

Date: _____


Encoding Words with Digraph *th*


PLAN

Component: Encoding

Instructional Activity: Encoding 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).

We're going to learn how to spell words containing the digraph *th*, which can be pronounced two ways: /TH/, like in *this*, and /th/, like in *think*.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

We already know that digraphs are two or more letters that work together to make one sound

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

The name of the digraph is *th*. The sound the digraph makes 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/.

Sound? Students: /th/ and /TH/

Spelling? Students: *th*

Remember, *th* can spell the sound /th/ at the beginning or end of a word or syllable.

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I DO IT!

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

I'm going to show you how to spell a word that contains the sound /th/ spelled *th*.

I'm going to spell the word *math*. I'll tap the sounds that I hear in *math*. Show fingers tapping out the three sounds: /mmm/ /ăăă/ /th/. There are three sounds. That means the word has three spelling patterns.

The first sound in *math* is /mmm/. I know that the sound /mmm/ is spelled *m*. Write *m*.

The next sound in *math* is /ăăă/. The sound /ăăă/ is spelled *a*. Write *a*.

The last sound in *math* is /th/. I remember that the sound /th/ is spelled *th*. Write *th*.

I check my spelling by pointing under each letter or pattern and saying the sound it makes. Then I blend the sounds together to read the word: /mmm/ /ăăă/ /th/. I spelled *math*!

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Provide guided practice.

Distribute student whiteboards, markers, and erasers. **Let's try it together! The word is *sloth*. What word?** Students: *sloth*

Tap the sounds in *sloth*. Students and teacher together: /sss/ /lll/ /ööö/ /th/

How many sounds? Students and teacher: *four*

How many spelling patterns? Students and teacher: *four*

What's the first sound in *sloth*? Students and teacher: /sss/

How do you spell /sss/? Students and teacher: *s*

Write it. Students and teacher write *s*.

Stretch the sounds in *sloth* again and listen closely. /sss/ /lll/ /ööö/ /th/ **What's the second sound in *sloth*?** Students and teacher: /lll/

How do you spell /lll/? Students and teacher: *l*

Write it. Students and teacher write *l*.

What's the next sound in *sloth*? Prompt: Stretch the word again if you need to. Students and teacher: /ööö/

How do you spell /ööö/? Students and teacher: *o*

Write it. Students and teacher write *o*.

What's the last sound in *sloth*? Students and teacher: /th/ Prompt: **Remember that the sound /th/ is a digraph. What two letters work together to spell the sound /th/?**

How do you spell /th/? Students and teacher: *th*

Write it. Students and teacher write *th*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.

Students and teacher: /ssslllöööth/ *Sloth!*

Repeat the routine with the words *this* and *broth*.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Your turn. The word is *thin*. What word? Students *only*: *thin*

Tap the sounds in *thin*. Students: /th/ /īī/ /nnn/

How many sounds? Students: *three*

How many spelling patterns? Students: *three*

What's the first sound in *thin*? Students: /th/

Think: How do you spell /th/? Write it. Students write *th*.

What's the next sound in *thin*? Prompt: Stretch the word again if you need to. Students: /īī/

Think: How do you spell /īī/? Write it. Students write *i*.

What's the last sound in *thin*? Students: /nnn/

Think: How do you spell /nnn/? Write it. Students write *n*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.
Students: /thīīnnn/ *Thin!*

Continue the routine with words from the Word List.

Word List
cloth
moth
thud
with
thick
theft

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. *Teach students how and where the sound is made. Allow them to use handheld mirrors with the lesson, if available.*

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/.

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

For students who demonstrate ease with spelling single syllable words with *th*, have students practice reading and spelling multisyllabic words that include *th* as well as previously taught graphemes.

SUPPORT

ENRICH/EXTEND