

How to Correct Th Sounds The Essentials

An Ultimate Articulation Program

Garth Schindel - SLPatHome

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About the Author

I have been helping children and their parents for over 33 years as a licensed speech-language pathologist. I have worked in many settings with many different parents and children. I have found that the best way to help children is to give parents the tools and strategies that they need. Parents are always their child's best teacher.

More information on speech and language therapy and all of my programs can be found on my website: Speech-TherapyAtHome.com

I would love to hear from you if you have any questions or comments. I can be reached at SLP@Speech-TherapyAtHome.com

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Introduction

The Essential Th program is designed to be used by anyone who wants to help a child work on Th sounds. It provides step by step guides for parents and those not familiar with speech therapy. In it you will find all of the practice words and images you need to help your child correct Th. There are 275 practice images and 55 minimal pair sets.

To make the practice more powerful I've included my Sound Cues and Minimal Pairs.

Sound Cues provide children with the information they need to fully understand the sounds that make up words. Each sound in English is paired with a visual image, a label and a hand gesture. Sound Cues help children understand what sounds are in each word and provides the support needed for them to make each sound correctly. I've added the visual for each sound in the practice words.

The complete Ultimate Sound Cues program (visuals, gestures and labels) is free to download from my website.

Minimal Pairs are words that differ by only one sounds. For Th, pairs such as Fin/Thin and Den/Then, help children to listen to and practice saying these differences.

These are the same ideas and materials that I use in my practice and share with my parents. I hope you find them helpful.

Disclaimer

While I am a certified speech-language pathologist and all the ideas in this book are ones that I use with the parents who come to see me, this program does not replace an assessment or treatment with a speech-language pathologist or any other professional. I sincerely hope that you find my ideas and information helpful but if you have continuing concerns about your child's speech development, please seek professional help.

What Can Go Wrong with Th?

It is not uncommon for younger children to have trouble with Th. They often substitute the D or T sound for Th, changing words such as "This" to "Dis" and "Thin" to "Tink". Mistakes such as these can make speech harder to understand.

To make a good Th, you need to stick your tongue out between your teeth. If the tongue's movement is restricted then this can affect the Th.

Steps for Working on Th Sound

These are the main steps to follow when trying to help your child with the Th sound. The information on each step follows in the program.

Step 1. Assess the Th Sound. Find out how your child needs to be worked on by doing a simple assessment to see how your child is doing. My Th Assessment starts in the next page.

Step 2. Show how to work on Th? If the Th sound is weak, you need to decide if you should be working on it. Just because it isn't sounding right doesn't always mean that it is appropriate to work on it. You need to consider factors such as your child's age. How the sound is affecting the child. If this is a good time for your child to work on sounds, how are they doing with other sounds?

Step 3. How Well can they Start. If you should be working on Th, you need to know where to start. Can they really sit down and work on Th? Can they make a good Th all by itself? Do they really start with you making the sound for them? Can they do Th on their own?

Step 4. Establish a Strong Th Sound. If needed, establish a good Th sound. Your child needs to be able to make a good strong Th sound before they can practice Th in words. This is a very important step. Do not work on Th in words if your child does not have a strong consistent Th sound by itself. If you do, too soon practice is often frustrating and progress will be slow.

Step 5. Practice. Practice the Th in all the different positions of words until it becomes "easy".

Step 6. Carryover Help your child to use their good Th all the time, every day with your help. You've done it!

In the pages that follow you will find all my ideas and tips to help get you as successful as possible. It's not always easy but it is always worth it.

How to Assess the Th Sound?

There are two kinds of Th. A Quiet Th such as "Think" where you do not use your voice and a Noisy Th such as "The" where your voice is on.

The next pages have pictures of words with both types of Th. There are 2 pictures for each type of Th with or without the words and Th by itself.

You will be listening and watching to see how your child is making, or not making, the Th sound. Sit in a quiet room so you can hear your child well and sit close to them so you can see their mouth clearly.

Have your child try to say the words and pictures are on the next pages. If they know what the picture is you can say it first. As your child says the word, write down what you hear. The two types of Th by themselves, you make the clear sounds and ask them to copy you.

Put a glass of water in front of them then put a chair in front of it. If you write down what you

Wait for distortion. Some children make a noisy sounding Th where the sounds are coming out the sides of their mouth. This sound is not like a noisy Sh sound. They are making the Th sound. When this happens write down "Thy" or "Sh".

Quiet Th Assessment



Thumb: _____



Birthday: _____



Earthworm: _____



Bath: _____

h: _____

PREVIEW ONLY

Quiet Th (No voice): _____

Noisy Th Assessment



The: _____

nem: _____



Mother: _____

Feather: _____



Breathe: _____

he: _____

PREVIEW ONLY

Noisy (Voiced) Th: _____

Count the number of times They could do a good Soft Th and a good Voiced Th for the different words.

Don't worry about any other sounds in the word. For example, if they said "Bweathe" "Breathe" or "Thint" for "Think" these wouldn't count as errors.

Now go back and have them try any words where they had trouble with the Th sound again. This time you say the word first and exaggerate the Th sound. Say it a little longer and longer and have them watch your face as you say it. Write down the number of words they could get right with help.

If they had trouble doing Th by itself for either Soft or Voiced, have them try to do it again too. Again, you say the sound first and have them watch your face as you say it. Could they do the sound by itself with this help?

Sound	Number they could do right the first time.	Number they could do right the second time.
Quiet Th in words		
Noisy Th in words		

Could they do the quiet Th sound by itself?	First time:	Second time:
Could they do a Noisy Th sound by itself?	First time:	Second time:

When you often leave off the Th sound, it is likely a problem with start or at the ends of words. This could be the indication of a problem, Stridency, Deletion, Initial Consonant Deletion or Final Consonant Deletion. Working on the Th sound by itself would likely not be appropriate. You may want to look for information on these specific problems or you may want to have your child assessed by a Speech-Language Pathologist.

Does my Child Need to Work on the Th Sound?

Often it depends. Here are some factors to consider.

Age: Some problems with the Th sound can be age appropriate until 8 or 9 years of age. Children older than this are much more likely to need help if they are still having consistent trouble with Th. As children become older it is less likely that the speech will fix itself.

As a Speech Therapist, I need a good reason to work on a sound when kids are older than this. As a parent, I would work on my child's awareness and development of sounds as early as possible. Providing children with awareness of sounds is the sound to develop. Awareness of speech sounds is closely related to early reading and writing skills – phonological awareness. Having clear speech also helps children to develop their language and social communication.

