

Vowel Team 'au': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the vowel team 'au'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- vowel team 'au' read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the vowel team 'au' in the single words at the top. As they highlight, they say /aw/.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can say, "To **launch** means to set something into motion. You can watch a rocket **launch** off into space. You can also **launch** a campaign, which means to get a campaign started and set it into motion."
- Students can turn and talk about what kinds of flying objects can be *launched*.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Vowel Team 'au' Review

Read the words.

August	haul	vault	fault
haunt	launch	author	exhaust
cause	pause	caution	fraud
applaud	laundry	gauze	staunch

Read the phrases.

July and August	haul the boxes	in the vault
not my fault	launch the rocket	is the author
cause the crash	pause the t.v.	wrap with gauze
lots of laundry	use caution	a staunch fan

Name _____ Date _____

Vowel Team 'au' Review

Read the sentences.

It was my brother's fault that the glass broke.

The rocket will launch from the base.

What was the cause of the crash?

Can you haul the boxes into the truck?

I placed the money in the vault.

I have a lot of laundry to do.

Please use caution when you cross the lane.

Who is the author of the story?