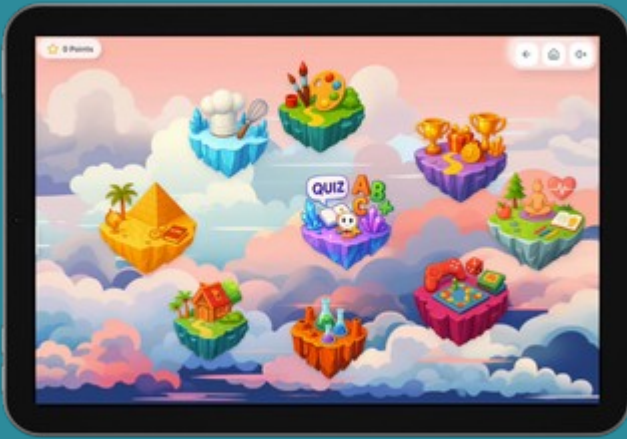


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Foundation Set 09 th, wh and qu

Table of Contents
Phonics Companion Pack
Book 1: The Quick Quiz (B&W) (Fiction)
Book 1: The Quick Quiz (Colour) (Fiction)
Book 2: The Thin Twig (B&W) (Fiction)
Book 2: The Thin Twig (Colour) (Fiction)
Book 3: Thin and Thick (B&W) (Non-fiction)
Book 3: Thin and Thick (Colour) (Non-fiction)
Book 4: This Moth (B&W) (Non-fiction)
Book 4: This Moth (Colour) (Non-fiction)



The Quick Quiz



This is a quiz.



Which box has the shell?



This box has the shell.



Then the lid fell
with a thud.



The shell is not lost.
That was fun!

The Quick Quiz



This is a quiz.



Which box has the shell?



This box has the shell.



Then the lid fell
with a thud.



The shell is not lost.
That was fun!

The Thin Twig



This twig is thin.



The twig hit the tin
with a thud.



The thin twig did snap.



Which twig is thick?



This thick twig did not
snap.
That was quick!

The Thin Twig



This twig is thin.



The twig hit the tin
with a thud.



The thin twig did snap.



Which twig is thick?



This thick twig did not
snap.
That was quick!

Thin and Thick



This is a thin twig.



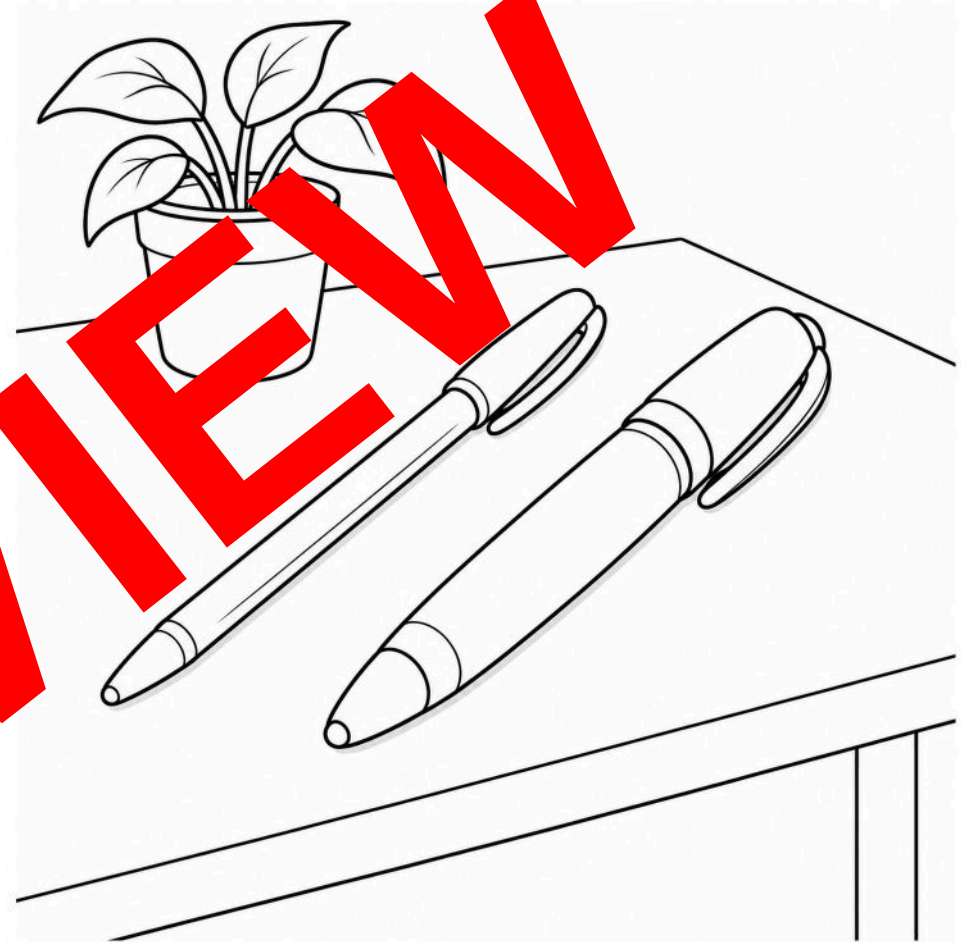
This is a thick log.



