Lesson Objectives

Day 1

**Students will:**
- Understand that **au**, **aw**, and **al** are ambiguous vowels.
- Understand that some words contain ambiguous vowels in accented syllables.
- Understand that the same sound can be spelled in different ways.

**Materials:**
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—faucet, awesome

Day 2

**Students will:**
- Sort words by common features and spelling patterns.

**Materials:**
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 4: Classroom Activity
- BLM 7: Take-Home Activity
- Teacher Word Cards

Day 3

**Students will:**
- Sort words according to their accented syllables.
- Use knowledge of accented syllable patterns to choose correct words to complete sentences.

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 6: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards

Day 4

**Students will:**
- Identify words with ambiguous vowels in accented syllables in a passage.
- Create lists of words organized by their spelling patterns.
- Write and spell words with ambiguous vowels in accented syllables.

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

**Students will:**
- Spell words with accented syllables.

**Materials:**
- Quick-Check Assessment

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More Ambiguous Vowels (au, aw, al) in Accented Syllables

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Word Study & Vocabulary 2: Unit 10: More ambiguous vowels (au, aw, al)

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**Anchor Chart (BLM 1)**

**Category Cards (BLM 2)**

**Word Cards (BLM 3)**

**Word Cards (BLM 4)**

**Word Cards (BLM 5)**

**Take-Home Activity (BLM 6)**

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**Classroom Activity (BLM 7)**

**Take-Home Activity (BLM 8)**

**Reading Passage (BLM 9)**

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**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 3)**

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Spelling Dictation (BLM 10)

Spelling Peer Check (BLM 11)
Day One

Supporting ELs

Keep in mind that some English Learners may not understand the meaning of the words. Whenever possible, use sketches, pantomime, and concrete objects to support the meaning of words.

Provide sentence frames and ask students to compare two or more words with the same ambiguous vowel sounds. For example: saucer has the same sound as author; awful has the same sound as awkward; also has the same sound as always.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word auction on the chalkboard. Say: If I didn’t know how to read this word, I could look at the syllables. The number of vowel sounds in a word helps me know how many syllables there are. I see four vowels in this word, but I know that there are not four vowel sounds. I know that the vowels au stand for the /ô/ sound. I know that -tion is a suffix and the vowels together with the letter t make the sound /shun/. Recognizing syllables and their vowel sounds helps me read words that I don’t know. I blend the syllables together to read the word: auc/tion: auction.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables

Focus Words: voyage, loyal, appoint, southern, brownie, soybean, county

Write the following sentence on the chalkboard and read it to students: The loyal sailors had a long voyage. Ask students what they remember about words such as loyal and voyage. Remind them that they are words with ambiguous vowels—vowels that have neither a long or short sound.

Ask students to brainstorm other words with ambiguous vowel pairs and write them in a list on the chalkboard as students say them. Ask volunteers to come up and circle the ambiguous vowel pairs in the words. Remind them that the letters y and w act as vowels in some of these words.

Introduce More Ambiguous Vowels (au, aw, al) in Accented Syllables

Model

Write the words flawless, author, and always on the chalkboard and read them aloud. Say: These words all share the same vowel sound in the first accented syllable. I notice that different letters spell the same sound: aw, au, and al.

Circle the au, aw, and al in the words on the chalkboard.

Guide

Write au, aw, and al in three columns on the chalkboard. Say the word saucer and use it in an oral sentence: I gave the cat a saucer of milk. Ask students what vowel sound they hear in the middle of the word. Ask them under which letter pattern you should write the word saucer. Repeat with the words awful and also.

Apply

Have students create a chart in their word study notebooks with the headings au, aw, and al. Ask them to work with a partner to brainstorm words of more than one syllable that have these ambiguous vowels and write them on their charts. Ask students in which syllable they find these ambiguous vowels.
Spelling Words with Ambiguous Vowels

Unit Spelling Words: autumn, laundry, gaudy, awesome, gnawed, awkward, wallet, walnut

Write the spelling words in a row across the chalkboard.

Circle the vowel pair au in the first three words. Make sure students understand the meanings of all three words. Have students say the word autumn and point out that the n at the end of the word is silent. Have students copy these words in their word study notebooks. Ask them to circle the letters that make the /ô/ sound and underline the silent n in autumn to help them remember it.