Type of Error: The need to work on the Th sound often depends on what sort of problem is happening. Some errors, such as simply changing a S or a T to a Voiced Th or a D to a Distorted Th, one where the sounds are made at the sides of the mouth, are much more common and are less of a concern. If your child is making a distorted Th, one where the sounds are made at the sides of the mouth, then this is much more of a concern.

Consistency: Some children have trouble with sounds only on specific words. This is often because of a specific cause. The other sounds in the words consistent errors can also mean the sound is still developing. Trouble with only one word and inconsistent trouble is usually less of a concern.

the Th sound is usually the easiest sound to say. Words with Th at the ends are often easier. The number of words is often more important. Quiet Th is usually easier than Noisy Th.

If a child consistently has errors with a sound, it is more important to work on. Inconsistent errors often means that the sound is still developing.

Child's Effort and Ability to "Fix" Itself: Were they able to easily make a good Th sound by themselves? If they could do this, they have a good start. Were they able to easily "fix" most of the Th sounds in words that they were told to say first? If they can easily go back and "fix" most of the words, it likely means that they are still learning how to make the Th sound. Th may continue to develop, especially if they are made aware of it. My level of concerns with children who still seem to be learning a sound depends a lot on their age. I would be much less concerned about an 8 or 9 year old who still seems to be learning the Th sound than I would with a slightly younger child who cannot make the Th at all.

Intelligibility: Is your child hard to understand? As a general rule, strangers should understand 2-year-olds 50% of the time, 3-year-olds 75% of the time and 4-year-olds

almost all of the time. If your child is hard to understand for their age and if Th seems to be part of this reason, then working on Th sounds is much more important.

Helping children with individual sounds such as Th can have a huge impact on their speech. Words become much easier to understand, children become more confident, frustration is reduced for everyone.

Social Factors: Is your child frustrated by their difficulty with the Th sound? Are they being teased because of how they say their Ths? Anytime a sound or pronunciation of a child's social wellbeing it is very important to help.

Cultural Differences: Some cultures, such as people who speak French, do not use the Th sound. If your child grew up in a culture/language that does not use the Th, it will be harder to teach the Th sound – it isn't "natural" for them. If they are around people who don't use the Th this is going to make it even harder.

Early Literacy: Children who go for too long working on a sound often have a harder time with early reading and spelling skills. They can confuse the Th letter with the D or T letters and will start to spell words like "Bath" using a T. It is important to work on as early as possible.

Think about each factor and how it applies or doesn't apply to your child. Each child and the circumstances surrounding their speech are different. There is no simple formula to tell you if your child needs to work on the Th sound or not.

This guide cannot replace the play assessment by a Speech-Language Therapist / Pathologist or any other professional. If you are unsure, you should consult with a professional to be assessed.

It is especially important to have your child assessed if they have trouble with more than a few different speech sounds that are considered to be age appropriate, if they are experiencing frustration, or if they are having trouble understanding for their age or if they have trouble having trouble moving their tongue or if their tongue seems "too big" for their mouth.

One of the best sources for information on what speech sounds typically develop is the American Speech-Language-Hearing Association: www.ASHA.org. Once there just search for "Developmental Norms for Speech and Language".

Should you Work on Th?

If your Child's Th sound is weak and it needs to be worked on, you now need to decide if you should be working on Th. Here are some things to consider:

Hearing: It is important to ensure that your child is hearing well. Of course you want your child to have good hearing overall, but good hearing can be especially important for speech sounds. If hearing trouble is making the Th sound muffled or distorted, it can be very hard for your child to learn to say it correctly.

If you have any concerns with your child's hearing, it is very important to discuss this with your doctor and to have it assessed if needed.

If your child is not hearing their best, then you should not wait to work on Th and seek professional help.

If your child has a hearing loss, you can still work on Th, but it is not going to be as easy. You will need to place much more focus on making sure they know how the Th sound feels and where they put their tongue to make it correctly. I would recommend that you consult with a speech therapist or a hearing specialist.

Tongue Movement, Coordination and Control: You need to coordinate your tongue movements to make a good Th. You need to move your mouth, move your tongue forwards a bit so it is between your teeth. Have your teeth touch your tongue and then blow air out over your tongue. If the Th is Noisy, you also need to focus on your voice. Problems can arise if your child has apraxia. Speech can make it hard to coordinate movements of the tongue and other parts of the mouth. Weak, floppy muscles that don't work too hard in your mouths can prevent Th from being clear. Dentists, orthodontists and orofacial myofascial therapists can do a good job of looking at the mouth, tongue, and throat, and strengthening and coordinating them.

If all of these things are concerning, they should be assessed before trying to work on Th.

Missing teeth: Missing teeth can make it hard to work on Th. Air can escape out of the spaces where the teeth are missing making Th sound noisy. If both the top and or bottom front teeth are missing, then it is hard to get the right amount of "bite" for the Th.

If missing teeth is making it hard for your child to make a good Th, you may want to wait until they come back.

Do They Want to Work on Th?: As children get older you need to consider how much they want to change their speech. Younger children can usually be persuaded to practice, but older children, especially as they become preteens will have a bigger say in how therapy happens and how effective it is going to be.

Th is often the last sound that is considered for speech therapy as it is a later developing sound. This means that by the time Th is worked on, children may be reaching the age where they are a bit more resistive to doing therapy. If your older child does not want to improve their Th sound, then trying to work on Th is going to be frustrating for both of you. Have an open and honest conversation with your child. Are they aware of their speech difference? Is it affecting how they feel about themselves and how they interact with others? Let them know that it is much easier to change speech patterns now while they are “young”. Talk about why you want to help them work on their speech. You care about them and want what is best.

If they still don't want to work on Th, give it some time and ask again. Help them make the decision to work on Th on their own. Once an older child has decided to work on speech sounds, they often make very good progress as this is something they want to do for themselves.

Do you Both Have Time?: You don't need much time to work on Th, but you do need to be committed. Consistency is key. A little bit, 10-15 minutes, 3-5 days each week is often enough. Some parents are able to work on Th into their daily routines so that it doesn't take any extra time at all.

But life gets busy, and time gets short for everyone. If you are going to be extra crazy for the next little while, then it might be best to wait. Don't wait too long. The longer your child is making a mistake with their Th sound, the harder it will be to correct.

Where to Start

There are two places where you can start to work on Th sounds: Directly and Indirectly.

If your child can already do a Th sound by themselves, if your child can't sit down for 5 minutes each day, then you should start with Indirect Speech Therapy. Indirect Speech Therapy will make your child aware of their Th sounds and will give them the information they need to correct how to say Th sounds correctly.