Which is thin?



This is thin.
That is thick.



This pen is thick.

Thin and Thick



This is a thin twig.



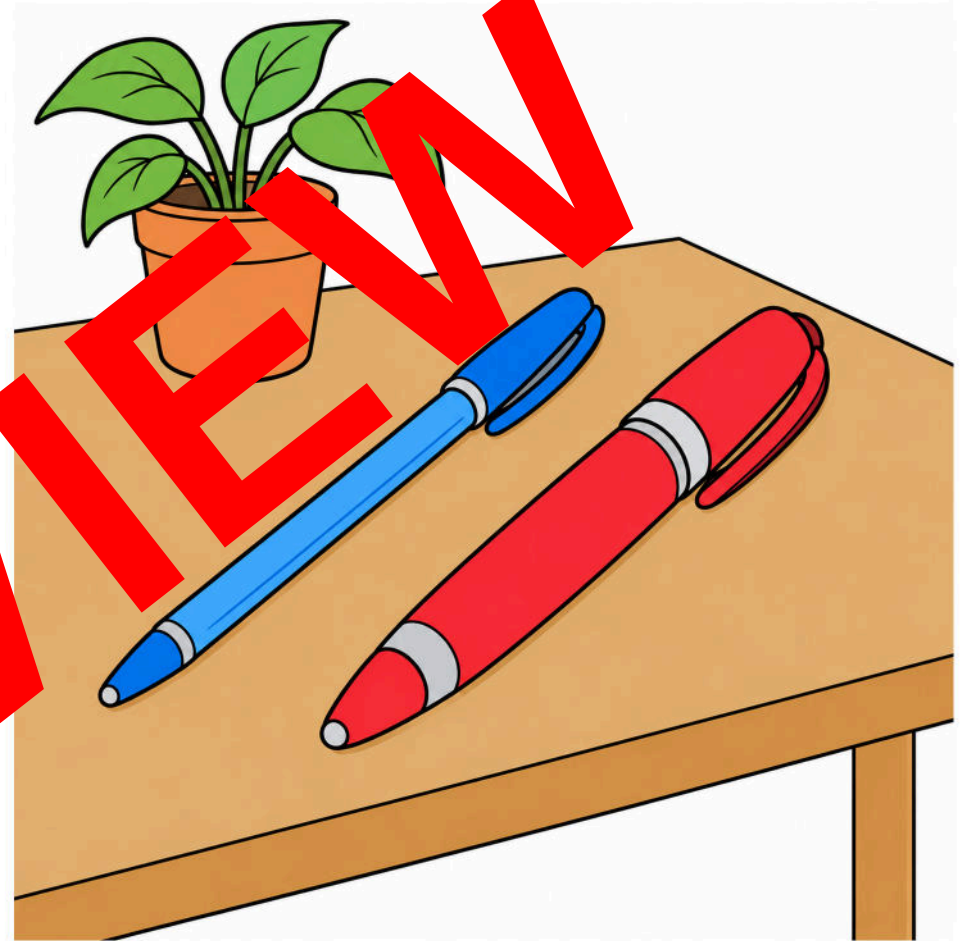
This is a thick log.



