

Date: _____

Digraph *th* Introduction

PLAN

Component: Phonics

Instructional Activity: Consonant Digraph *th*

Materials Needed: *th* sound-spelling card



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We're going to learn a new letter combination called a digraph. Digraphs have two letters and make one sound. Knowing the name, sound, and spelling of digraphs will help you read and write words.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught consonant digraphs.

Date: _____

Digraph *th* Introduction

I DO IT!

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

Display or hold the sound-spelling card for *th*.

- A **digraph** is two letters that work together to make one sound. Point to the picture. The sound this digraph makes is /TH/[voiced] as in the word ***this***. Two letters make a new sound, /th/. The sound these letters make is also /th/ [unvoiced], as in the word ***thumb***. These letters say /TH/ with my voice, and /th/ without my voice.
- The sound /th/ can be held a long time. Listen: /th/. Hold the sound for 2-3 seconds.
- Point to the spelling pattern at the bottom of the card. /th/ is spelled ***th***. If I'm writing a word, and I hear the sound /TH/(voiced) or /th/(unvoiced) in it, I will write TWO letters: ***th***. The spelling for /th/ is ***th***.
- 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/.

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

WE DO IT!

Provide guided practice.

Let's try it together!

I will say the steps as you do them. Show students the card for *th*.

The name of the digraph is ***th***. Name? Students respond with letter names: ***th***.

The **voiced** sound the letters make is /th/, as in ***this***. What's the **voiced** sound? Students: /th/

The **unvoiced** sound the letters make is /th/, as in ***thumb***. What's the **unvoiced** sound? Students: /th/

The spelling for both sounds, /TH/ and /th/, is ***th***. Spelling? Students respond with the spelling: ***th***.

Review 1-2 times, if needed: **Sound? Spelling?**

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YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Sound? Student responds with digraph sound.

Spelling? Student responds with letters to spell the digraph.

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Now we know that the name of the digraph is *th*. The *voiced* sound the letters make is /TH/, and the *unvoiced* sound is /th/. The spelling for *both* of the sounds is *th*.

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.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

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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/.

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 ease with sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes.

SUPPORT

ENRICH/EXTEND