Older children are often nervous to sit down to “practice”. Also, some older children will be resistive to doing direct therapy – especially with mom and dad. These children need to start with Indirect Speech Therapy. Indirect Speech Therapy is working on the Th sound indirectly.

If your child is able to make a Th sound and is able to sit down for a few minutes each day and “practice”, then you should start with Direct Speech Therapy. Direct speech therapy is structured activities/games where you are working directly to help your child change their speech.

If your child is ready to practice but they can't make a good Th, then you will need to start with Establishing the Th Sound.

Indirect Speech Therapy: How to “Work” on the Th Sound without “Practicing”

Indirect Speech Therapy focuses on increasing your child’s awareness of specific sounds. Awareness is what they need to get ready to say the sounds correctly. Indirect therapy can also be used to “work” on sounds when children are resistive to more formal practicing.

Try the following ideas for Indirect Therapy:

- If they are able to correct the Th sound in words fairly easily, you can encourage them to try to say the words back as much as possible. This is still hard for them – or they don’t want to say back the words – so just have them watch for now.
- Give the sound a label. For younger children who do not understand what Th is it often helps to call it something that they do understand. Giving a label will make them more aware of Th sounds. I use the labels “Quiet Th” and “Noisy Tongue” for the Noisy Th. Calling it the “Tongue Sound” or the “Snake Sound” also works well. You can use any label that makes sense to your child. The label itself doesn’t matter as long as it has meaning to you and your child.
- Give the sound an action. Pairing the action with a sound makes it easier to say the sound. You can practice doing the action each time they say the sound. The action will help them to say the sound correctly in harder situations.

The action that I use for the Noisy Th is to place your index finger on the tip of your mouth pointing in front of you. Move your tongue up to touch the tip of your mouth a bit as you make the sound. Don’t blow your nose too much.



If needed you can touch your other index finger to show that your voice is on for the Noisy Th.

Again, the action itself is less important than doing something that your child can easily copy and that makes sense to them.

Until your child is ready to try making a Th sound you would just do the action and have them watch or sometimes copy you. Practicing the action alone will increase their awareness of the Th sound and will get them used to doing the movement.

- Use a visual. Pointing to a picture as the Th sounds come up will increase awareness of the Th sound. Once they are ready to say the Th sound you can use the picture to remind them to say the Th sound correctly.

I use the image of a panda for the Quiet Th and the boy sticking his tongue out for the Noisy Th. You could also use a picture of a favorite word that starts with Th.



- Model back good speech when they are in trouble with the Th sound in a word. Say the word back in a way that puts emphasis on the Th sound. Say the Th sound a little louder, longer, and with your Th hand movement. When saying the Th sound you are just saying it out – you are not repeating. Say “Th, Th, Th”.

For example, if you say “Dat” for “That” you could say “Is that the one you want? That’s a nice one. It’s a good choice.” Repeat the word a few times. Adds power to the model. Of course, you would not want to do this way that would make your child feel bad about how they are doing. It’s just a quick tip.

Be careful not to model back too much. It can focus on certain words or certain times of the day. Modeling too much can become overwhelming. Also, if your child is working on several sounds, it is often best to model back only the sound that you are working on at that time. It is too much to model back every sound to a child who is making lots of mistakes.

- Point out Th sounds as they come up in daily life by placing emphasis on them. Stretch out that part of the word to make it a bit louder. “Oh look at the boy and his **father**. **Father** has a **hand** (and/or whatever label you picked). Listen **father**”. You can make this more powerful by either doing your Action for the Th sound or by pointing to your Visual if it is handy. This is even more powerful if he does the action too.
- Have them, watch your face as you model sounds. Watching your face stimulates the part of their brain needed to make the sound correctly.

- Point out Th sounds as they come up in daily life by placing emphasis on them. Stretch out that part of the word a bit and make it a bit louder. “Time to brush your **teeth**, do you know where your **tooth**brush is?”

You can make this more powerful by either doing your Action for the Th sound or pointing to your Visual if it is handy. Be careful though to not overdo it. Keep conversations fun and natural.

- Listening Game - Does this word have a “Th” sound? - Use the picture in this booklet along with some others to help your child listen for the Th sound. Say out a picture, say the word nice and clear and ask them if it has the “Th” sound.

In the beginning it may be hard for your child to get the listening game. To make it easier, use your Th action as you say the words and really exaggerate the Th sound.

Pairs of words where one is a Th and the other is not or has a different sound as “Math” and “Mat” can be especially helpful. These words that only differ by one sound are called Minimal Pairs. I have some minimal pair words in this resource.

You can also try saying out two words, one with a Th sound and one without. Say both words and ask your child to find the one with the Th. For children that are a bit older ask them if the word has a Th sound in the beginning, middle or end.

Listening at the start of words will be easier than listening for Th in the middle or at the end.

Use the pictures in this booklet that have the Th sound Cues to help your child listen for the Th sound. For older children you can also use the Th letters in the words.

Use the pictures in this booklet to make up your own stories. Find out some words that come up in stories and books.

Oh look there is a picture of the jungle and there is the Th sound, Quiet Tongue sound, in it. Would you like to see a picture of something else?”

It is also good to try pointing to the Th letters in the printed word as you say it. It is never too early to make your child aware of the Th print.

You could also use the pictures in this booklet to make up your own stories that have lots of Th sounds in them. The funnier the story is the better. “Once upon a time a Thin thief was trying to steal a bathtub from the North Pole when...”

- Games/Crafts/Activities. Watch for words with Th when you are doing something with your child. “**There**” when you tell your child where to move your game piece. “**Think**” when you are playing a guessing game. “**Bath**” when your bathing the dog. “**Thick, Thin**” when you are coloring.

If your child can make a good Th in words but they just are not ready or willing to sit down and practice, use all the above ideas but also encourage them to say the words and to go back and “fix” the Th sound as often as possible. If needed, just do this for one or two words. Any start is a good start.

The more you use these Indirect Therapy Ideas the better but be careful not overdo it. Sometimes it isn't appropriate to model back or do a gesture or point out a “Quiet Tongue” sound. Sometimes you just need to be a parent and listen.

Establishing the Th Sound

If your child is not able to do a Th sound by itself or in words, you will likely need to teach them how to make it. All of the Indirect Therapy Ideas can help, especially if they are watching how you make the sound, but often you will need to do more.

Th is usually fairly simple to teach because it is so visual. You can show your child just what to do with their teeth and tongue.

