

Using the Lessons

Suggested wording for the instructor is in traditional print.

⇒ Notes to the Instructor are in smaller, traditional print and are bulleted.

Suggested wording for the child is in italics.

Suggested wording that the child is to read or follow is in larger, traditional print.

Letters that you will name, like **a**, **gl**, and **ought** are in larger, bold print.

The sounds of the letters are written with the special notation: /ă/

In the instructor's script or notes, the sample words are written in bold italics like ***apple***, ***egg***, and ***igloo***.

Also in the instructor's script or notes, terms are written in bold, traditional print as in **breve** and **vowel**.

Lesson 96

The Digraph TH (Unvoiced)

⇒ Note to Instructor: Don't forget to do the "Two Review and One New!"

⇒ Note to Instructor: Children use **th** words naturally in their spoken vocabulary and have little difficulty replicating the voiced and unvoiced /th/ once a word has been pronounced by the instructor. A child will pronounce the /th/ sound as either voiced (as in ***that***) or unvoiced (as in ***thin***) because he has heard these words spoken many times before.

Instructor: Today we are going to learn about a very special letter pair: **th**. "Th" is a tricky letter pair because there are two slightly different sounds it represents. This lesson we will focus on one of those sounds. The letters **t** and **h** side-by-side stand for the sound /th/. This is an unvoiced consonant sound because you do not use your voice to make the sound. You only use air. This is the same sound you hear in /th/, /th/, ***thumb***. You can make this sound by sticking the end of your tongue under your front teeth and blowing out your breath (it's very quiet, like a whisper). Let's practice this sound by saying /th/, /th/, ***thumb*** together.

Note to Instructor: When saying "/Th/, /th/, ***thumb***," give the "thumbs up" sign.

*Together (give the "thumbs up" sign): /Th/, /th/, ***thumb***.*

Instructor: The words in the following list all begin with **th** which stands for the unvoiced sound /th/. Let's read this list together. First I will read each word to you. Then you will read that same word back to me. Then you will begin the list again and read all of the words by yourself. I will help you if you need it.

⇒ Note to Instructor: Cover each word with your finger. Remember to reveal the **th** as one letter-sound unit.

thank

think

thin

thick

thing

Thad

Instructor: Now you will read some sentences that contain many of the words you just read. These sentences are about athlete that uses a long pole to jump very high.

Thad thinks the thin stick will help Chip jump.

A thick stick is not the thing to help him.

Drop the thick stick, Chip.

Pick up the thin stick.
Run and jump, Chip!
Chip will thank Thad.

Instructor: **Th** is also found at the ends of words. Let's read another list of words. First I will read each word to you. Then you will read that same word back to me. Then you will begin the list again and read all of the words by yourself. I will help you if you need it.

⇒ Note to Instructor: Cover each word with your finger. Remember to reveal the **th** as one letter-sound unit.

with
bath
math
path
moth
cloth
broth
Beth
Cath
Seth

Instructor: Now you will read a short story using some of the words you just read.

Beth will shop with Cath.
Cath will pick up pink cloth off a shelf.
Beth thinks Cath will get the thin cloth with the checks on it.
Beth will get the black, plush cloth.
The thin, silk cloth with checks costs a lot.
Cath had a class in math.
Cath will add up her cash and get much of the thin, silk cloth.