

Voiced th (page 54)



Materials:

- letter flashcards Aa-Zz
- **th** digraph flashcard
- t and h flashcards
- picture/word cards (the, they, them, this, these, those, clothes, weather, mouth and any other picture cards with or without the voiced **th** sound)
- music of your choice
- page 54

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 use our voice. This is called the voiced **th**.
 - It is also important to make sure they are sticking their tongues out of their mouths when they make the voiced **th** sound.
 - Teacher: “Th, /th/ /th/ /th/” Students: “Th, /th/ /th/ /th/”

Modeling: 3-5 minutes

- Show the students a picture/word card that has the voiced **th** sound.
 - Teacher: “/th/ /th/ them.” Since the word has the /th/ sound, stand up and point at the other people in the room.
- Show the students a picture/word card that does not have the voiced **th** sound.
 - Teacher: “/th/ /th/ mouth.” Since the word does not have the /th/ sound, sit down in your chair
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture/word cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture/word cards from this lesson and other picture cards with or without the voiced **th** sound.
 - Have each child stand next to a picture/word card.
 - *Hint:* Make sure you talk about walking next to the picture/word cards and not on the picture/word cards.
 - Play music and have the students walk around the circle, next to the different picture/word cards.
 - When the music stops, the students stop next to card they are by. The teacher calls out the voiced **th** sound. 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/word card they are standing by.
- Continue playing as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 54.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 54 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 54, monitor and give guidance/support/correction/praise, as needed.
- While walking around the classroom, ask the students to read the sentence at the bottom of the page to you.
- Use page 54 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 voiced **th** while showing a picture/word card. Have them say where they hear the voiced **th** sound.
 - Teacher and students: “Th, /th/ the” Students: beginning
 - Teacher and students: “Th, /th/ these” Students: beginning
 - Teacher and students: “Th, /th/ weather” Students: middle
 - Teacher and students: “Th, /th/ clothes” Students: middle