It is usually best to start with a soft Th. Show and explain to them what you are doing to make a good Th:

- Place the tip of your tongue lightly against your teeth. You want their teeth to just barely touch. There should be some air needed to be able to move between your tongue and where your teeth are touching. Do not bite.

Don't stick your tongue out too far.

If they are sticking their tongue out too far, the Th will be a started air sound that comes out on the side or straight out where they are sticking their tongue out. Show them how you are doing it by putting your tongue in between your teeth while making the sound.

Help them get the getting just the right amount of opening between their teeth so that the tongue is not “stuck.” Watch for overdoing it.

To help them make the sound come out in the middle, you can also try having them hold their finger out in front of their mouth and have them “shoot” or “aim” the sound out at their finger. You could also hold a small strip of paper and have them shoot the sound out at the paper. If they are doing it right, the paper should move.

Another way to try to get a good Th is to have them change an H sound into a Th. Show them how to make a big exaggerated H sound and then slowly stick out your tongue and close your teeth while keeping the H sound going. This should change the H into a Th.

If they are sticking their tongue out too far have them watch in a mirror. You could also hold up a tongue depressor about 1/4 of an inch in front of their teeth. If they feel or see their tongue touching the tongue depressor, then it is coming out too far.

Once they are able to consistently do a good Quiet Th try the Noisy Th. For the Noisy Th you do the same thing but add in your voice. If needed start by having them touch your throat as you hum so they can feel your voice. Have them touch their throat as they hum. Now do this when you are making a Noisy/Voiced Th.

If they are having a hard time placing their tongue between their teeth when you may want to seek an evaluation for a possible tongue tie or a muscular condition.

If you can get a good Th sound with these ideas, wonderful! If not, don't worry, keep trying a few times each day. A little practice in front of a mirror while they brush their teeth is a great time to try. Don't pressure them, but keep providing the stimulation they need to help the sound to develop. Sounds develop as the child's brain is ready.

If your child is older than 7 or 8 and these ideas are not working you may want to consult with or have your child assessed by a Speech-Language Pathologist.

Speech Ladder

A Speech Ladder is a way to show that saying a good Th sound becomes harder in different tasks. The tasks generally move from easiest to hardest. You don't have to climb step by step, you can jump around a bit, but make sure your child can make a good Th in all the different tasks.

1. Saying the Th sound all by itself. Do not move on until this is easy and consistent. Do not accept a Th that is not perfect.
2. Adding one vowel sound after the Th to make a sense syllable such as "Tha, Thu, Thi. Adding a vowel after the Th that makes a real word such as "the", can be a bit harder as your child might have a bad habit with these words.
3. Saying words that start with Th such as "think" and "that".
4. Saying words that end with Th such as "Bath" and "Mouth".
5. Saying words that have Th in the middle such as "birthday", and "With". Watch out for words with Th in the middle such as "Thud" and "Thud" as T/D in the words might be harder to hear as these are often the end of the word for Th.
6. Saying words with Th in the middle such as "depth" and "breathe" can be harder because you have to move from one consonant to the next position.
7. Saying longer two syllable words where Th is in the middle or at the end of the words can be harder as they will have to remember more saying Th words.
8. Saying Th words in short sentences such as "The Th word at the beginning such as "The Th word at the beginning" is a good one. Considering putting the Th word at the end such as "I want to Th word".
9. Saying the Th word in longer sentences. Repeating a sentence is easier than making your own. Saying the Th word at the start of the sentence is easier than in the middle or at the end.
10. Saying sentences where the Th sound is even harder. "The python brushed his teeth while taking a bath." would be a great challenge.
11. Making up short stories using Th words.
12. Talking in a structured conversation – where they are focused on making good Th's.
13. Talking in general conversation – using a good Th all the time. This is the ultimate goal.

Direct Speech Therapy: Tips & Tricks for Working on Th

When your child is able to easily make a good strong Th sound by itself and then sit down and focus on a structured activity/game for a few minutes at a time, then you are ready for Direct Therapy. Direct Therapy will give them the practice and repetition they need to master the Th sound. But try or keep doing some of the “Indirect Therapy” too. These will provide them with the extra awareness and practice to make progress.

Remember, do not try to practice Th in words until your child is able to make a good clear Th sound easily and consistently by itself. This is very important. The question is if your child is able to make a good Quiet Th but is struggling with the Noisy Th. Then it would be Ok to work on Quiet Th in words. And on the Noisy Th in words as possible.

1. Practice success. Try to have your child make the sound correctly at least 80 to 90% of the time. This is my Golden Rule of speech therapy. No matter how hard you need to ensure success. Work towards getting the sound right most of the time. Do not want to practice errors. They get better at the sound gradually making it harder.

To Make it Easier:

- Start with the Speech Ladder.
- You say the word first and have them watch to see how you make the sound and then repeat after you.
- Have them say the word in repetition. Such as “Think, Think, Think” with a pause just before the word.
- Start on the easy words first. Some words are easier because of the different sounds in the word. Some words because of a habit are harder to say.
- Often easier to say the Th sound if you use the word as a part. For example, “Ba...the”, “Ba...the”, “Ba...the”.
- Say the word slowly.
- Use a Hand Gesture.

To Make it Harder:

- Gradually take away the support that you were providing.
- Have them say the word first.
- Have them say the word in repetition (4-5 times). Then have them stop. Tell them to think about how they made the sound. I like to say, “Think about it”. After a couple of seconds have them say the word again. This short pause can make it much easier to say the sound correctly.
- Don't use the Hand Gesture.
- Say the words faster. Saying the words faster will make them more automatic. Just ensure that they are saying the sounds right.
- Move up the Speech Ladder.

2. Th at the start of words are usually the easiest for children to say followed by Th at the ends and then Th in the middles.

3. If you are working on both the Soft and the Voiced Th you may want to start by working on one for a few days and then switch and work on the other to avoid confusion. After they are doing well with them separately mix the words together to make it more challenging.
4. Breaking the Th sound apart from the rest of the word is fine if needed but work gradually putting the sounds back together. If children go for too long with the words broken apart this can become a habit. Often saying the sounds by themselves will help to put them back together.

Another way to try to get the Th back together with the rest of the word is to write the Th at one end of a strip of paper and the rest of the word at the other end. Draw a line to join the Th with the rest of the word. Such as:

Th-----ink

Show them how to move their finger slowly from the Th end of the strip to the other end while saying the sound. As your finger and the sound move, don't stop.

If it is hard for them to put the sounds back together, try practicing the sounds in syllables. Say "Tha" / "Thi", or "Tha" / "Th" is often easier than trying to say the words. Once they can do syllables easily they can build them into words such as "That", "Think", "Mouth".

