



/th/



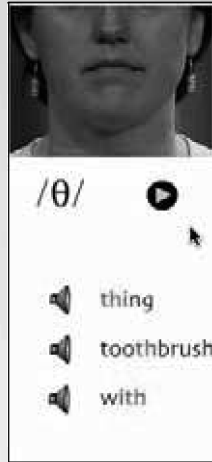
Contents

<b>Page 2</b>	Phonemic Awareness	Resources:	<a href="#">American Pronunciation</a> <a href="#">Australian Pronunciation</a> <a href="#">British Pronunciation</a> <a href="#">Where is Thumbkin?</a>	website website website PDF b+w sheet
<b>Page 3</b>	Phonemic Awareness	Resources:	<a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 4</b>	Phonemic Awareness			
<b>Page 5</b>	Sound/Letter Relationship	Resources:	<a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 6</b>	Sound/Letter Relationship	Resources:	<a href="#">Sound/Symbol Cards</a> <a href="#">/th/ Writing Sheet</a>	PDF color sheets PDF b+w sheets
<b>Page 7</b>	Sound/Letter Relationship Blending	Resources:	<a href="#">/th/ Writing Sheet</a> <a href="#">Word Cards</a>	PDF b+w sheets PDF b+w sheets
<b>Page 8</b>	Blending Phonemic Awareness	Resources:	<a href="#">Word Cards</a> <a href="#">American Pronunciation</a>	PDF b+w sheets website
<b>Page 9</b>	Phonemic Awareness	Resources:	<a href="#">Voiced /th/ Word Cards</a>	PDF b+w sheets



## PHONEMIC AWARENESS

- Let's start by learning how the consonant digraph **/th/** as in "thing" should be sounded.
- To make the **/th/** sound, push your tongue between your teeth and stick it out. Push air between your tongue and teeth.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the consonant digraph **/th/** should be sounded.
- There is also another way to pronounce **/th/** which is as in the beginning of the word "this." We cover this at the end of this lesson. This is known as the voiced pronunciation of **/th/**.



**American Pronunciation**  
[University of Iowa](#)

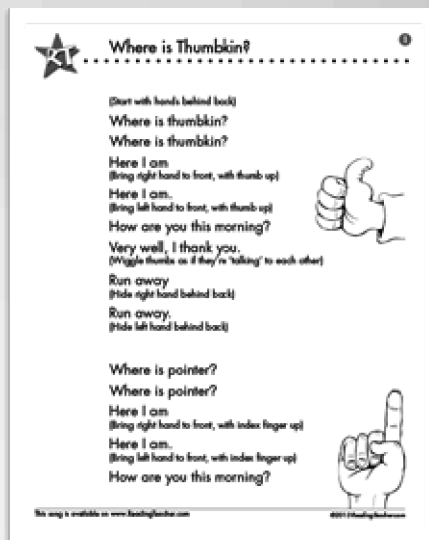
**Australian Pronunciation**  
[Get Reading Right](#)

**British Pronunciation**  
[Phonics International](#)  
Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

## PHONEMIC AWARENESS

- Tell the students they are going to learn the **/th/** sound.
- Demonstrate how the word "thumb" has the **/th/** sound at the beginning of the word.
- Download the SongSheet "Where is Thumkin?"
- Read out, or sing the song, "Where is Thumkin?" emphasizing the **/th/** sound at the beginning of the word "Thumbkin"



**Song Sheet**  
[Where is Thumbkin?](#)  
SongSheet from KIDiddles

## PHONEMIC AWARENESS

- Tell the students that the word “thumb” begins with the **/th/** sound.
- Do the “thumbs-up” movement and say the word “thumb.”
- Ask students to do the same. Tell them to use this movement when they say or hear the **/th/** sound.



### Action for /th/

To help students remember phonemes, we associate an action with the sound. The action for /th/ is the “thumbs-up” gesture.

