

th voiced vs. voiceless (page 55)



Materials:

- letter flashcards Aa-Zz
- **th** digraph flashcard
- t and h flashcards
- picture/word cards (clothes, throw, that, three, mouth, feather, mother, thief, three, that and any other picture cards with the voiced or voiceless **th** sound)
- individual card that says voiced on one side and voiceless on the other for each student
- page 55

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.
 - Remind them that one of the sounds uses the voice, so it is called the voiced **th**.
 - Also, remind them when making the sound they need to stick their tongues out of their mouths.
 - Teacher: “Th, /th/ /th/ /th/” Students: “Th, /th/ /th/ /th/”
 - Now talk about how the other sound does not use the voice, it uses air. It is called the voiceless **th**.
 - Also, remind them they still need to stick out their tongues to make this sound.
 - Teacher: “Th, /th/ /th/ /th/” Students: “Th, /th/ /th/ /th/”

Modeling: 3-5 minutes

- Give each student a card with voiced on one side and voiceless on the other side.
- Show the students a picture card that has the voiced **th** sound.
 - Teacher: “/th/ /th/ clothes.” Since the word has the voiced /th/ sound, show the voiced side of the card.
- Show the students a picture card that has the voiceless **th** sound.
 - Teacher: “/th/ /th/ throw.” Since the word has the voiceless /th/ sound, show the voiceless 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 voiced **th** side and the voiceless **th** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Give each student a picture/word card with a voiced or voiceless **th** picture/word.
 - If their picture/word has the voiced /th/ sound, the students slide to the voiced **th** side. If their picture/word has the voiceless /th/ sound, the students slide to the voiceless **th** side.
 - Have the students move back to the middle and exchange cards with a classmate.
- Continue play as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 55.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 55 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 55, monitor and give guidance/support/correction/praise, as needed.
- Use page 55 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 and voiceless **th** while showing a picture/word card. Have them say if the sound is voiced or voiceless and where they hear the sound.
 - Teacher and students: “Th, /th/ three” Students: voiceless, beginning
 - Teacher and students: “Th, /th/ mother” Students: voiced, middle
 - Teacher and students: “Th, /th/ that” Students: voiced, beginning
 - Teacher and students: “Th, /th/ mouth” Students: voiceless, end