5. Keep a list of Th words. Practice for about 10-20 minutes each day. Practicing for a short time throughout the day is better than a longer one time session.

Repeat the words. The more times the Th sound is repeated it will become automatic. Have them say the Th word at least 5 times each time when saying a word. Hold up your hand and touch the fingers down each time they say the sound correctly. This will help to give them feedback and shows them when they are getting the sound right. Aim for saying at least 10 Th sounds correctly each day – the more the better.

Even if they can do Th words in sentences, have them say the word by itself 3-5 times first and then put it in a sentence. Repetition teaches them to do the sounds automatically.

8. Awareness and Self Judging. As soon as your child can make a good Th sound easily and consistently, have them listen to themselves and try to judge how they did. Ask them whether they heard a nice strong Th. In the beginning focus on the positive. Ask them to mostly judge when they made the sound correctly. If they are not sure if they heard a good Th have them say the sound or word again.

One good way for your child to show you their judgement is to use a thumbs up or thumbs down. Have them hold their thumbs up to show that it was a nice clean Th sound.

You can also use your thumb to show your child how they are doing with their Th sounds.

If your child is having a hard telling if they are making a Th or a T/D, making it easier for them to hear the difference. Toobaloo is one commercial device that makes it easier to hear sounds. It is a simple tube. You hold one end in your ear and the other to your mouth.

They can be purchased through lots of different places online. You can also easily make your own with a 3-inch piece of 3/4 inch PVC tubing and two 90-degree elbows. Put an elbow on each end of the tube and use something that will make the handset of an old phone.

Devices like the Toobaloo, can help make it easier to hear sounds but they can't replace good hearing. If you have concerns about your child's hearing, please see a professional and have this assessed.

Another way to increase your child's awareness of their T/D is to use Negative Practice. Show your child how to make the Th sound by itself or in a word. Then hear Th. Then make a purposeful mistake with a T/D sound. Then go back and hear the Th correct.

For example, "Thief is a Thief" Now have your child copy you. Have them really think about where the tongue is and how it is supposed to move. Use Toobaloo if needed. Use a mirror if needed.

Use words that only have one sound that is different. These work well for beginning words. These are Th-T and T-D words in this program.

Don't worry about other errors. Just to work on one sound at a time. If you hear them miss other sounds, just to make the Th sound just model the word back. For example, if they said "Two" "Three" just say back "Three" putting extra emphasis on the T and R sound. Your child tries to fix the word and says "Thwee", let them know that you heard a good Th. It is usually best to work on only one error at a time.

10. Ask for corrections. Once your child is fairly good at saying Th Sounds ask them to go back and "fix" when mistakes happen. "Hmm, I didn't hear a Th sound, can you try again" or "I heard 'Mat' not 'Math' can you fix that". Always do this in a nice positive way. You would never want to make them feel bad about their speech. Try using a secret signal such as scratching your ear, touching your lip or just giving a "funny" look to have them go back and "fix". Using the gesture you have been

working on can be a great way to remind them to go back and “fix”. Having them “fix” as independently as possible helps to make them independent at saying sounds correctly.

11. Keeping track of how many “good” and “bad” sounds they are doing can help you know if you are working at the right level and can help to show progress. You wouldn't need to do this every time you practice. Once a week is usually fine. You can use the Tracking Sheet that follows to do this. Remember, ideally, you will be at about 80-90% success. Do what you can to work toward this. Let them know you are doing and let them see where you are putting down the numbers. This will increase their awareness.

12. Some Th sounds will be harder than others. It may be because of a certain sound combination or a habit.

Do what you can to make these hard words easier to say. Slow down, have them watch your mouth, use a gesture, etc. If they still can't get these harder ones, then put them aside for now. Try again later. You can always want to practice every day.

13. Provide whatever rewards you need to help you and your child stay motivated. A special fun game, sticker chart, or sometimes making a “deal” with your child or a Practice Contract can help. I've included a Practice Contract that you can use.

14. Try to keep track of how many good sounds they made. When they try to beat their previous record. Use a bar chart to show them how many good sounds they are making. Make it fun by having to keep practicing. Have a set goal for how many good sounds they are going to do. There is a blank bar chart that follows that you can use.

Tracking Sheet

Date: _____

<u>Right</u>	<u>Wrong</u>

PREVIEW ONLY

Total # Right:

Total # Wrong:

Percentage Right:

Progress Chart

191-200																				
181-190																				
171-180																				
161-170																				
151-160																				
141-150																				
131-140																				
121-130																				
111-120																				
101-110																				
91-100																				
81-90																				
71-80																				
61-70																				
51-60																				
31-40																				
0-30																				

PREVIEW ONLY

Write the date you practiced underneath each column and mark or color in how many sounds were said right on that date.

Practice Contract

I _____ (Child) agree to do my best to practice for _____ minutes _____ times each week.

I _____ (Parent) agree to help my child practice for the above amount _____ times _____

Reward Agreement:

Once we practice _____ times _____ reward will be: _____

Child's Signature: _____

Parent's Signature: _____

Carryover - When to Stop Practicing?

The goal of working on any speech sound is that your child will be able to use the sound independently in their everyday talking. This is carryover. Carryover can take a long time and be difficult for some children. Others will pick up new ways of saying sounds very quickly.

Try to think about and start working on carryover as soon as you can. Here are some ideas to try:

- Keep up awareness. Continue to work on the ideas from indirect speech therapy.
- Continue to practice saying the sounds correctly. Lots of repetition. Repetition will help them learn to say the sounds accurately.
- Catch good Th sounds as they come. When you are practicing and hear a good Th sound, make a big deal out of it. Let them know you heard them use their good sound. Try keeping track of the number of good sounds you hear and reward them.
- Word of the day/word of the week. Choose some words with good Th sounds consistently, have your child pick a word with a good Th sound and put its picture in a jar where you will both see it. Now try to use this word as many times as you can through the day. Let them know that they “must” say this word right the time it comes up.

Keep track of words that are good to work on. Let them know you have a jar where you will both see it. Let them know that they “must” say this word right the time it comes up.

Choose some words with good Th sounds consistently, have your child pick a word with a good Th sound and put its picture in a jar where you will both see it. Now try to use this word as many times as you can through the day. Let them know that they “must” say this word right the time it comes up.

With your child, pick 4 words to work on. Make sure they can make a good Th sound in these words. If you need help in any way. The Th could be at the start, in the middle or at the end of the word. Words that are meaningful such as names, favorite foods, favorite toys/activities, sports teams etc. are often good ones.

