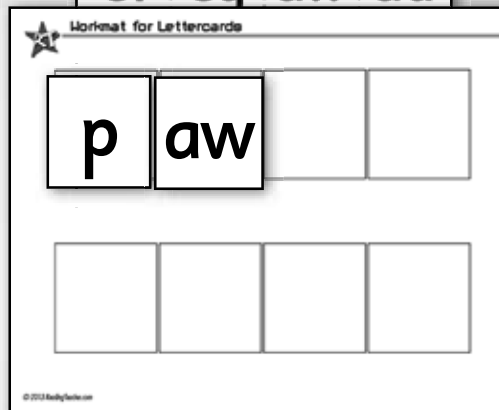
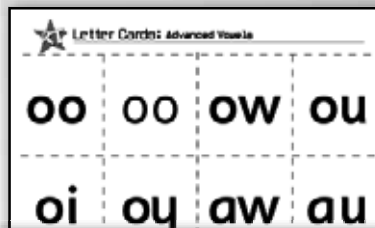
- Show the Word Card for **straw**.
- Say that the word has the /aw/ sound at the end.
- Ask a student to point to the letters that stand for /aw/.
- Sound out **straw** while running a finger under each letter: /s/ /t/ /r/ /aw/.
- Say the word quickly **straw**.
- Have the students sound out the word with you.



Word Cards
Word Cards

BLENDING

- Print out the Letter Card sheets and work mat for Level 20.
- Give each student two cards for each letter and a work mat.
- Say the word **paw** slowly. As you say the sounds, move up the relevant letter card onto a box on the work mat.
- Repeat and then have students do theirs along with you.

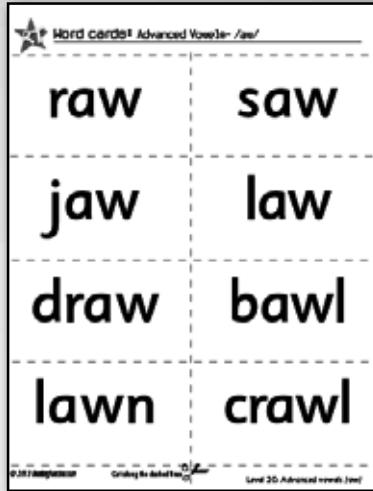
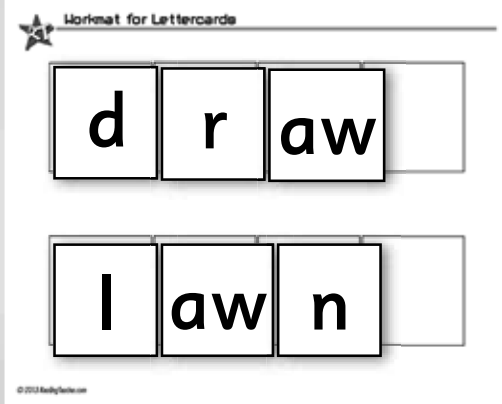


Letter Cards
Letter Cards
Work Mat



BLENDING

- Ask students to get the letters they need to spell **draw**. As you say the sound, move up the relevant letter card onto a box on the work mat.
- Continue, using words from the Word Cards sheet.



Letter Cards

Letter Cards

Work Mat

Word Cards

Word Cards