



/th/



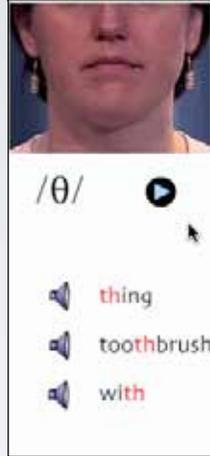
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PHONEMIC AWARENESS

- 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.

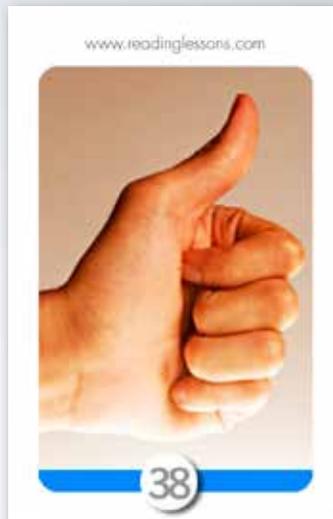


Action for /th/

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

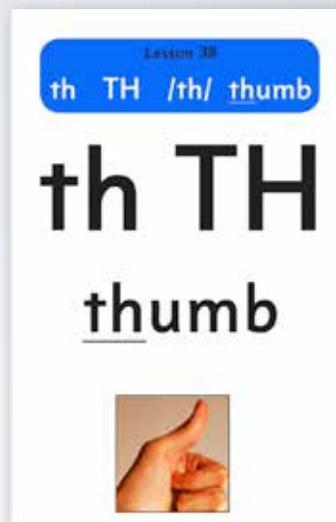
- Tell the students they should make the “thumbs-up” movement and say **/th/** when they hear the **/th/** sound at the beginning or end of a word in the verse you are going to read them.
- Here's the verse:

**I think I'll find a thick throth.
It will be the third throth I've made,
I'll eat it there that the third throth 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.

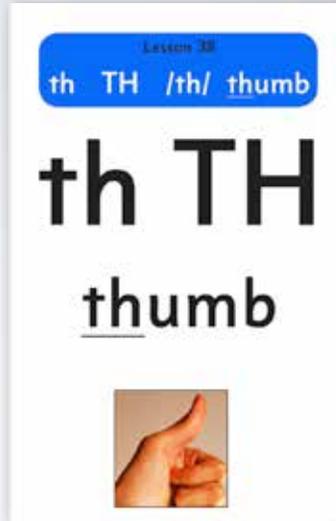


Sound/Symbol Cards
[Sound/Symbol Cards for /th/](#)



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 **/th/**.
- 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.

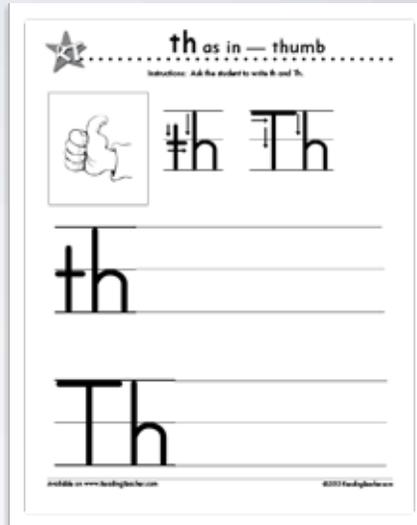


Writing Practice Sheets
[/th/ Writing Practice Sheet](#)



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

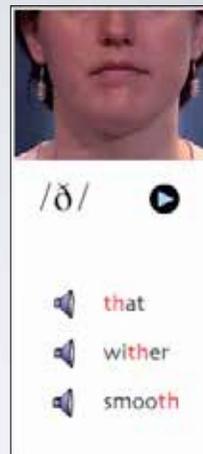
- Show the Word Card for **math**.
- Say that **math** has the **/th/** sound at the end of the word.
- Ask a student to point to the letters that stands for **/th/**.
- Sound out **math** while running a finger under the letters:
/m/a/th/.
- Say the word quickly **math**.
- Have the students sound out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

math

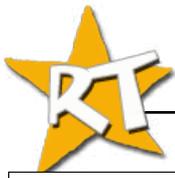
[Word Cards](#)
[Word Cards](#)

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](#)