Make a list of these words. For younger children find a picture for each. Put this list somewhere where you both will see it every day.

Practice the words on this list every day. Say each word at least 10 times. You can practice other words too but always practice these ones.

Watch for these words as your child is talking and try to make them come up as often as possible. If they make a mistake, they “must” go back and fix. These are words that they have to say correctly.

When you hear them use a good Th with one of these words on their own, “the party”. Make a big deal out of it. This is what you are working towards.

Once you start to hear them using good Ths in these words all the time without a help or reminders, then put a check mark by that word and add another word. Review the words that have checks occasionally to make sure they are doing well but don’t “practice” them. Focus on the other words.

If it is Ok with your child, it can be very helpful if you write in your child’s words what words they are working on. Saying words correctly for teachers, grandparents and babysitters can really help with carryover.

- Catch “mistakes” with any Th word and have them go back and “fix” as many as possible. Be careful not to cause frustration on their level. Have them “fix” only the ones that you know they can fix fairly easily. Give them lots of praise.
- Encourage Self Correction. When they make a mistake give only a gesture as needed to help them. Start with a funny look, a shrug, or a hand gesture for “no”. If needed say “again”, “I think you missed your ‘t’”. “Say _____”.

Once they are able to “check” and “fix” their own “mistakes” independently they are ready to move on to the next level.

Use a “mistake” game. Write down some of the words they are working on. Have them say the words and you “make a mistake”. Make sure you “miss” a game and you are not making fun of their speech.

Keep a list of words that your child can say with little or no help. Have them say these words “show off” to family and friends. Keep adding to the list as more words become “easy”.

- Jokes. Teach your child a joke that they can tell others. The more words with Th the better but make sure they can tell all the Th’s right.
- Tongue Twisters. There are many fun tongue twisters that have lots of words with Th. Just google tongue twisters with Th. Learning to say all the Ths correctly can be a fun challenge.

- Reading. If your child can read, have them read out loud and listen for good Ths. This can be a challenging task. Make sure that they are able to get the Ths correct most of the time. Make this easier by helping them find the words with Th and practice these words a few times before reading. Have them read slowly. If needed underline or highlight words with Th. Try having them say the Th words by themselves first before reading.

If your child isn't reading yet, point out the Th words to them as you are reading and practice saying these. Try having them say back that part of the story with the Th.

- Would you Rather? Take turns asking each other questions like "Would you rather bath a python or a mammoth?" Search for "would you rather questions for children". There are lots of great resources. If you substitute words with Th then it becomes more challenging.

- Focused Talking Time. Tell your child that the next time they will be listening for their good Ths and that they will need to guess and correct every mistake. Set a timer for how long you are going to talk or listen. While you play a certain game, do a craft or talk about something specific you could do this for a certain time of day such as breakfast, getting ready for school or while in the car.

Topics to talk about could include holidays, movies, favorite animals, vacations, sports, listening you do things to do something, etc.

- Point Game. Try the focused talking idea but make it competitive. Give each child a set of buttons, bingo cards, pennies, candies, etc.). Each time you hear a mistake make one of their points. The mistake you propose so you can win one of yours. The person with the most points at the end or whoever gets the most wins. If you have a tie then when losing a point, give them a chance to keep it by "fixing" the mistake.

Keep working on Carryover until your child is using their good Th all the time in different situations and with different people. This needs to be automatic. If they still need to think about using their good Th or if they still need some reminders, keep working on it.

Don't rush it. For some children carryover can take a long time and lots of work. Imagine how much work it can take to change the way you talk and to do this for the rest of your life. Just because you stop practicing doesn't mean carryover will happen.

Games to Play when Practicing Th Sounds

Playing simple games makes it motivating for your child to practice sounds. It doesn't matter what game you play as long as you both are having fun.

An easy way to play is to have your child say a word a certain number of times, usually 5 to 10, before they get a turn at a favourite game such as "Pop up Pirate", "What's Behind's Head", "Don't Break the Ice" or getting another piece of "Lego" or of a puzzle. Any simple game where you need to take turns works well. Make sure to take your turn playing too. When it's your turn you can practice saying the words or they can say the words to you.

Sometimes it can help to make these games special by saying what you only say when you practice speech.

Just be careful that the game doesn't take a lot of time away from practicing the sounds. If the game is "too fun" it will make it hard for the child to remember to say the sounds right. Try to find the right balance. Also watch out for games that are too long to set up and ones that take too much time between turns.

For some games you will need to cut the pictures apart to help the picture to use clear contact paper or laminated paper to hold the pictures in the way. You could also use the Th pictures to a deck of cards for playing cards. The practice images are 2.2 inches wide, a bit smaller than a regular sized playing card.

Repetition Game

Games where the child has to say the Th sound or Th words over and over are a great way to establish the sound. Try:

- **Handclapping.** Produce on your turn by clapping and saying a word by making a "Th".
- **Th Point.** Point to what you need to play a game, to make something, etc.
- **Therapy.** You tell each other the words to say.

Simple Games to Try

Fishing. Put a paper clip and couple of heavy duty staples in each card. Make a fishing pole with a magnet on the end of the line. Turn the cards upside down and have them "fish" for the cards. Say the words when they catch them.

Bowling. Put a card under each bowling pin. Throw the ball and then say the words under the pins that were knocked down.

Mailing. Cut a slit in the top of a box or other container to make a "mailbox". Have them "mail" the cards after saying each one. Open up the box and say them again as they take them out.

Flashlight Hunt. Use sticky tack or tape to put some cards on a wall. Turn off the lights and use a flashlight to find the cards.

Treasure Hunt: Hide some cards around the room and go on a treasure hunt to find them.

Race. Lay down a set of cards in a winding path. Put the words “Start” at one end and “Finish” at the other. Use pennies or pieces from a board game and a dice/coin. Have a race to the end. Say each card as you land on them. Add in spaces that say “Jump over”, “There, watch out!”, “Mud puddle ahead, get ready for a bath!”, “Move ahead”, “Go back”. Etc. to add in more fun and to make it even more fun.

Target Practice. Lean cards up against plastic cups or use a cup with slits in them or the little “tables” that come in pizza boxes to make the cards stand. Throw a ball at the “targets” or shoot nerf darts at them saying the words that you know. Or set cards out on the floor or table and drop a beanbag on them. Say the words that stand on.

For older children have them say which card they are aiming to knock the right card down, they get extra points. Make it a competition to see who can get the highest score.

Cooking. Place the cards face down on the table with a spatula to flip them over. Tell each other when you turn over a card to burn or which ones to eat.

