



# advanced vowels

# /aw/

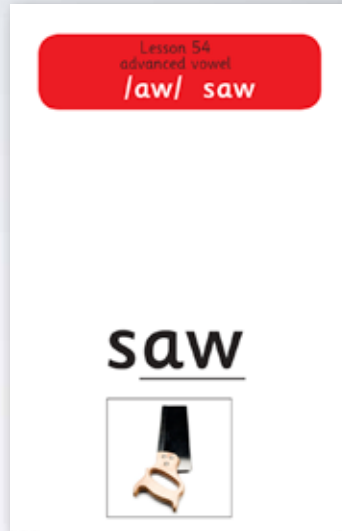
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## PHONEMIC AWARENESS

- 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.

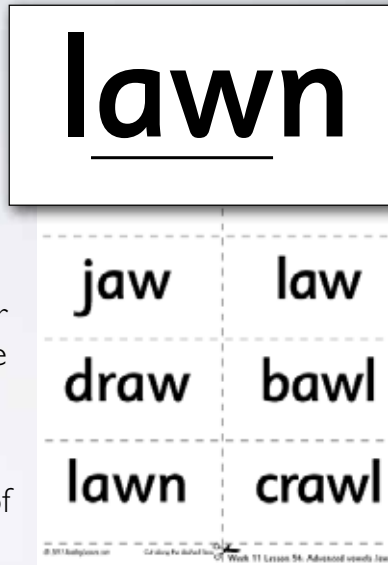
**fawn**

**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.



**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:

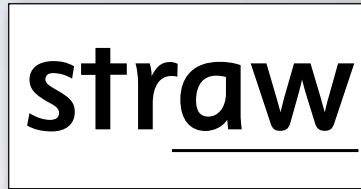
**jaw, join, root, raw,  
ball, bell, small, snell**

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



## BLENDING

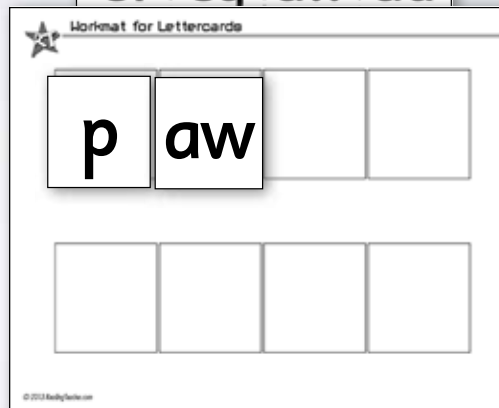
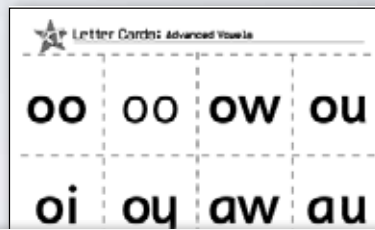
- Show the Word Card for **straw**.
- Say that the word has the **/aw/** sound at the end.
- Ask a student to point to the letters that stand for **/aw/**.
- Sound out **straw** while running a finger under each letter: **/s/ /t/ /r/ /aw/**.
- Say the word quickly **straw**.
- Have the students sound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

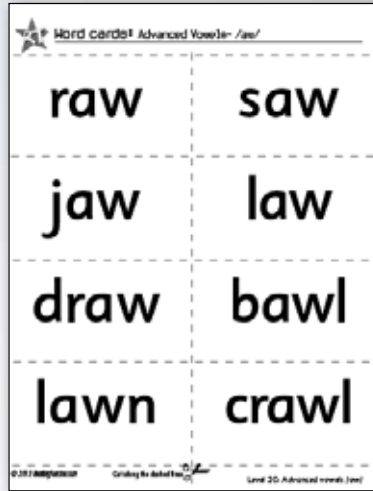
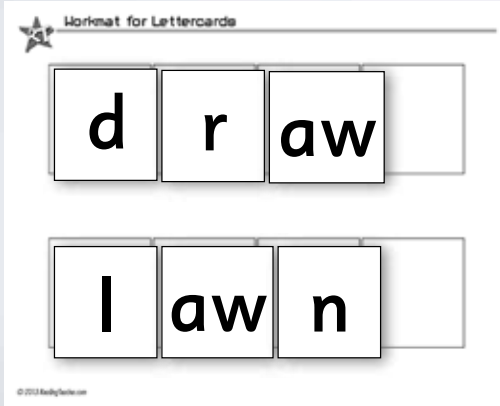


**Letter Cards**  
[Letter Cards](#)  
[Work Mat](#)



## 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](#)