Lesson Plan

Micro Lesson Video Link: https://youtu.be/yK38I1v5q0M

Business/Materials	Lesson Objectives
 ● Shared digital screen (Zoom) ● UI ● Markers or digital annotation tools ● Visuals of mouth positions for /θ/ and /ð/ ● Camera (for student) (or mirror) ● List of minimal pair words for listening practice ● Pictures for production practice	**SWBAT:** ● Distinguish aurally between /θ/ and /ð/. (voiceless and voiced fricatives) ● Describe and demonstrate correct mouth mechanics for /θ/ and /ð/. ● Produce /θ/ and /ð/ accurately in isolated words and short phrases. ● Recognize common spelling patterns associated with "th". ● Begin to self-monitor and self-correct your "th" sounds in practice.

Warm-up and Objective Discussion

Activities:

Warm-up (Gain Attention):

--Welcome student. Introduce the topic of "TH" sounds /θ/ & /ð/

--Use visual of sound waves or speech bubbles.

--Ask about funny mix-ups with words like "think" vs "sink" to spark engagement.

Objective Discussion:

--Clearly present the lesson objectives.

--Ask student how improving 'TH' sounds could specifically help them in daily conversations or at work.

Instruct and Model	❑ R	❑ W	❑ L	❑ S

Activities:

Understanding /θ/ (Voiceless "TH") - The "Think" Sound:

--Explain and demonstrate articulation of /θ/ (tongue tip lightly between teeth, blow air gently, no voice)

--Show visual of mouth position.

--Provide example words (think, thank, thin, bath, path, three).

--Student practices sound with hand on throat to feel no buzz.

Understanding /ð/ (Voiced "TH") - The "This" Sound:

--Explain and demonstrate articulation of /ð/ (same tongue position as /θ/, voice ON)

--Show visual of mouth position.

--Provide example words (this, that, then, mother, breathe, they).

--Student practices sound with hand on throat to feel the vibration.

Key Difference & Spelling Clues:

--Recap key difference: /θ/ (air only, NO buzz), /ð/ (air + BUZZ)

--Present common spelling patterns for /θ/ (content words, end of words) and /ð/ (function words, middle of words) as general guides.

--Prediction Practice: Student looks at words (author, feather, them, thought, breathe), predicts if 'th' is /θ/ or /ð/, then clicks 'Show' to check answer.

Guided Practice	❑ R	❑ W	❑ L	❑ S

Activities:

Listening Practice (Which "TH" Sound?):

--Teacher says a word from a minimal pair list (e.g., thigh/thy, ether/either)

--Student clicks the button for the "TH" sound they hear.

--Teacher provides immediate feedback.

Independent Practice	❑ R	❑ W	❑ L	❑ S

--Cycle through several minimal pair words using the "Next Word" button.

Assessment	❑ R	❑ W	❑ L	❑ S

Activities:

Review & Your "TH" Practice Plan:

--Recap key points for /θ/ and /ð/ articulation and the importance of feeling for vibration.

--Provide "Glows & Grows" feedback on student's progress in distinguishing and producing sounds.

--Student uses confidence slider to self-assess their current ability.

--Student writes down one "th" word or short phrase they will consciously practice during the week.

Wrap--up & Extension (Enhance Retention & Transfer):

--Encourage continued practice of the chosen word/phrase.

--Suggest student pay attention to "TH" sounds when listening to native speakers.

Welcome!

My name is David Lee Brown

Start Class

The Tricky 'TH': Let's Master /θ/ & /ð/!
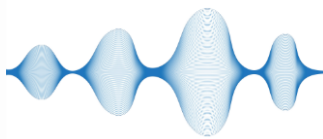
Ever said "sink" when you meant "think"? Or "free" for "three"? Let's fix that!

Welcome, Student! Today we're tackling two important English sounds: the "TH" sounds, /θ/ and /ð/.

Have you ever had a funny mix-up with words like "think" vs "sink", or "thin" vs "din"? Share your experience!