Which is thin?

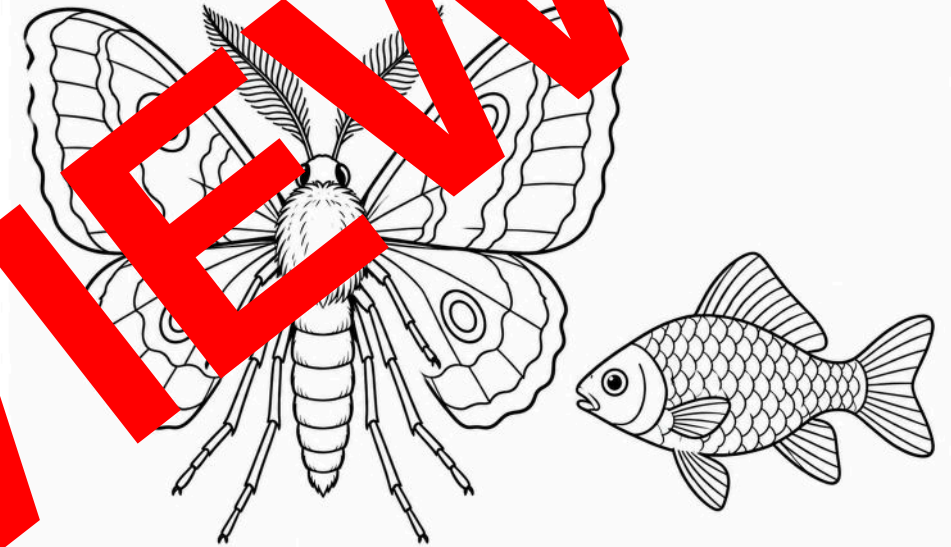
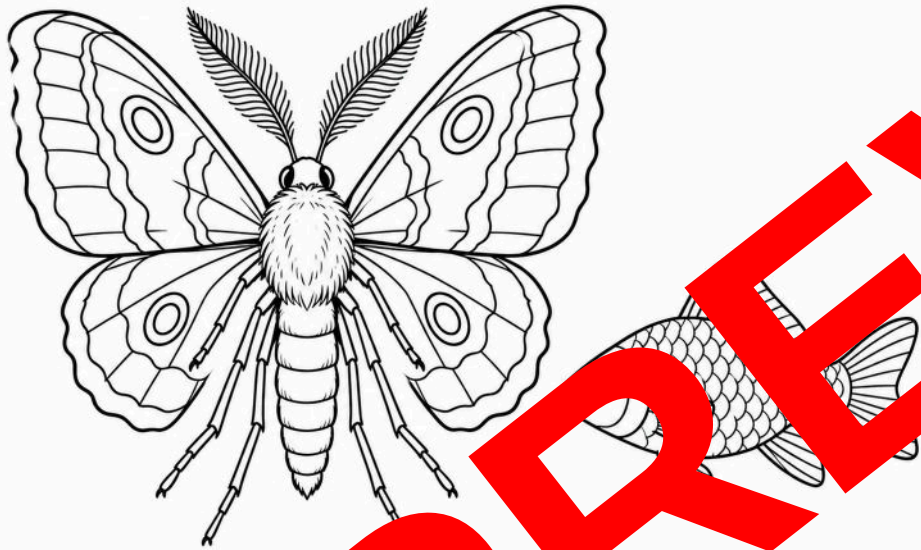


This is thin.
That is thick.



This pen is thick.

This Moth



This is a moth.



This moth has six legs.



This moth has thin legs.

