

Unit 11, page 78: Vowel Sound in lawn

Some students may have difficulty identifying and pronouncing the /ô/ sound in *o*, *aw*, and *a* before *l* spellings.

Listen

Say: *Let's listen to some Basic Words with the /ô/ sound. The letter o in the Basic Word cost is pronounced /ô/. Say /ô/, then elongate the /ô/ sound alone and as part of the word cost, then say cost. Repeat with the Basic Words talk and lawn.*

Remind students that the vowel sound in the Basic Word *socks* is a short vowel, pronounced /ô/. Model the contrast between the /ô/ sound in *lawn* and the short *o* sound in *socks*. Say: *Let's listen to two different vowel sounds, the /ô/ sound in lawn and the short o sound, /ô/, in the word socks. Say /ô/, then elongate the /ô/ sound alone and as part of the word lawn, then say lawn. Then say /ô/, /ô/ /ô/ /ô/, sôôocks, socks.*

Speak and Read

Say the Basic Words *socks* and *lawn*, emphasizing the vowel sound in each word. Encourage students to repeat after you. Say: *Let's practice some words with the /ô/ sound. Have a student repeat after you as you model the /ô/ sound in talk, cost, and lawn. Write talk, cost, and lawn on the board. Say: The /ô/ sound can be spelled with a, o, or a-w.*

For additional practice, read aloud the Basic Words *law*, *small*, *wall*, *knock*, and *knot*. Have students raise their hands when they hear a word containing the /ô/ sound.

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *salt*, *talk*, *soft*, and *cost*. Have them take turns reading the words aloud, elongating the long vowel sound. Have them identify the letters that spell the /ô/ sound in each word.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *salt*, *talk*, *soft*, *cost*, *cross*, and *awful*. Write simple sentences for each word. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have students hold up the appropriate word card and read the word aloud, elongating the /ô/ sound in each word.

Intermediate/Advanced Have students use separate sentence strips to write a simple sentence for each of these Basic Words: *salt*, *talk*, *soft*, *cost*, *cross*, *crawl*, *cloth*, and *awful*. Have students read aloud each sentence, identifying the Basic Word and saying it aloud. Then have them identify the spelling of the /ô/ sound in each word.

I put too much salt in my food.