## PHONEMIC AWARENESS

- Get Sound/Symbol card 38.
- Show the front of the card and ask what is in the picture. Ask what sound “thumb” begins with.
- Ask students to listen for the **/th/** sound and repeat it in the word “thumb,” and do the “thumbs-up” motion as they say the **/th/** sound.



### Sound/Symbol Cards

#### Sound/Symbol Cards for /th/

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/th/** sound and some that do not.
- Ask them to make the “thumbs-up” action and say **/th/** when they hear the sound at the beginning of the word.
- Here are the words:

**think, chat, shut, thump,  
chin, thank, shop, thin**

- Be sure to leave plenty of time between saying each word for the students to respond.

### More words to use that have the /th/ sound at the beginning of words:

thaw, theater, theme, thick, thing, third, thirst, thirsty, thirteen, thirty, thistle, thorn, thought, thousand, three, thread, through, throw, thumb, thunder

## PHONEMIC AWARENESS

- Say the word **teeth** stressing the **/th/** at the end of the word. Say that in this word the **/th/** sound is at end of the word.
- Tell the students that you are going to say some words that have the **/th/** sound at the end and some that do not.
- Ask them to make the “thumbs-up” movement and say **/th/** when they hear the sound at the end of a word.
- Here are the words:

**bath, moth, rush, ranch,  
cash, north, peach, path**

- Leave sufficient time for the students to respond.

### More words to use that have the /th/ sound at the end of words:

birth, both, broth, cloth, death, fifth, fourth, growth, length, math, mouth, oath, sixth, south, teeth, thief, tooth



## PHONEMIC AWARENESS

- Tell the students they should make the “thumbs-up” movement and say **/th/** when they hear the **/th/** sound at the beginning or end of a word in the verse you are going to read them.
- Here's the verse:

**I think I'll find a moth,  
I'll put it in a thick broth.  
It will be the third broth I've made,  
I'll eat it before the moth will fade.**

- Repeat the verse until the students can identify all the **/th/** sounds in the verse.

## SOUND/LETTER RELATIONSHIP

- Show the back of the sound/symbol card for **/th/**.
- Say the sound **/th/** uses two letters to represent it. Point to the small **th** and say this is how we write the letters for the sound **/th/**.
- Point to the capitals for **TH** and say this is how we write big **/th/** which is for important words like people's names.



**Sound/Symbol Cards**  
Sound/Symbol Cards for /th/



## SOUND/LETTER RELATIONSHIP

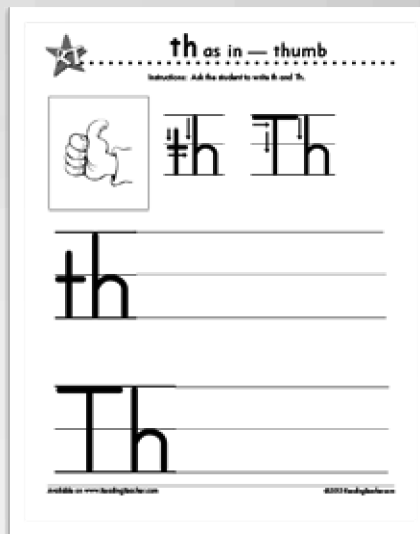
- Point to the word “thumb” and say this is how we write the word “thumb.” Point out the letter **th** and say this is how we write the **/th/** sound at the beginning of the word “thumb.”
- Remind students that we write two letters to represent the sound **/th/**.