Stamping. Using a large rubber ink stamp of the word eat, have them stamp it on a die to see how many times it comes up. Try stamping until the picture is completely covered. If the card is watercolor it may be possible to wipe them clean.

Card in Bag. Put some cards in a cloth or paper bag. Have them say the words as they pull them out. Try putting a card that says “Keep” or another word. This card is kept out of the bag for the cards that are not. See how many cards you can pull out.

Road. Build a road with the cards face up on the floor or table. Have them say the words as they drive over them with a toy truck. You could also have a toy animal or a person “walk” down the road with a ball over the cards.

Feed the ____. Find a picture of an animal or a face – cookie monster is a favorite. Print out large enough so you can glue it to a small box. Cut a slit for the mouth. Have them say the cards as they feed the character. If you have a large hand puppet have your child feed the puppet.

Matching. Make two copies of the cards. Turn some upside down and then take turns looking for matches. An easier version would be to have one set of cards all face up. Turn the other set upside down in a pile or put them in a bag. Find the matches as you turn the cards over or as you pull them out of the bag.

Guessing Game. Play the Guess What game and add words and phrases such as “That is close.”, “Keep Thinking”, “Three more tries” as you play.

Drop a Th. Set out cards on the floor and drop something that has a Th in its name on the cards – a Thimble, Three _____, a Toothbrush, etc. Say what you dropped and what it landed on. Try having two of each card on the floor and see who can get the most cards.

Silly Direction Cards. Make a set of recipe/flash cards that have silly directions to do that use lots of Th sounds such as:

- Count to 21 by Threes.
- Slither like a Python.
- Flap your arms like a Moth.
- Pretend to take a bath.
- Tell me what color your toothbrush is.
- Name Three things that would crush under Th.
- Count to Thirty as fast as you can.
- Give me two Thumbs up.
- Sing Happy Birthday.
- Name Three Things that are made of Leather.
- Go over There (with your hand).
- With your eyes closed touch your thumb to your Thigh.
- Name Three things that make you angry or Wrath.
- Say what your Mother's Birthday is.
- Wish your Mother a Happy Thursday.
- Tell me three things you would do for the rest of this Month.
- Name Three things that don't fit in a Bath.
- If you were a Bird, take a deep Breath.
- What is your favorite month? Say why it is your favorite.

...to be speaking to them, telling each other to do things in a silly way.

Throw the Ball. Play a game of catch. Say “Th” each time you throw the ball. You can make this harder by saying a word and pretend throw “Thistles, Thunder, Bathtubs, etc.”

Games/Activities that Naturally Have Th Sounds

Playing games and doing activities that naturally have words with Th sounds is a great way to practice and can be very fun for children who might be tired of using cards or who don't want to “practice”. Such as:

Crafts. Make crafts that use feathers.

Target Practice. Tell each other which target you are trying to hit “That one”.

Crocodile Dentist. Say which tooth you are going to push down.

Watering a Pet. Thirsty as you are giving your pet water.

Thumb Wars. Have a friendly thumb wrestle!

Card Games

Add Th words to a deck of regular playing cards. Tape/glue Th pictures onto the cards and write the words on the cards. Most games will need more than one card with the same word. It often works best to have the same word/picture on all the Sevens, Kings, etc. Play any regular card game that requires some talking. This is a great way to practice challenging. Some games to try:

Go Fish. Change saying “Go Fish” to “Catch Another” to get even more Th

Steal A Card. Place a stack of cards face down on the table. Turn over the top card and name it. Place it face up in front of you. The next person does the same. If you turn over a card that is already face-up on the table, you have to steal that person’s card to make a pair. Whoever has the most pairs wins.

War. Divide the deck of cards in half. Each person has the same number of cards in front of them. Take turns turning over your top card. Whoever has the higher card takes the other person’s card and adds it to the bottom of their stack.

If both cards are the same, it’s “War”. Each person makes the card on top of their stack and puts it face down. Then they turn over the next card. The highest card takes all of them.

Change the name of War to match to get even more Th

Snap. Deal out all the cards. Put your stack face down on top of your chair. Turn over your top card at the same time, placing them in a pile in the middle. If they are the same, say “Snap” and place the cards in the middle. If not, place them on the table. The first person to run out of cards wins. Change “Snap” to a fun Th word such as “Boom” to get even more practice.

Boom Cards. Place some cards into a bag. Write “Boom” on these cards. Take turns pulling one card out of the bag. Say what you pulled out. If you get a Boom card, you must put all your cards back in the bag.



Sound Cues Used with Words

Each practice word has images below the word that represent each sound in the word. These are the Sound Cues that I developed and use in my Ultimate Articulation program. I have found that representing each sound with an image to be very helpful. English is confusing. The sound cues help children learn what sounds make up the word and can be used to help children to say the correct sounds in the words. I often point to the images to help children to know which sound they need to go back and “fix”. They are also very helpful with early phonological (early reading and writing) skills.



B as in “Boy”



P as in “Pop”



C/K as in “Can”



G as in “Go”



T as in “Top”



D as in “Drum”



F as in “Fun”



V as in “Van”



H as in “Happy”



J as in “Jam”



L as in Laugh



M as in “Mom”



N as in “No”



Qw as in “Queen”



R as in “Run”



IR as in “Bird”



S as in “See”



Z as in “Zoo”



W as in “We”



Y as in “Yes”



Ch as in “Chip”



Sh as in “Shoe”



Zh as in “Treasure”



Th as in “Think”



Th as in “There”



Ng as in “Ing”



Short A as in “Cat”



Short E as in “Pet”



Short I as in “It”



Short O as in “Off”



Short U as in "Up"



u as in "Book"



Long A as in "Ape"



Long E as in "Eat"



Long I as in "Pie"



Long O as in "Toe"



Long U "Oops"



Oi as in "Oil"



Ow as in "Cow"



Ew as in "Few"

The Sound Cues are underneath all of the practice words. I used General American Pronunciation for each word. If you pronounce the words differently, either ignore the sound cues or change them to what works for you.

Further information on how to use the Sound Cues, labels, how to stimulate each sound and the hand gestures that go with each, is included in my Ultimate Articulation Program which can be downloaded for free on my website: www.Speech-TherapyAtHome.com.

You of course do not need to use the sound cues to teach Th but I have found that they can be very useful. I hope you find these sound cues helpful. Let me know if you have any questions.

How the Practice Words are Divided

- Th in CV and VC Word Shapes
- Th at the Start of CVC Words
- Th at the Start of Words Beyond CVC
- Th in the Middle of Words
- Th at the Ends of CVC Words
- Th at the Ends of Words Beyond CVC
- Th Blends the Blends can be in any position in a word
- Minimal Pairs Contrasting Th with D/N

Words in each group are sorted from shortest to longest. Shorter words are often easier to say than longer ones.

