Pronunciation Lesson: voiced and voiceless ‘th’

Objective: Improve pronunciation/awareness of voiced and unvoiced ‘th’.

Materials: worksheets, bag of word cutouts, word list sheet

Procedures/steps:

1. Greet student/establish rapport

2. Activity 1: Instruct student to read some sentences out loud that contain (see Worksheet #1 below) voiced/voiceless ‘th’. Ask the student if they notice the difference between voiced/voiceless ‘th’. Discuss the student’s observed pronunciation and elucidate the difference between voiced/voiceless ‘th’. Clarify further if needed.

3. Activity 2: Give the student the bag of word cutouts (see Word Cutout Sheet below). Instruct the student to separate (while saying them out loud) the word cutouts according to voiced/voiceless ‘th’. Check the words when the student is finished and help with any discrepancies.

4. Activity 3: Read out a list of words (see Word List Sheet below) to the student and have the student repeat. The student must distinguish whether or not each word contains a voiced/voiceless ‘th’.

5. Activity 4: Instruct the student to complete a pronunciation grid activity (see Worksheet #2 below).

6. Activity 5: Read a list of word pairs while the student repeats. Students will complete a worksheet (see Worksheet #3 below) at the same time.

7. Activity 6: Similar to the last activity, read a list of word pairs while the student repeats. Students will complete a worksheet (see Worksheet #4 below) at the same time.

8. Student Questions/Reflection: Allow the student to ask anything he/she wants concerning the day’s lesson or other concerns.
Worksheet #1

Voiceless ‘th’

1. Thank you
2. Open your mouth
3. Healthy and wealthy
4. Brush your teeth

voiced ‘th’

1. Father and mother
2. That’s right!
3. Other brother
4. Don’t bother me!

Now practice pronouncing these sentences using the 2 ‘th’ sounds.

1. I thank my three brothers.
2. My birthday is on Thursday April third.
3. These three teeth hurt in my mouth.
4. They went with their mother to the theater.
5. There are thirteen thin women there.
6. She has a loose tooth in her mouth.
**Word Cutouts for Activity 2:**

<table>
<thead>
<tr>
<th>Thin</th>
<th>The</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank</td>
<td>This</td>
</tr>
<tr>
<td>Thief</td>
<td>That</td>
</tr>
<tr>
<td>Theater</td>
<td>These</td>
</tr>
<tr>
<td>Thirsty</td>
<td>Those</td>
</tr>
<tr>
<td>Thursday</td>
<td>There</td>
</tr>
<tr>
<td>Third</td>
<td>They</td>
</tr>
<tr>
<td>Thumb</td>
<td>Other</td>
</tr>
<tr>
<td>Nothing</td>
<td>Mother</td>
</tr>
<tr>
<td>Toothpaste</td>
<td>Father</td>
</tr>
<tr>
<td>Birthday</td>
<td>Brother</td>
</tr>
<tr>
<td>Healthy</td>
<td>Weather</td>
</tr>
<tr>
<td>Toothbrush</td>
<td>Together</td>
</tr>
<tr>
<td>Bath</td>
<td>Feather</td>
</tr>
<tr>
<td>Teeth</td>
<td>Leather</td>
</tr>
<tr>
<td>Month</td>
<td>Bathe</td>
</tr>
<tr>
<td>Mouth</td>
<td>Bother</td>
</tr>
<tr>
<td>Cloth</td>
<td>Breathe</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Sixteenth</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>Thirtieth</td>
</tr>
</tbody>
</table>
Word List Sheet (for activity 3):

Thing
That
Other
Smother
Booth
Teeth
Myth
There
Ether
Soothe
Both
Think
This
Therefore
Thirsty
Thorough
Thrifty
Then
Thousand
Mother
feather
**Pronunciation Grid Activity (Work sheet #2):**

**Instructions:** Begin at the starting point. The first word is ‘think’ with a voiceless ‘th’. The words around ‘think’ are either voiced or voiceless. Connect all the voiceless ‘th’ words to get to finish the word maze. Hint: Make sure you read all the words out loud.

<table>
<thead>
<tr>
<th>think</th>
<th>this</th>
<th>very</th>
<th>fast</th>
<th>although</th>
<th>they</th>
<th>ferry</th>
<th>theory</th>
<th>fifty</th>
</tr>
</thead>
<tbody>
<tr>
<td>depth</td>
<td>thank</td>
<td>these</td>
<td>wheel</td>
<td>without</td>
<td>thrust</td>
<td>thing</td>
<td>thread</td>
<td>feather</td>
</tr>
<tr>
<td>that</td>
<td>throne</td>
<td>those</td>
<td>belief</td>
<td>Throb</td>
<td>their</td>
<td>the</td>
<td>within</td>
<td>throat</td>
</tr>
<tr>
<td>then</td>
<td>worth</td>
<td>thick</td>
<td>other</td>
<td>theatre</td>
<td>though</td>
<td>brother</td>
<td>father</td>
<td>thumb</td>
</tr>
<tr>
<td>five</td>
<td>there</td>
<td>sixth</td>
<td>vast</td>
<td>width</td>
<td>seventh</td>
<td>worthy</td>
<td>smooth</td>
<td>thunder</td>
</tr>
<tr>
<td>whiff</td>
<td>thigh</td>
<td>with</td>
<td>weather</td>
<td>leather</td>
<td>breadth</td>
<td>farther</td>
<td>bother</td>
<td>method</td>
</tr>
<tr>
<td>torn</td>
<td>thorn</td>
<td>breathe</td>
<td>bathe</td>
<td>together</td>
<td>thorough</td>
<td>rhythm</td>
<td>together</td>
<td>fifth</td>
</tr>
<tr>
<td>before</td>
<td>third</td>
<td>breath</td>
<td>thin</td>
<td>fourth</td>
<td>thistles</td>
<td>than</td>
<td>mother</td>
<td>thirty</td>
</tr>
</tbody>
</table>

\[ START \]

\[ \downarrow \]

\[ \text{FINISH} \]
Worksheet #3

Contrasting the consonants th voiceless, /t/ and /s/

A. Now listen to the word pairs. Then repeat.

- thank - tank
- bath - bat
- think - sink
- three - tree
- both - boat
- thing - sing
- through – true
- math - mat
- mouth - mouse
- thin - tin
- tenth - tent
- thin - sin
- thought – taught
- thick - sick

B. Now you will hear two words from the list above. If the words are the same (think- think), write “S”. If the words are different (mouth – mouse), write “D”.

1. ________ 2. ________ 3. ________
4. ________ 5. ________ 6. ________
7. ________ 8. ________ 9. ________
10. ________
Worksheet #4

C. Now listen to the word pairs. Then repeat.

they - day  then - Zen
though - dough  breathe - breeze
then - den  clothing - closing
than - Dan  teethe - tease

D. Listen. You will hear a word two times. Circle the word you hear.

1. den then  6. mouth mouse
2. mat math  7. boat both
3. they day  8. tank thank
4. sing think 9. though dough
5. three tree 10. sin thin
Sources:

Worksheets 1, 3, 4, and Word Cutout list were adapted from materials found on Vitaeducation.org. http://www.vitaeducation.org/wp-content/uploads/2010/05/th-sound-Handout.pdf

Pronunciation Grid from http://images.brighthub.com/media/78FB5C_th-word-maze.doc