## Sound/Symbol Cards Sound/Symbol Cards for /th/

## SOUND/LETTER RELATIONSHIP

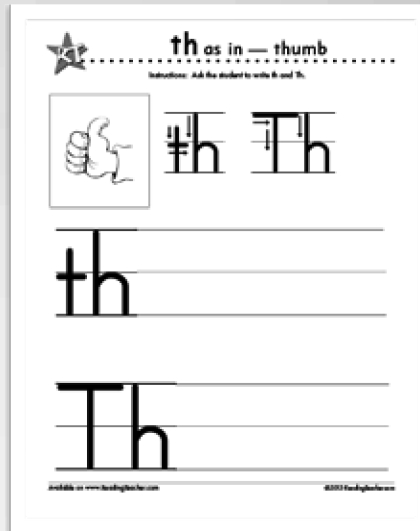
- Give out the writing practice sheet for **th Th**.
- Point to the small **th** and say this is how we write the letters for the sound **/t h/**.
- Point out that for important words like people’s names, only the **T** becomes a capital letter
- Model the formation of the letters **th** for the students.



## Writing Practice Sheets /th/ Writing Practice Sheet

## SOUND/LETTER RELATIONSHIP

- Have students write the letters **th** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **th** and **Th** on the practice worksheets.

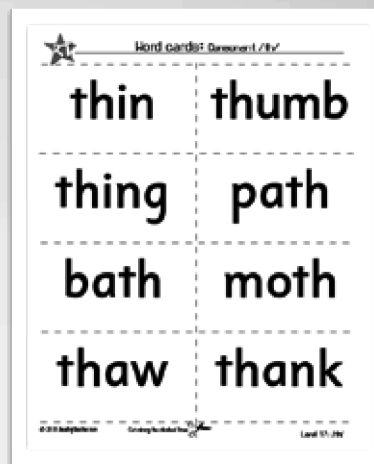


## Writing Practice Sheets

/th/ Writing Practice Sheet

## BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letters of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **thin** say th-ii-nn.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

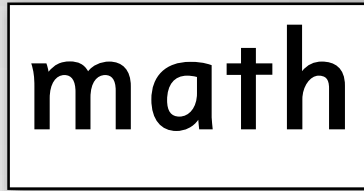
## Word Cards

Word Cards



## BLENDING

- Show the Word Card for **math**.
- Say that **math** has the **/th/** sound at the end of the word.
- Ask a student to point to the letters that stands for **/th/**.
- Sound out **math** while running a finger under the letters:  
**/m/a/th/**.
- Say the word quickly **math**.
- Have the students sound out the word with you.

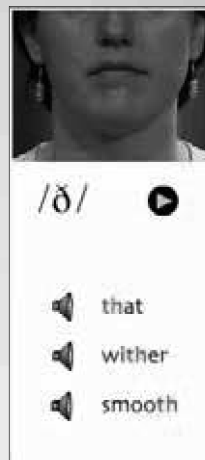


## Word Cards

[Word Cards](#)

## PHONEMIC AWARENESS

- The **/th/** digraph also has a voiced sound. The voiced **/th/** produces vibrations when pronounced, such as in “this” and “that.”
- Let’s start by learning how the voiced consonant digraph **/th/** should be sounded.
- To make the voiced **/th/** sound, touch your tongue to the back of your teeth and feel the vibration in your throat.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the voiced consonant digraph **/th/** should be sounded.



## American Pronunciation

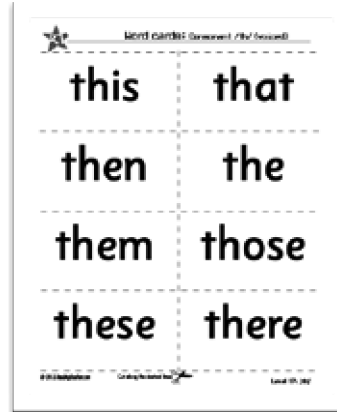
[University of Iowa](#)





## PHONEMIC AWARENESS

- Make sure that your students know the difference between the voiced and unvoiced pronunciation of **/th/**.
- Show at random, word cards for both the voiced and unvoiced versions of the word cards.
- Read out the word on the card, and ask students how the **/th/** is sounded.



Cut where indicated to make eight cards

## Word Cards

### Voiced /th/ Word Cards