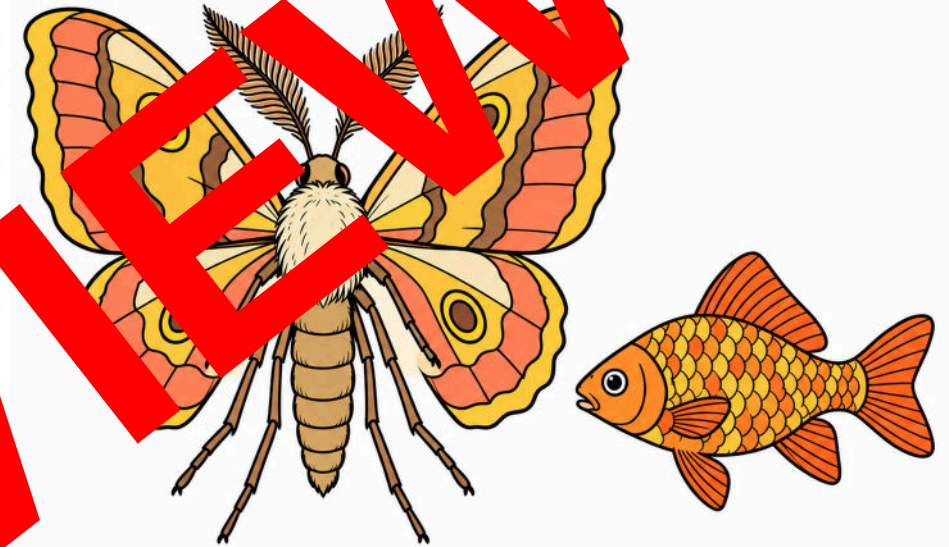
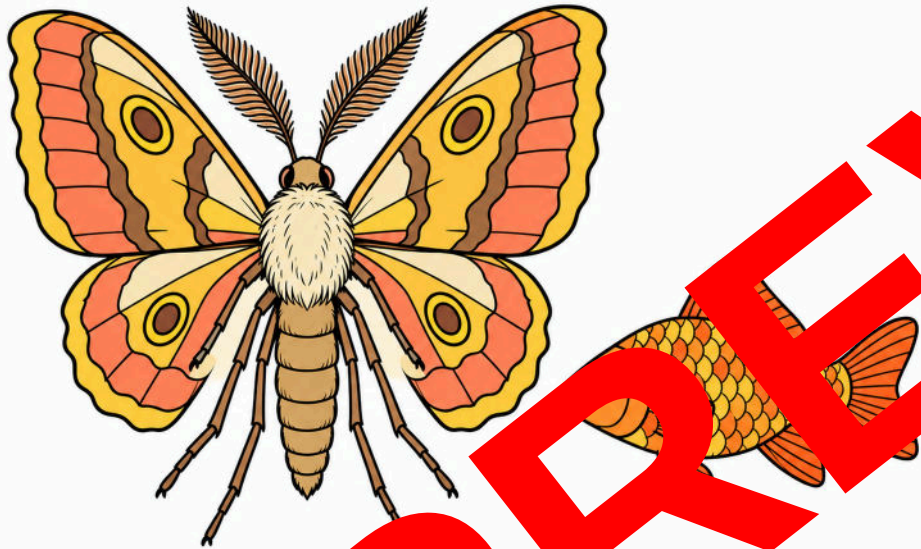


The moth is on a twig.