Circle the vowel pair aw in the next three words and make sure students understand their meanings. Remind students that w acts as vowel when it pairs with a. Have students say the word gnawed and point out the silent g at the beginning of the word. Have students copy these words in their word study notebooks. Ask them to circle the letters that make the /ô/ sound. Have them underline the silent g in gnawed to help them remember it.

Repeat with the vowel pair in the last two words. Point out the two closed syllables in wallet and walnut and remind students to use double l when they are spelling wallet.

Invite students to revisit the three-column chart they created in their word study notebooks and write the spelling words under the appropriate column in their chart. Ask students to compare their charts with a partner.

Assessment Tip
Note which students are having difficulty sorting the words according to their ambiguous vowel sounds. If students are having difficulty, have them create a reminder chart like the one below.

<table>
<thead>
<tr>
<th>saucer</th>
<th>awful</th>
<th>also</th>
</tr>
</thead>
<tbody>
<tr>
<td>author</td>
<td>awkward</td>
<td>always</td>
</tr>
<tr>
<td>August</td>
<td>lawyer</td>
<td></td>
</tr>
</tbody>
</table>

Home/School Connection
Students can take home the list of spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Remind students that if they can’t remember which spelling pattern to use for the sound, they can use a dictionary to check the spelling of the word. Tell students that the more they read and write words with this vowel sound, the easier it will be for them to remember which spelling pattern to use.

Common Features Sort

<table>
<thead>
<tr>
<th>au</th>
<th>aw</th>
<th>al</th>
</tr>
</thead>
<tbody>
<tr>
<td>auction</td>
<td>awkward</td>
<td>almond</td>
</tr>
<tr>
<td>August</td>
<td>awful</td>
<td>always</td>
</tr>
<tr>
<td>autumn</td>
<td>gnawed</td>
<td>halter</td>
</tr>
<tr>
<td>caution</td>
<td>faucet</td>
<td></td>
</tr>
<tr>
<td>haunted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>laundry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saucer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sausage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>au</th>
<th>aw</th>
<th>al</th>
</tr>
</thead>
<tbody>
<tr>
<td>cauldron</td>
<td>flawless</td>
<td>almost</td>
</tr>
<tr>
<td>cautious</td>
<td>gawking</td>
<td>also</td>
</tr>
<tr>
<td>gaudy</td>
<td>awesome</td>
<td>although</td>
</tr>
<tr>
<td>haunches</td>
<td></td>
<td>wallet</td>
</tr>
<tr>
<td>jaunty</td>
<td></td>
<td>walnut</td>
</tr>
<tr>
<td>pauper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daunting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review More Ambiguous Vowels (au, aw, al) in Accented Syllables

Write the words jaunty, awfully, haunches, lawless, almost, and although on the chalkboard. Ask each student to turn to a partner and tell what is the same in each word. (the vowel sound)

Write the words faucet, flawless, and already on the chalkboard. Ask students to tell their partner which category each word belongs in.

Common Features Sort

Teacher Word Cards: faucet, awesome
Teacher Category Cards

Place the category cards in a row in the pocket chart. Hold up the word cards faucet and awesome. Model how to sort the words.

Think aloud: When I read these two words, I hear the same vowel sound in each one. The sound is spelled in different ways. The letters a and u spell the sound in faucet, so I will place this word under the category au. The letters a and w spell the sound in awesome, so I will place this word under aw. I notice that the accented syllable in both words is the syllable that contains the /ô/ sound.

Give students the category cards from BLM 2 and the word cards from BLM 3. Ask them to sort the words according to the spelling of the /ô/ sound.

Buddy Sort

Give students the category cards au, aw, and al from BLM 2 and the word cards from BLM 4. Ask them to sort the words according to the spelling of the /ô/ sound.

Spelling
Have students choose one word for each spelling pattern au, aw, and al and write sentences using the words in their word study notebooks.
Oddballs

Write the words *laughed* and *all right* on the chalkboard. Explain to students that these words are considered oddballs in terms of ambiguous vowels in accented syllables.

**Say: All right** is considered an oddball because students often misspell it as *alright*, making it into a compound word when it should not be. *Laughed* has the *au* pattern but does not have the same sound.

