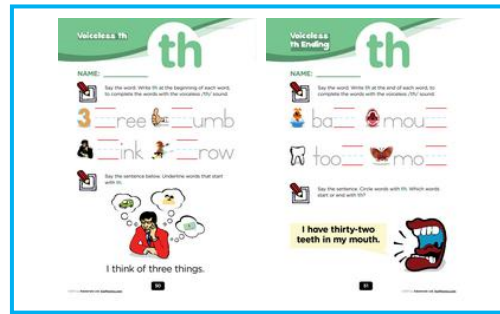


# Voiceless th & Voiced th Ending (pages 46 and 47)



## Materials:

- letter flashcards Aa-Zz
- **th** digraph flashcard
- t and h flashcards
- picture cards (three, thumb, think, throw, bath, mouth, tooth, moth and any other picture cards with the beginning or ending voiceless **th**)
- music of your choice
- pages 46 and 47

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: “Letter?” Students: “A.”
  - Teacher: “Sound?” Students: “/a/.”
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also play a game to review the letter names and sounds called Around the World.
  - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
    - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
  - Show the two children a flashcard.
  - The first one to say the letter name and sound gets to move on.
    - If it is the child already standing up, they move behind the next person.
    - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
  - You continue on until someone has made it “around the world,” standing behind all the children in the classroom.

## Preview: 3 minutes

- Show the students the t flashcard and review the sound.
  - Teacher and Students: “T, /t/ /t/ /t/”

- Show the students the h flashcard and review the sound.
  - Teachers and Students: “H, /h/ /h/ /h/”
- Now show the t and h together and talk about how when t and h are together they make only one sound.
  - Tell them that when making this sound we do not use our voice, we use air. This is called the voiceless **th**.
    - It is also important to make sure they are sticking their tongues out of their mouths when they make the voiceless **th** sound.
  - Teacher: “Th, /th/ /th/ /th/”                      Students: “Th, /th/ /th/ /th/”

**Modeling:** 3-5 minutes

- Show the students a picture card that has the voiceless **th** sound at the beginning.
  - Teacher: “/th/ /th/ thumb.” Since the word has the voiceless /th/ sound at the beginning, put your thumb up.
- Show the students a picture card that has the voiceless **th** sound at the end.
  - Teacher: “/th/ /th/ mouth.” Since the word has the voiceless /th/ sound at the end, make the voiceless /th/ sound with your mouth.
- Repeat as many times as necessary with different picture cards.

**Guided Practice:** 5-7 minutes

- Play Musical Picture Cards.
  - Place picture cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture cards from this lesson and other picture cards that have the voiceless /th/ sound at the beginning or end of the word.
  - Have each child stand next to a picture card.
    - *Hint:* Make sure you talk about walking next to the picture cards and not on the picture cards.
  - Play music and have the students walk around the circle, next to the different picture cards.
  - When the music stops, the students stop next to card they are by. The teacher calls out beginning or end. If the card they are by has the correct sound, they stay standing up. If the card they are by does not have the correct sound, they sit down.
  - Have the students standing up say the picture card they are standing by.
- Continue playing as long as is necessary.



### **Independent Practice:** 5-7 minutes

- Explain how to do pages 46 and 47.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out pages 46 and 47 to each student.
  - You may only want to pass out one page at a time, checking before you pass out the second page.

### **Assessment:** (during Independent Practice)

- As the students are completing pages 46 and 47, monitor and give guidance/support/correction/praise, as needed.
- While walking around the classroom, ask the students to read the sentences at the bottom of the pages to you.
- Use pages 46 and 47 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Review the voiceless **th** while showing a picture card. Have them say if the sound is at the beginning or the end.
  - Teacher and students: “Th, /th/ bath”      Students: end
  - Teacher and students: “Th, /th/ think”      Students: beginning
  - Teacher and students: “Th, /th/ moth”      Students: end
  - Teacher and students: “Th, /th/ throw”      Students: beginning