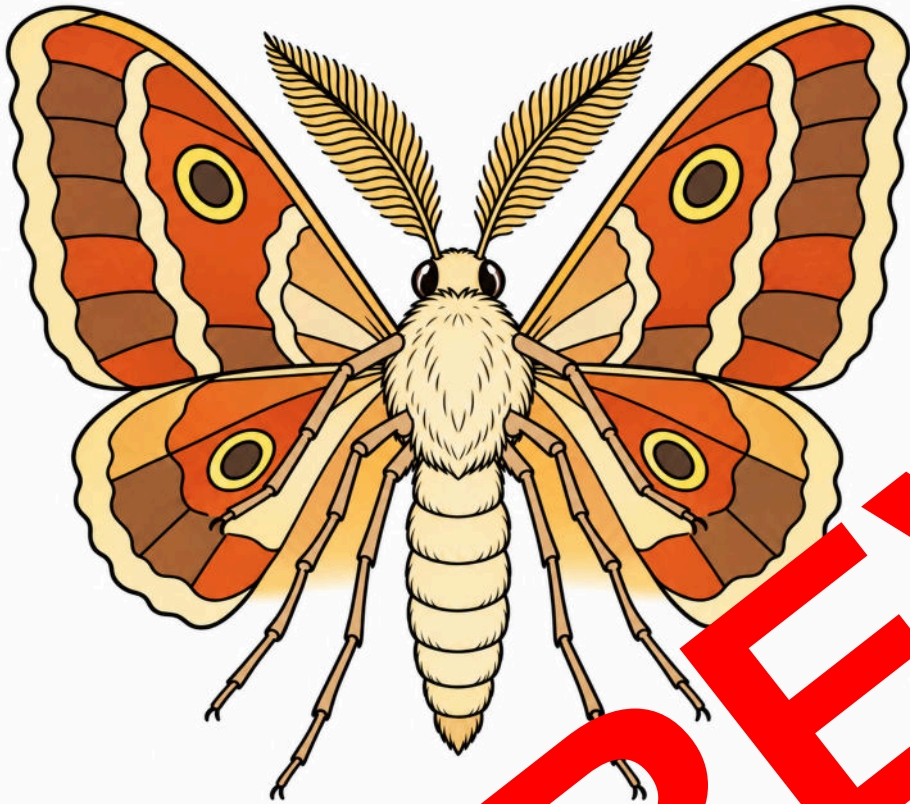


Which is the moth?

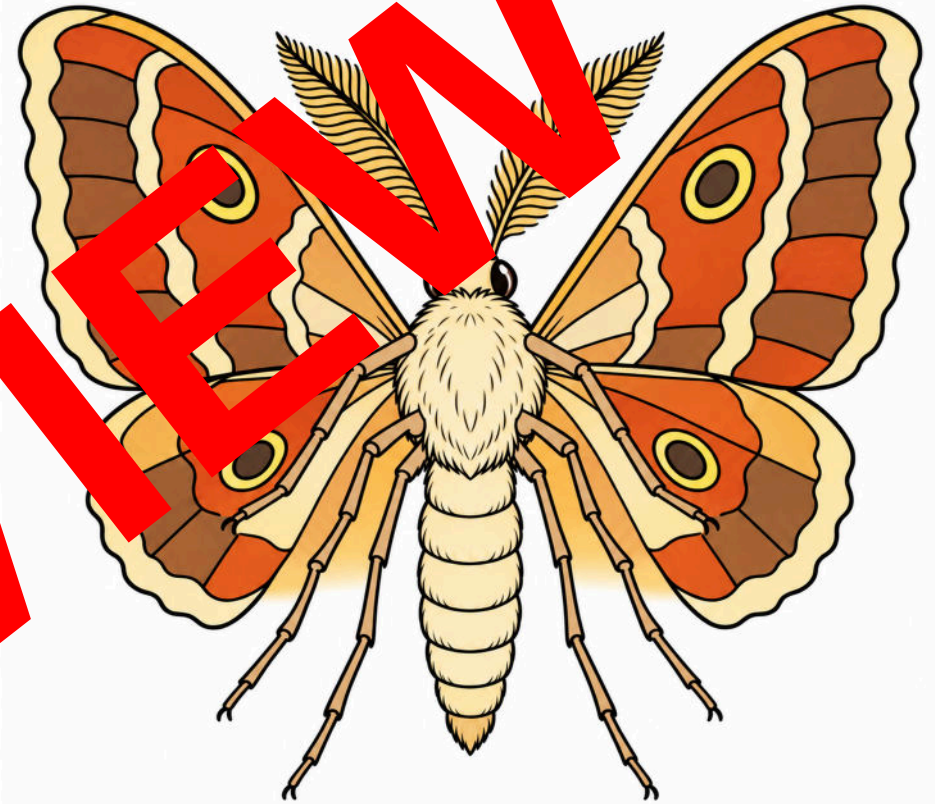
This Moth



This is a moth.



