

Lesson 18 Consonant Team TH

Objective

This lesson teaches the concept of consonant teams and words containing both sounds of consonant team th.

You Will Need

- ☐ Phonogram Card 27
- ☐ *Blast Off to Reading!* pages 99-104
- ☐ letter tile th
- ☐ Word Cards 81-88
- ☐ Consonant Teams label
- ☐ spatula

Before You Begin

Preview Consonant Teams

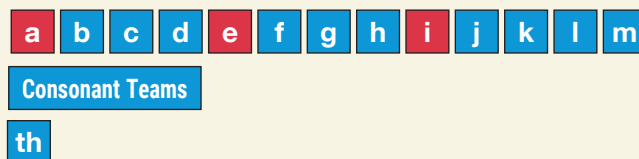
When two consonants work together to make one sound, we call them a *consonant team*. Another common term for this is *consonant digraph*.

Six consonant teams will be taught in Level 1: th as in *three* and *then*; sh as in *ship*; ch as in *child*, *school*, and *chef*; ck as in *duck*; ng as in *king*; and nk as in *thank*.

Preview the *Consonant Teams* Category

If you are using the Letter Tiles app, the consonant teams are organized under the Consonant Teams category.

If you are using a magnetic white board, place the Consonant Teams label and the th tile below the alphabet row.



To see what the magnetic white board will look like after all the Level 1 consonant teams have been placed on the board, refer to Appendix L.

Preview Consonant Team TH

Today you will be teaching the consonant team th.

Depending on the word, th says /th/ as in *three* or /~~th~~/ as in *then*. You will notice that there is a strikethrough on the th in the second sound: /~~th~~/. This strikethrough is used to differentiate between the two sounds of th.

Before You Begin

(continued)

The /th/ is considered an *unvoiced* sound, while the /th/ is considered a *voiced* sound because we use our vocal cords to say it.

Your student will learn both sounds of th in this lesson. Examples include:

/th/:	bath	moth	thin
/th/:	than	this	them

th

The th tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the th phonogram sounds.

Review



Are you remembering to shuffle the Word Cards before reviewing them? Make sure your student practices words with a variety of patterns.



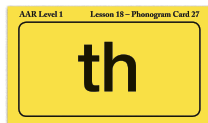
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Teach New Letter Sounds



Hold up the Phonogram Card for the consonant team th.

“See how there are two letters on one card? The two letters work together to make one sound.”


“These letters can say /th/, or they can say /th/.”

“Repeat after me: /th/-/th/.” *Student repeats the sounds.*

New Teaching

(continued)

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the new Phonogram Card behind the Review divider in the Reading Review Box.

Move the new letter tile into the workspace. 

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sounds accurately.



For extra practice with the new phonogram, try the activity “Stamp It.” For instructions, look for this icon in Appendix G.

Blend Sounds with Letter Tiles

“When we read words with th, we try the first sound first. If that doesn’t make a word you recognize, then try the second sound of th.”

Build the word *them* with letter tiles.   

“I’ll sound out this first word, and then you’ll sound out the next word.”

“First I try the first sound of th.” Touch the th and say /*th*/.   

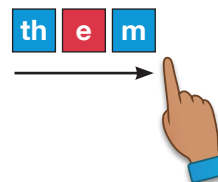


“Then I sound out the rest of the word.”

Touch the e and say /*ě*/, and then touch the m and say /*m*/.   



Now go back to the beginning of the word and blend the sounds together, using the first sound of th. Slide your finger under the letters th-e-m and say /*thěm*/.



“With the first sound of th, this word doesn’t sound like a word I recognize. So now I try the second sound of th, /*th*/.”

New Teaching

(continued)

Repeat the previous steps, using the second sound of th. Then go back and blend the sounds together. Slide your finger under the letters th-e-m and say /*thēm*/.

“So this word says *them*. It uses /**th**/, the second sound of th.”

“Now it’s your turn. Remember to always try the first sound of th first.”

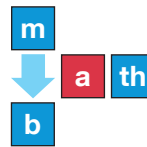
Using the same procedure for blending, have your student sound out the words *this* and *bath*. Be sure your student tries the first sound of th first, and then the second sound.



Leave the word *bath* in the workspace.

Play “Change the Word”

“I’m going to change the first letter of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *math*.

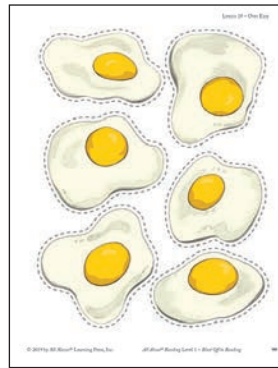
Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

math → path → pat → pan → an → in → thin

This next sequence contains the second sound of th. Change one letter at a time to form the following words.

that → than → then → them

“It’s time to fry some eggs!”



Over Easy

Remove pages 99-102 from the *Blast Off* activity book.

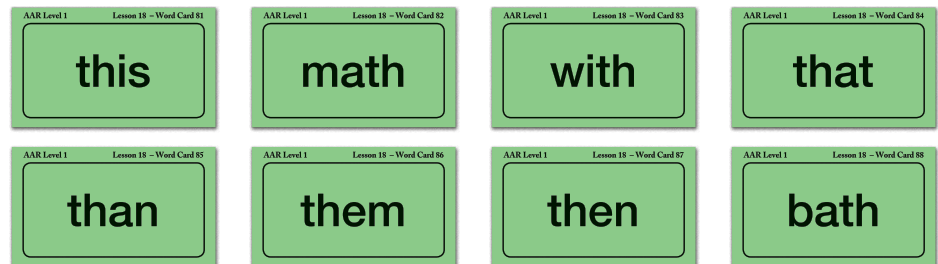
Cut out the eggs.

Place several eggs sunny side up in a pan. Have your student use a spatula to flip over the eggs, one at a time, and read the word.

If your student reads the word correctly, he can keep the fried egg. If he reads the word incorrectly, he should put the egg back in the pan and try again.

Practice Reading Words

Have your student practice reading the words on Word Cards 81-88.



File the Word Cards behind the Review divider in the Reading Review Box.

New Teaching

(continued)

Practice Fluency



Turn to pages 103-104 in the activity book.

Have your student read from the Practice Sheets.



To encourage your student in fluency practice, set up a points system. For instructions, look for this icon in Appendix F.

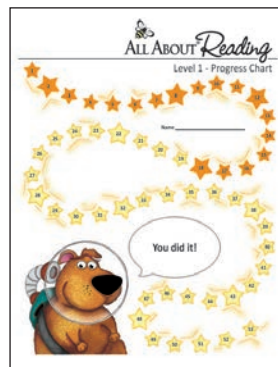
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 18 on the Progress Chart.



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