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 /6/. 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, /6/, 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/, sôôöcks, socks.

**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.

**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.

I put too much salt in my food.