

Set
42

Austin's Summer Camp

Vowel Teams -au, -aw, -augh

Lesson Plan

Learning Objectives

Students will identify and read words with **vowel teams -au, -aw, -augh**.

Key Skills

Vowel teams are when two or more letters come together to make a new vowel sound.

Materials and Preparation

- Copy of *Austin's Summer Camp* for each student
- Word list
- Highlighters
- Whiteboard and marker
- Paper and pencil
- Prompting Guide
- Reading Observation Form

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:
JRRteacher

Phonics Review

Vowel Teams -au, -aw, -augh

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **-aw, and vowel teams -au, -augh**. Remember, when two or more letters make a vowel sound, it is called a **vowel team**.

2. On a whiteboard, write sauce

Say: Look at the word **sauce**. Listen as I stretch the sounds. (Say the word and stretch the sounds.) The **vowel team -au** makes one sound. Read the word with me. I'm going to circle the **vowel team -au**. (Circle the **-au**.)

3. Continue reading and highlighting words

Give each student a highlighter and a list of 5-6 words that use the **-aw, and vowel teams -au, -augh**. Students highlight the phonics skill.

Possible words:

fawn, taught, fault, taught, launch, straw

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Austin's Summer Camp*. It is about Austin going to summer camp and bringing his Pawpaw's yummy sauce recipe. While eating dinner, the sauce makes the hotdogs so good that a surprise guest takes Austin's hotdog for himself.

3. Model text reading: Page 3

Say: There is a word with **vowel team -au** on this page. Put your finger on it. The word is Austin.

Say: Say the word with me...
/au/ /s/ /t/ /i/ /n/ Austin.

Say: Read the sentence with me!

Read: Pawpaw saw how eager Austin was for camp.

Independent Reading

(5 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

How did Austin lose his dinner?

Why do you think it took Austin's food?

2. Find words in the book that have the vowel teams -au, -aw, -augh

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

Beginning, Middle, End: Students write **2** sentences about the beginning, **3** about the middle, and **2** about the end of the book.

Students turn to a partner and take turns telling what happened in the book. Students write about the beginning, middle, and end.

Closing

(1 minute)

Say: Today we practiced **-aw, and vowel teams -au, -augh**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for students to have fun reading at home.