Some short phrases such as “The cat is included. I’ve treated it” are treated as one word as we say these phrases.

Many of the words are common and functional such as “The, Bath and Thing” others are common such as “Thanes and Saith”. These common words provide fun to use practice all the different sounds that can be combined with Th. These words can be very helpful to break bad habits children have with many words.

Using a combination of such words in practice gives you every possible combination of Th.

List of Practice Words:

Quiet Th in CV & VC Words

Thew	Thigh	Oath
Thaw		

Quiet Th at the Start of CVC Words

Thor	Thatch	Thief
Thad	Thud	Thieve
Thong	Thawed	Thumb
Thin	Theme	Thighs
Thought	Thug	
Thing	Thick	

Quiet Th at the Start of Words Beyond CVC

Thads	Teft	Thousand
Thanes	Themed	Thanker
Thuds	Thonged	Thanks
Thoughts	Thump	Theetsee
Thorn	Thicker	Theater
Thatched	Thieved	Therapy
Thatcher	Think	Thumbtack
Thawing	Things	Thinking
Thor's	Thistle	Thank You
Thunk	Thimble	Thespian
Thongs	Thunder	

Quiet Th in the Middle of Words

Without	Within	Mythical
Ethical	Nothing	Anything
Marathon	Python	
Method	Toothache	

Quiet Th at the Ends of CVC Words

Bath	Wroth	Youth
Beth	Keith	Ruth
Booth	Kith	Saithe
Both	Lath	Seth
Couth	Tooth	Sheath
Death	Math	Sooth
Faith	Moth	South
With	Mouth	Teeth
Goth	Myth	
Hath	Path	
Heath	Pith	
Wreath	Wrath	

Quiet Th at the Ends of Words Beyond CVC

Cloth
 Broth
 Smith
 Blooth
 Sloth
 Sleauth

Slath
 Swath
 Beneath
 Mammoth
 Uncouth
 Birdbath

Bike Path
 Tiger Moth
 Bubble Bath
 Tablecloth

Quiet ThL Blends

Ethel
 Bethel
 Lethal

Youthly
 Athletes
 Pathlet

Ruthless
 Monthly

Quiet ThR Blends

Throw
 Threw
 Three
 Third
 Thread
 Thrive

Thirty
 Thrush
 Thermos
 Panther
 Thursday
 Thrust

Thrift
 Thirsty
 Bathroom
 Thermometer

R Quiet Th Blends

Earth
 Birth
 Girth

Fourth
 North
 Ortho

Garth
 Birthday

Quiet ThS Blends

Oaths
 Beth's
 Kiths

Myths
 Faiths
 Maths

Depths
 Garth's

Quiet ThT Blends

Quothed

Toothed

N Quiet Th Blends

Month
 Tenth
 Synth

Ninth
 Unthaw
 Panther

Cynthia
 Monthly

P Quiet Th Blends

Depth
 Depths

Upthrow
 Upthrust

Depthless
 Groupthink

Noisy Th in CV & VC Words

The
 Thee

They
 Thou

Though

Thy

Eth

Noisy Th at the Start of CVC Words

Than
That
There
Their
Them

Then
These
They'd
They'll
They've

They're
Thine
This
Thus
Those

Noisy Th at the Start of Words Beyond CVC

Thines
That's
Theirs
They Ate
Thence

That Way
Therein
Thyself
Therefore
There There

Those Ones
Thereabout
Themselves

Noisy Th in the Middle of Words

Bathing
Be There
Soothing

Clothing
Smoothie
Teething

Breathing
Smoothest

Noisy Th at the Ends of CVC Words

Bathe
Bathe
Fath
Kithe
Lathe

Lithe
Loathe
Scythe
Seethe

Soothe
Teethe
Tithe
Writhe

Noisy Th at the End of Words Beyond CVC

Breathe
Clothe
Snath

Scathe
Smooth
Unclothe

Sunbathe

Noisy ThD Blends

Lathed
Soothed
Teethed

Tithed
Wreathed
Breathed

Trothed
Frothed
Bequethed

Noisy ThR Blends

Other
Either
Bather
Dither
Bother
Zither
Father

Feather
Further
Gather
Wither
Weather
Heather
Lather

Leather
Mother
Mouther
Neither
Neither
Whether
Rather

Tether
Soother
Southern

Slither
Brother
Farther

Grandmother
Grandfather

Noisy ThZ Blends

Oaths
Lothes
Mouths

Bathes
Paths
Youths

Teethes
Clothes

Minimal Pairs F – Quiet Th: Start of Words

Few – Thew
Fought – Thought
Fin – Thin
Four – Thor
Fad – Thad
Fink – Think

Minimal Pairs F – Quiet Th: Ends of Words

Oaf – Oath
Deaf – Death
Half – Hath
Laugh – Lath
Roof – Ruth
Safe – Saithe

Minimal Pairs F – Quiet Th Blends

Fro – Throw
Fred – Thread
Free – Three
First – Thirst
Roofless – Ruthless

Minimal Pairs T – Quiet Th: Start of Words

Tie – Thigh
True – Threw
Tick – Thick
Tin – Thin
Tree – Three
Tank – Thank
Torn – Thorn
Trust – Thrust

Minimal Pairs T – Quiet Th: Ends of Words

Fate – Faith
Sheet – Sheath
Bert – Birth

Toot – Tooth
Mat – Math
Fort – Fourth
Heart – Hearth
Tent – Tenth

Minimal Pairs V – Noisy Th

Vow – Thou
Vat – That
Van – Than
Veil – They'll
Vine – Thine
Vines – Thines

Minimal Pairs D – Noisy Th: Start of Words

D – Thee
Duh – The
Day – They
Dare – There
Den – Then
Dale - They'll
Dine – Thine
Drive – Thrive

Minimal Pairs D – Noisy Th: Ends of Words

Bad – Bathe
Fad – Fath
Laid – Lathe
Lied – Lithe
Load – Loathe
Sighed – Scythe
Seed – Seethe
Sued – Soothe

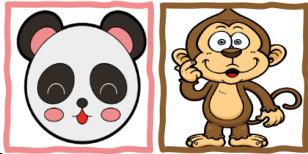
Practice Word Images

Following are images for all of the practice words. The images are printed on only one side of the page so you can cut them out to play games.

Quiet Th in CV & VC Words



Thew



Thaw



Thigh



Oath