This moth has six legs.



This moth has thin legs.



The moth is on a twig.



Which is the moth?

Teacher guidance

Use after all F01-F08 learning and the new F09 code have been explicitly taught. Give support with instructions and checking as students practise.

Focus and prerequisites

Teach th in thin (unvoiced) and this (voiced) separately; wh says /w/ in Australian speech. qu is one spelling for /k/ then /w/: keep it together over two sound positions. Recognise and name q/Q. Revisit five short vowels, earlier consonants, doubles, x, sh/ch and verified s=/z/. Use one-syllable VC/CVC/VCC/CVCC/CCVC and simple -s=/s,z/ only.

Teach the exceptional parts

Books 1/2 use a, the and was; book 3 uses a; book 4 uses a/the. a is weak uh or strong ee in the, th is taught but e is weak uh (or strong ee); was has regular w/s=/z/, exceptional a=/o/. Book 8 adds they: taught th, ey=/ai/; there: taught th, ere=/air/; were: taught w, ere=/er/ or weak uh. Teach i for e as this is now regular i+s=/z/.

Reading and correction

Supply a missed sound, point to each spelling, blend, then read. Discuss pictures after decoding; avoid picture guessing. Use the student's normal voiced/unvoiced final th in thin. The fiction has a small mishap and solution. The non-fiction compares actual pictures of a moth and a butterfly. It observes a moth; it does not tell an imaginary animal story.

Print and assemble

Choose one edition per book. Print readers A4 landscape, actual size/100%, single-sided. Cut at the centre guide, stack A5 pages 1-6 and staple. Do not fold or use duplex booklet printing. Companion: portrait A4, actual size. Cut cards; build on word/sound cards at home and reuse tiles.

Prompts and dictation

Page 2: say and blend thin, when, quit, then segment. Page 4 rows 1-4: thin, quit, moth, when. In quit, write qu across the line, double field, then i and t. Page 7: This twig is thin. / The quiz is quick. Page 8: teach, cover, write and check thin, there/were; dictate They were there.

Check sounds and sorting

Page 3: thin/this/when which have 3 sounds; quick/quit/quiz/maths have 4. Page 5 changed positions: 1,2; 1,3; 4,4. Page 6 unvoiced: thin/moth/thick; voiced: this/then/them. Exclude ambiguous with from this sort. Let three cards stack in each large bin.

Check meaning and transfer

Page 9 picture answers in word-choice order: moth-3, tin-4, log-1, shell-2; drawings show a thin twig and thick log. Page 10: quack=4 sounds, whack=3, thrush=4. Explain meanings orally after decoding. Hear accurate rereading, note needed support and give the next small teaching step.

Sounds and spellings

Blend then segment thin, this, when and quit orally. Cut out the four sound cards. Say both th sounds separately; dots count sounds. Name q and Q in the bottom panel.

th
•

thin

th

this

wh
•

when

qu
• •

quit

q

Q

Name the letters. Keep qu together for its two sounds.

Blend and read

Say the sounds, blend the word, then read it smoothly. One dot is one sound. th, wh and ck each have one sound here; qu has two sounds kept together.

th i n
• • •

th i s
• • •

wh e n
• • •

wh i ch
• • •

qu i ck
• • •

qu i t
• • •

qu i z
• • •

m a th s
• • •

Say, build, spell

Use the page 1 prompts in order. Repeat and segment each word, build it with the tiles, then write its spellings in the boxes. Reuse tiles for one word at a time. qu stays together over two sounds.

1

.	.	.

2

.	.	.	.

3

	.	.

