

Sort 25 AU, AW and AL in Accented Syllables

These words are all accented on the first syllable, so there is no sort by stress. Students can sort these independently by vowel pattern, but bring the students together to talk about word meanings and generalisations.

Generalisation: Familiar vowel patterns (*au*, *aw*, *al*) show up in two-syllable words and can be clearly heard in the accented syllable.

<i>au</i>	<i>aw</i>	<i>al</i>	oddball
saucer	awful	also*	laughed
author	awkward	always*	allow
August	lawyer	walnut	sausage
autumn	awesome	although	auction
laundry	flawless	alter	
caution	drawing	salty	
pauper			
haunted			

Explore Meaning: This sort has a number of words that might be unfamiliar, but the concepts are probably familiar. Assign *alter* (change), *pauper* (a poor person) and *flawless* (perfect) to students to look up in a grade-appropriate dictionary and ask them to report back to the group.

Sorting and Discussion:

1. Read the words quickly and discuss any that might be unfamiliar or that may have multiple meanings. Ask, **What do you notice about this collection of words?** Probe with, **What syllables are accented?** (The first syllable.) **What vowel sounds do you hear? How could we sort these words?** Accept different possibilities. Students should be able to sort the words independently

by the vowel pattern headers, but remind them to watch out for some oddballs.

2. After sorting, read down each column emphasising the first syllable. Ask, **What are the oddballs and why?** (*Laughed* has a short *a* sound. *Allow* does not have the /*al*/ sound in the first syllable but has the *-ow* pattern in the final syllable that was covered in the previous sort. *Sausage* and *auction* are in the oddball category as the Australian pronunciation of these words is not the same as other words with the same vowel pattern.)
3. Ask, **What can we conclude from this sort to help you as readers and spellers?** Looking for the *au*, *aw* and *al* patterns can help readers decode unfamiliar words, but there are no clues for spellers.

Extend: Assign standard weekly routines. At some point, draw students' attention to some other features of the words. Ask, **Can you find some words that have a silent consonant that could make a word hard to spell?** (*autumn*, *although*) **What word must be capitalised and why?** (*August*) **What words have a base word that can help you spell the words?** (*flawless*, *although*, *laughed*, etc.)

Apply: Display some unfamiliar words from the list below for students to read and spell. Talk about their choices and how breaking the word into syllables can help. The speller can hear the /*ô*/ sound, but with three patterns, it is hard to know which one is correct. Is it *gaudy*, *galdy* or *gawdy*? It is important to learn which pattern goes with a word, and a dictionary is needed for unfamiliar words.

Additional Words: *cauldron*, *gaudy*, *jaunty*, *haunches*, *trauma*, *cautious*, *awfully*, *gnawed*, *lawless*, *tawny*, *yawning*, *brawny*, *walrus*, *altar*, *almost*, *altogether*, *already*, *halter*, *falter*, *waltz*; oddballs: *drawer*, *wallet*.

SORT 25 *AU, AW and AL* in Accented Syllables

<i>au</i>	<i>aw</i>	<i>al</i>	<i>oddball</i>
saucer	awful		also
always	author		salty
August	alter		lawyer
although	awkward		autumn
laundry	laughed		awesome
allow	caution		flawless
pauper	walnut		auction
drawing	sausage		haunted