Have students discuss with a partner why the word *drawer* is considered an oddball.

Speed Sort

Provide students with all the category cards from BLM 2, including **Oddballs**, a set of word cards from BLM 5, and stopwatches. Have students time themselves as they sort the word cards.

When students finish, have them write their time on their paper and hand it to another student to “grade.” The other student makes sure all the words have been sorted correctly. For each word incorrectly sorted, the student must add two seconds to their time.

Have students repeat the sort to see if they can improve their time and/or accuracy.

**Applying Meaning.** Give students BLM 7 and ask them to complete the cloze, choosing the word that correctly completes each sentence.

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**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the ambiguous spelling patterns. Note whether they need more practice in applying the different spellings.

**Home/School Connection**

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

**Supporting ELs**

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support
Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples with the /aw/ sound as in awful.

Fun Collections
Have you ever thought about tying the hobby of collecting objects to some other hobby your students have? Some things that are commonly collected include cars from all over the world, baseball cards from packs of gum, and old postage stamps. These things are not only fairly easy to find in pawnshops, they are also portable and easy to show to other people.

And then there are things that are not so portable. For example, some people collect antique puzzles. They put the puzzles together, frame them, and then hang them on their walls. Then you have two holdovers in our collecting puzzles and creating art.

Some people collect automobiles. Often finding them at auctions, although a collection of antiques may be easy to show to others, they are not all easy to carry around. They are also usually expensive. (P.S., we’re talking about “antique” car collections, not MCLL.)

A lot of people like to collect stuffed animals. Big and small, what do you think about penguins? Walruses? Bears? Some people like to collect pictures of people yawning! (If you look at the pictures long enough, you might find yourself yawning as well.) Some people collect hair from famous people, both living (like rock stars) and dead (like Abraham Lincoln)! There is a museum in Texas that houses a toilet seat collection. (Unless we’re talking about “toy” car collections, that is!)

And then there are things that are not so portable. For example, some people collect motorcycles. You get the idea!

Almost as strange are the things a man from Germany has collected and made a museum for—hamburger items, like hamburger clocks, hamburger bracelets, hamburger sheets, a hamburger motorcycle. You get the idea!

Some things that are commonly collected include coins from all over the world, stamps, stamps, stamps, and stamps. There are gift shops at most zoos where you can buy any number of animals to add to your collection. Some things are not only fairly easy to find in pawnshops, they are also portable and easy to show to other people.

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And then there are things that are not so portable. For example, some people collect motorcycles. You get the idea!

Supporting ELs
Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

Home/School Connection
Have students take the reading passage on BLM 9 home to read to a family member and point out the words with ambiguous vowel patterns.

Answer Key Reading Passage (BLM 9)

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: poison, allow, counter.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: awkward, laundry, wallet.

Dictate the following sentence and have students write it on their papers:

My mother grills awesome sausages.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of ambiguous vowels in accented syllables using the Quick-Check for Unit 10.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, haunted might be sorted with awkward, awesome, and flawless because these are all adjectives, or words that describe. Then have the groups try to guess how the group has sorted their words.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.
Unit 10 Quick-Check: More Ambiguous Vowels (au, aw, al) in Accented Syllables

Answer Questions
Directions: Choose the word in each group that has the same spelling for the ambiguous vowel sound as the target word.

1. cauldron    2. gnawed    3. trauma    4. already
   a. awkward    a. brawny    a. almost    a. flawless
   b. all right  b. alter     b. haunted   b. halter
   c. auction    c. waltz     c. flawless  c. sausage

Apply
Directions: In the space below, list three to five words you know that contain the ambiguous vowel sounds au, aw, and al.

________________________  __________________________  __________________________

Directions: Using the words from the word bank, complete the following sort by writing the words in their in the appropriate category.

<table>
<thead>
<tr>
<th>au</th>
<th>aw</th>
<th>al</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
awkward, although, wallet, sausage, almost, gawking

Think and Write about More Ambiguous Vowels (au, aw, al) in Accented Syllables
Directions: In the space below, explain how understanding the sound and spellings of ambiguous vowels helps you as a reader, speller, and writer.

_____________________________________________________________________________