

Date: _____

Decoding Words with Digraph *th*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with Digraph *th*

Materials Needed: *th* sound-spelling card, whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned this digraph. The *voiced* sound /TH/, as in this, and the *unvoiced* sound /th/, as in thumb, are both spelled using two letters, *t* and *h*, that work together to make a new sound, /th/. In this lesson, you will learn how to read words containing /th/ spelled *th*.

Note: The voiced sound for th is represented by /TH/, and the unvoiced th is represented by /th/.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review, if needed: A *consonant digraph* is two or three consonants that work together to create a new sound. In a *consonant digraph*, the new sound may be completely different than the sound of the letters used to spell it. For example, in the digraph we will be learning in this lesson, the letter *t*, which usually says /t/, and the letter *h*, which usually says /h/, work together to create a completely different sound: /th/.

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Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for *th*. **Let's review.**

The name of the digraph is *th*. The sound the letters make is /TH/ [voiced] or /th/ [unvoiced]. The spelling for /th/ is *th*. Remember, /th/ is a sound that can be held. Sometimes I use my voice, /TH/, and sometimes I don't, /th/.

- Point to the picture. **The voiced sound is /TH/, as in the word this. What's the sound?** Students: /TH/
- Point to the picture. **The unvoiced sound is /th/, as in the word thumb. What's the sound?** Students: /th/
- Point to the spelling pattern at the bottom of the card. **Both the voiced sound /TH/ and the unvoiced /th/ are spelled *th*. What's the spelling for /th/?** Students: *th*

Now, watch and listen as I sound out and read some words containing /th/ spelled *th*.

Write the word *bath* on the board.

- **First, I look for parts I know. I'll underline the vowel.** Underline *a* and say /ăăă/. **I'll put a dot under each consonant sound I know. If I see two consonants that work together to make a new sound—a digraph—I'll put one dot under the pair of letters, because I know they only make one sound.** Put a dot under *b* and say /b/; put a dot under *th* and say /th/. **If I'm not sure whether to use the voiced sound, /TH/, or the unvoiced sound, /th/, I'll say the word using both pronunciations and see which one sounds right.**
- **Now, I'll sound out the word, beginning on the left: /b/ /ăăă/ /th/. Bath!**

Teacher Tip: If students need extra support in the pronunciation of a sound, incorporate the "Additional support" section at the end of this activity.

I DO IT!

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's read some words together. If you know the word, don't say it aloud. Pretend you haven't seen it before.

Write the word *that* on the board. **Write this word on your board** (or, *make your board look like mine*).

Step 1 is *Look for parts you know*.

- **Underline the vowel. Say the sound it makes.** Students and teacher underline *a* and say /ăăă/.
- **Dot under each consonant sound and say the sound it makes. Remember, if you see two consonants that work together to say one sound, put one dot under the pair.** Students and teacher put dots under *th* and *t* and say the sounds they make.

Step 2 is *Sound it out*.

- **Sound it out, beginning on the left.** Students and teacher: /TH/ /ăăă/ /t/.
- **What's the word?** Students and teacher: *that*

Step 3 is *Check it*.

- **Does it sound like a real word?** (Prompt, if needed: Remember, if the way you pronounced *th* in the word doesn't sound right, switch to the other pronunciation of *th*.) **Have you heard it before?**
- **If you found the word in a sentence, you would read the sentence again and see if it makes sense.**

Repeat the routine 2-3 times with words from the Word List.

Word List
thick
moth
them

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YOU DO IT!

Provide independent practice.

This time, you'll do it independently. I'll remind you of the steps to take, if needed. I'll call on one person to read the word aloud. Write the word *sloth* on the board. **Write this word on your board** (or *make your board look like mine*).

Prompt, if needed. **Step 1 is *Look for parts you know*.**

Prompt, if needed. **Step 2 is *Sound it out*.**

Prompt, if needed. **Step 3 is *Check it*.**

(Student name), what's the word? Selected student responds.

Continue the routine using words from the Word List.

Word List
thin
cloth
with
thud
math

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

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Additional support. *Provide scaffolded opportunities for students who need more support.*

Sound	Where	What	How
/TH/ or /th/	Tongue between teeth; blow air out while using voice (voiced) OR blow air out without using voice (unvoiced)	Tongue, teeth	Voice on OR Voice off

Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here's a sample lesson:

The name of this digraph is *th*. The *voiced* sound it makes is /TH/, as in *this*. The *unvoiced* sound it makes is /th/, as in *thumb*. The spelling for both sounds is *th*. Remember, /TH/ and /th/ are sounds that can be held.

When I make either sound, /TH/ or /th/, my mouth looks like this. Model the shape of your mouth as you make the sound /th/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth.

When I make the both the sound /TH/ and /th/, my tongue is between my teeth. I turn my voice on and slowly push air out to say /TH/. I can also say /th/ without using my voice: /th/. Can you feel the position of your tongue and teeth when you make both sounds for *th*? Again, let students use handheld mirrors, if available.

When I make the sound /TH/, my voice is on. I use my voice to make the sound /TH/. When I make the sound /th/, my voice is off. I don't use my voice to make the sound /th/.

If I put my hand on my throat when I make the sound /th/, I can't feel a vibration. Put your hand on your throat and say the sound /th/. Do you feel a vibration? Now say /TH/, with your voice. Do you feel a vibration?

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate mastery of sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes. You may also consider moving to the instructional protocol for encoding words with digraph *th*.

SUPPORT

ENRICH/EXTEND