

Lesson 2: Voiced and unvoiced 'th'

Objectives

- To be able to spell single syllable words with common letter patterns
- To spell words with voiced and unvoiced 'th'

This week's words				
they*	that	with	thin	thorn
them	think	thing	thank	the*

*High frequency word and common exception word

Revise

Starter:

- Show 2.1 and ask the children to sort last week's words according to their final digraph.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

Introduction

This Week's Words:

- Show 2.2 and introduce this week's words.
- Using a 'spelling voice', read through the words by segmenting and blending each word. Note: a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh' etc.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words have the digraph 'th'. Does it sound the same in all words?
- Invite the children to gently place a finger on their throat and say each word.
- Can they feel the vibrations when saying the voiced 'th' digraphs?

Word Sort:

- On slide 2.3, ask children to sort the words according to whether they have a voiced or unvoiced 'th'. Can the children think of any other examples to fit the patterns?

Main Teaching Input

Sound Buttons:

- Using 2.4 ask the children how many sounds they can hear in the word, 'thorn'. Establish that there are three sounds, so we will need three sound buttons.
- Show children how to add the sound buttons to the word 'th-i-n-k'. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs.
- Establish that this week's words are all single-syllable words.
- Ask the children to work with a partner/individually to write and add sound buttons to the words 'thank', 'thorn' and 'with'.
- Check answers and address misconceptions where needed.
- Share 2.5 and ask children to independently map the phonemes for a selection of their words. Answers on 2.6.

Independent

Choose the activity that best matches the abilities of the children in your class:

- **Simplify** - Using 2.7 invite the children to unscramble the graphemes and write this week's words. Then choose two or more words to write into sentences of their own. Answers on 2.8.
- **Expect** - Using 2.9, invite the children to choose the correct word to complete the sentences, then write three sentences of their own. Answers on 2.10.

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Consolidation

Missing Words:

- Share 2.11-2.20, read the sentences and ask children to write the missing word on their whiteboards.

Optional Independent Extended Learning

Word Match

Print two copies of the word cards on 2.23. Place the cards face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.

Word Sort

Using the word cards and sorting mat on 2.21 and 2.23, invite the children to sort the words according to the whether the 'th' is voiced or unvoiced.

Word Sort 2

Using the additional picture cards and sorting mat on 2.22 and 2.23, invite the children to sort the pictures according to the whether the 'th' is voiced or unvoiced.