Some students may have difficulty differentiating between words spelled *ough* or *augh*.

**Listen**

Explain that words containing the spelling patterns *augh* and *ough* can sound very different from one another. Model these words from the Basic Words list: *rough, through, cough, caught, laugh*. Emphasize the sound of the *augh* or *ough* spelling in each word.

**Speak and Read**

Repeat the Basic Words *rough, through, cough, caught, and laugh*, emphasizing the sounds of the *ough* or *augh* spelling in each word. Encourage students to repeat after you. Elongate the sounds of the *ough* or *augh* spelling in each word separately and as part of the word, then say the word. Say: *Let’s practice the Basic Word rough together: /ɔːf/, /ənˈʌf/, rʌŋˈʌf/, rough.* Repeat with *through, cough, caught, and laugh.*

Write *rough, through, and cough* on the board. Circle the *ough* in each word. Read each word aloud, then say: *The ough in each of these words spells a different sound.* Repeat with the sound of *augh* in *caught and laugh.*

**Spell**

**Beginning/Preproduction** Write *bought, caught, cough, laugh, and rough* on the board and circle the *ough* or *augh* spelling in each word. Read aloud each Basic Word. Have students copy the words into their word-study notebooks. Ask: *How do we pronounce the (ough) spelling in (rough)?*

**Early Production/Speech Emergent** Create word cards for the Basic Words *bought, caught, taught, tough, cough, laugh, thought*, and *rough*. Have partners underline the *ough* or *augh* spelling in each word. Have volunteers take turns reading their word cards aloud, emphasizing the sound of the *ough* or *augh* spelling in each word.

**Intermediate/Advanced** Read aloud the Basic Words *bought, caught, taught, tough, cough, laugh, thought*, and *rough*. Ask volunteers to write the words on the board. Have volunteers take turns reading the words aloud, pointing out the *ough* or *augh* spelling and elongating the vowel sound in each word.