



2nd Grade Packet

Special Vowel Sounds *AU/AW*

Name: _____

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

Guided Practice Activities

These activities need to be completed with the help of a fluent reader.

Homework Pages

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

Building Words Activities

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

Independent Practice Activities

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

Cloze Passages

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

Building Words Transfer Cards

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

Practice Pages

Instructions at the top may need to be read to the student.

Sort and Spell Activities

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form B) LESSON WEEK 29: Special Vowel Sounds AU/AW

Spelling Skill: Special Vowel Sounds are vowel combinations that have their own unique vowel sound (i.e., they are neither long nor short). The sound /aw/ is spelled with two vowel combinations, *au* and *aw*. When spelling a word with the /aw/ sound at the end of the word, use the *aw* spelling. Both Special Vowel Sounds can be used in the beginning or middle of a word and appear in words of any length. To add a suffix to a word with Special Vowel Sounds *au/aw*, just add the suffix.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
 gnawing	+gnaw	+cause	lawn	would
	jigsaw	laundry	+haul	could
	+taunt	+yawn	+crawl	should
	hawk	raw	+flaunt	very
	sawdust	awkward	sausage	every

The plus sign (+) is seen in front of words that can have suffixes *-ed*, *-er*, *-est*, or *-ing* added to them to make a new word. When practicing spelling words with suffixes, first prove the root word, then rewrite the word with the suffix, and underline the suffix.

Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and prove two skill words from the word bank.	2. Write and prove a skill word from the word bank. Then draw a picture to illustrate the meaning of the word.	3. Spell and prove two skill words from the word bank.
4. Choose a word with a plus sign (+). Prove the word. Then rewrite the word adding a suffix	5. Spell and prove three skill words from the word bank. Add a suffix to at least one of the words to make a new word.	6. Write a sentence using at least two skill words and one MCW from the word bank.
7. Spell and prove two skill words from the word bank.	8. Choose a skill word that has more than one syllable from the word bank. Then write a sentence using the word.	9. Spell and prove two skill words from the word bank.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 29

Building Words
Review Activity for Spelling Lesson Week 29
Special Vowel Sounds AU/AW

E	O	U	Au	Aw	C	F	L
N	S	T					

l f c aw au u o e

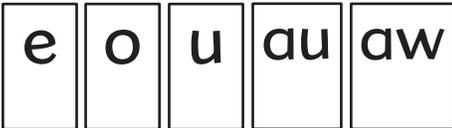
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Review Activities Lesson Week 29

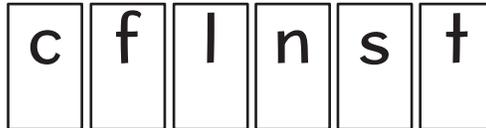
Building Words Review Activity for Spelling Lesson Week 29 Special Vowel Sounds AU/AW

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 29.

Building Words

Let's practice some words that begin with Special Vowel Sounds.

1. Use *au* to spell the word **auto**. *Auto* is short for automobile. Our car is at the *auto* shop.
2. Use *aw* to spell the word **awful**. He got an *awful* rash from the poison ivy.

Now practice spelling words that end with Special Vowel Sounds. Remember to use the *aw* spelling for words that end with the Special Vowel Sound /au/.

3. Spell the word **saw**. We *saw* the lunar eclipse.
4. Change the beginning sound in the word *saw* to spell the word **law**. It is against the *law* to steal.
5. Change the beginning sound of *law* to a Blend to spell **flaw**. There was a *flaw* in the new vase she bought.

Now let's spell words with Special Vowel Sounds in the middle of the word.

6. Use *au* to spell the word **sauce**. He likes to eat his spaghetti without *sauce*.
7. Use *aw* to spell the word **lawn**. The *lawn* needs to be mowed.
8. Change the beginning sound in the word *lawn* to spell the word **fawn**. There was a *fawn* grazing in the meadow.
9. Use *au* to spell the word **fault**. It was not his *fault* that the horse got out of the corral.
10. Using the same spelling for the /aw/ sound, spell the word **cause**. Heat can *cause* water to boil.

Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students play another variation of Beat the Clock writing as many words from the lesson that they can remember in the specified amount of time.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 29. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "An Awesome Meal"*

"What is that _____ smell?" _____ asked with a _____. He _____ into the kitchen. His mom was standing at the stove. She was looking at their morning meal.

"I accidentally burned the toast. I also dropped the _____. Then I scorched the _____!" she cried. "I think I will hire someone to fix our meals."

They hired _____ to fix their meals. Paul made _____ meals. He cooked mashed potatoes, juicy sausage, and creamy applesauce. "Do you do _____, too?" asked Austin.



Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage
Special Vowel Sounds AU/AW Word Bank

laundry

awful

yawn

awesome

Austin

sausage

Paul

applesauce

sauntered

Spelling Lesson Week 29

Building Words Transfer Card

Special Vowel Sounds AU/AW

Words:

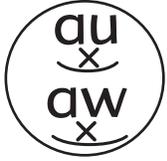
auto	awful	saw	law	flaw
sauce	lawn	fawn	fault	cause

Sentence:

That saw will cause an awful sound when you turn it on.

Name _____

This exercise provides practice proving and reading words with the Special Vowel Sounds AU/AW.



Lesson 86: Special Vowel Sounds AU/AW

Prove and read each of the following words. The first four are done for you.

gawk
x

dawn
x

shawl
x

flaw
x

saw

crawl

sauce

squawk

haul

straw

haunt

slaw

jaw

draw

pawn

launch

vault

Paul

claw

fraud

raw

lawn

fault

flaunt

fawn

thaw

taunt

hawk

Reading Horizons Discovery® Spelling Lesson Week 29
Sort and Spell 1

Words with AU or AW	
Words with AU	Words with AW

Word Bank

applause

August

autograph

awful

awkward

crawl

gnaw

launch

laundry

lawn

Milwaukee

sausage

squawk

straw

thaw

Page intentionally left blank.

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. The twins were born on the third of _____.

2. At the beach, you can hear seagulls _____.

3. He has to fold the _____ before he can play.

4. My baby brother is just starting to _____.

5. The rocket will _____ into space Friday morning.

6. The frozen chicken will _____ in the crock pot.

7. She likes to drink soda with a _____.

8. Do you know which state _____ is in?

Name _____ Date _____

Using the words in the Word Sort, answer the questions below.

1. Write two words from the sort that end with the /aw/ sound. _____

2. How many words in the sort have three syllables?

3. Which words from the sort are proper nouns?

Word Bank

sausage

gnaw

meal

screen

haul

blue

sauce

draw

rain

stream

autograph

yawn

brain

cause

croak

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 29
Sort and Spell 2

Words with Adjacent Vowels or Special Vowel Sounds AU/AW	Words with Adjacent Vowels	Words with Special Vowel Sounds AU/AW

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. The _____ on that computer is big.

2. My best shirt is bright _____.

3. There are a lot of fish in this _____.

4. It might _____ later in the day.

5. Do you _____ when you are tired?

6. The frogs in the pond _____ all night long.

7. Grandpa made a _____ and egg sandwich for lunch.

8. Marly asked the author for her _____.