Our Goals for Today

By the end of this lesson, you will be able to:

- Distinguish aurally between /θ/ and /ð/.
- Describe and demonstrate correct mouth mechanics for /θ/ and /ð/.
- Produce /θ/ and /ð/ accurately in isolated words and short phrases.
- Recognize common spelling patterns associated with "th".
- Begin to self-monitor and self-correct your "th" sounds in practice.

Student, how do you think improving your 'TH' sounds could specifically help you in your daily conversations or at work?

Understanding /θ/ (Voiceless "TH") - The "Think" Sound

dental
tongue & top teeth
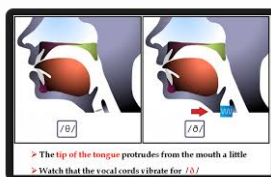
/θ/ thick
/ð/ these

Tongue tip lightly between teeth, blow air gently. No voice!

This is the sound in words like: **th**ink, **th**ank, **th**in, ba**th**, pa**th**, **th**ree.

How to make it:

1. Place your tongue tip lightly between your upper and lower teeth. Some people find it easier just behind the upper teeth.
2. Gently blow air out through the small gap.
3. Your vocal cords should NOT vibrate. Put your hand on your throat – you should feel no buzz!

Understanding /ð/ (Voiced "TH") - The "This" Sound

> The **tip of the tongue** protrudes from the mouth a little
> Watch that the vocal cords vibrate for /ð/

Same tongue position, but this time, turn your voice ON! Feel the buzz!

This is the sound in words like: **th**is, **th**at, **th**en, mo**th**er, brea**th**e, **th**ey.

How to make it:

1. Tongue position is the same as for /θ/ (lightly between teeth or just behind upper teeth).
2. This time, as you blow air, turn your voice ON (hum).
3. You should feel a vibration in your throat and possibly on your tongue. Put your hand on your throat – feel the buzz!

Let's try: /ð/ ... /ð/ ... /ð/. Feel the vibration.

Key Difference & Spelling Clues

> **Key Takeaway: Feel the Difference!**
> /θ/ (as in **th**ink): Air only, NO buzz in your throat.
> /ð/ (as in **th**is): Air + BUZZ in your throat.

Common Spelling Patterns (These are general guides, not strict rules! English has exceptions.)

- Often /θ/ (voiceless) at the beginning of content words (nouns, verbs, adjectives, adverbs): *thing, thank, theory, throw.*
- Often /θ/ (voiceless) at the end of words: *bath, mouth, path, teeth.*
- Often /ð/ (voiced) at the beginning of function words (articles, pronouns, prepositions, conjunctions): *the, this, that, then, they, them, there.*
- Often /ð/ (voiced) in the middle of words, especially between vowels: *mother, father, weather, brother, clothing.*

Prediction Practice! Look at the word. Predict if the 'th' is /θ/ (voiceless) or /ð/ (voiced). Then click 'Show' to check.

author: **Show**

feather: **Show**

them: **Show**

thought: **Show**

Listening Practice: Which "TH" Sound Did You Hear?

I will say a word (or you can click a play button to hear it). Click the button for the "TH" sound you hear in the word.

Listen: "thigh"

/θ/ (think, bath)   /ð/ (this, mother)

Next Word

Review & Your "TH" Practice Plan

Key Points Recap:

- /θ/ is voiceless (air only, no throat buzz, like in **th**ank, **th**ree).
- /ð/ is voiced (buzz in throat, like in **th**at, **th**ey).
- Tongue position is key: lightly between teeth or just behind upper teeth.
- Practice feeling for the vibration (or lack of it) in your throat!

Glows: Student, your ability to describe the mouth positions for /θ/ and /ð/ is excellent! Your listening for the difference has also improved significantly during the practice.
Grows: Let's continue to focus on consistently producing the /ð/ sound in common function words like "the", "this", and "then" to build automaticity.

Confidence Check: On a scale of 1 (Not at all confident) to 5 (Very confident), how confident do you feel about distinguishing and producing "TH" sounds now?

Not at all   Somewhat   Very Confident

Current Level: 3

Lesson Reflection: Your Experience

Please take a moment to reflect on today's lesson. Your honest feedback is valuable and helps improve future lessons for you and others!

Mental Demand

How mentally demanding was the lesson? (1: Very Low, 5: Very High)

1   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   5