4

.	.	.

th	i	n	qu	t	m	o	wh	e
----	---	---	----	---	---	---	----	---

Change one sound

Read each chain from left to right. Circle the spelling that changes in the next word. Every move changes just one sound. Choose a chain and write it on the lines.

thin → tin → ten

when → then → them

quit → quiz → quick

Two th sounds

Say thin without voice and this with voice. Cut out the jumbled cards and sort by the th sound. Stack three cards in each bin. Read and check each group with a partner.

thin

this

PREVIEW

them

thin

moth

this

thick

then

Build, read, write

Cut out the tiles. Build and read one sentence, then write it. Reuse the is tile for the second sentence. Check capitals, word spaces and full stops.

This

twig

is

thin.

The

quiz

quick.

PREVIEW

Learn, cover, check

Learn each underlined spelling. Cover, write and check each word. Then cover the sentence, listen, write it on the lines and check.

they

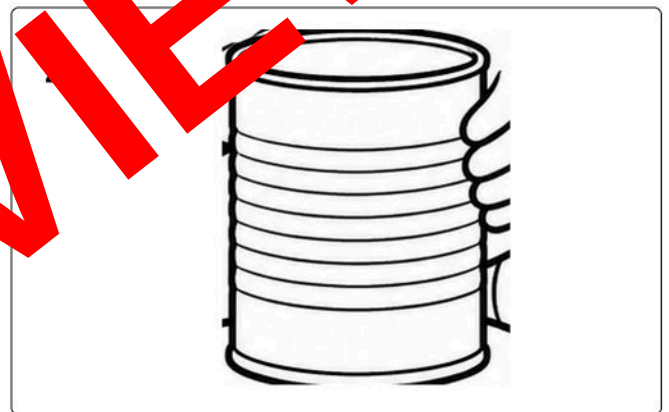
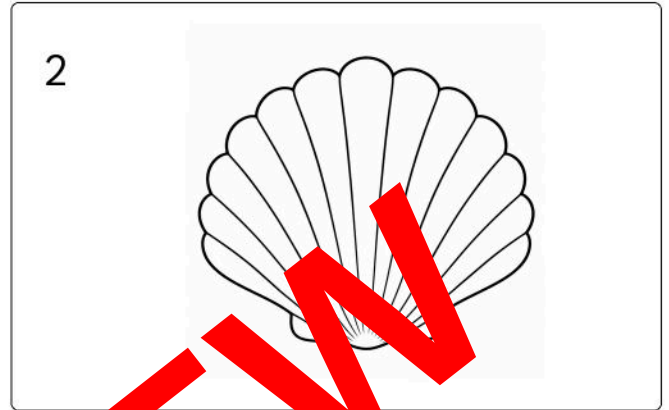
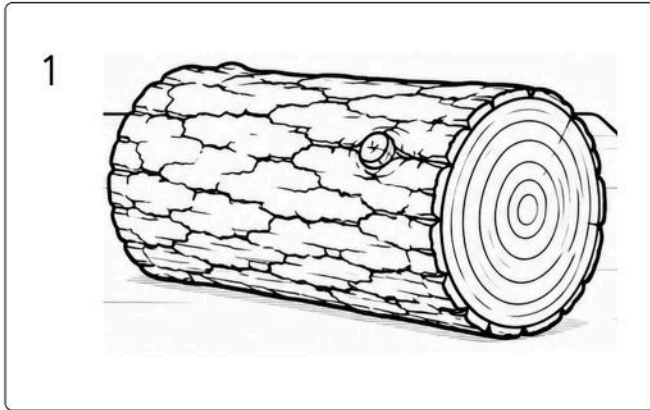
there

were

They were there.

Read for meaning

Match each word to a picture: write its number in the small box. Do not draw lines in advance. Then draw a thin twig beside a thick log, as in the comparison reader.



moth

tin

log

shell

thin twig

thick log

Reread and transfer

Blend the three new words; discuss their meanings after reading. Read the short passage twice. Write a line or draw what you read. Circle yes if secure, or yet if you need more practice.

qu a ck
• • • •

wh a ck
• • •

th r u sh
• • • •

This is a quiz.

Which is thin?

That is thin.

yes

yet

Teacher observations: accurate reading / support needed / next step