

# Beginning Ending th (page 48)



## Materials:

- letter flashcards Aa-Zz
- **th** digraph flashcard
- t and h flashcards
- picture cards (mouth, three, throw, moth, tooth, thumb and any other picture cards with the beginning or ending voiceless **th** digraph)
- individual card that says beginning on one side and end on the other for each student
- page 48

## 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.
  - Teacher: “Th, /th/ /th/ /th/” Students: “Th, /th/ /th/ /th/”

### Modeling: 3-5 minutes

- Give each student a card with beginning on one side and end on the other side.
- Show the students a picture card that has the **th** sound at the beginning.
  - Teacher: “/th/ /th/ three.” Since the word has the /th/ sound at the beginning, show the beginning side of the card.
- Show the students a picture card that has the **th** sound at the end.
  - Teacher: “/th/ /th/ moth.” Since the word has the /th/ sound at the end, show the end side of the card.
- Repeat as many times as necessary with different picture cards.

### Guided Practice: 5-7 minutes

- Play Which Side Game.
  - Label two sides of the room, the **th** beginning side and the **th** end side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Say a word that has the **th** sound at the beginning or end. Have the students repeat.
  - If the word has the /th/ sound at the beginning, the students slide to the **th** beginning side. If the word has the /th/ sound at the end, the students slide to the **th** end side.
- Continue play as long as is necessary.

### Independent Practice: 5-7 minutes

- Explain how to do page 48.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 48 to each student.

### Assessment: (during Independent Practice)

- As the students are completing page 48, monitor and give guidance/ support/correction/praise, as needed.
- Use page 48 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 **th** digraph while showing a picture card. Have them say if the sound is at the beginning or the end.
  - Teacher and students: “Th, /th/ thumb”      Students: beginning
  - Teacher and students: “Th, /th/ tooth”      Students: end
  - Teacher and students: “Th, /th/ throw”      Students: beginning
  - Teacher and students: “Th, /th/ moth”      Students: end