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Year 1 Set 22 Open Syllables

Table of Contents
Phonics Companion Pack
Book 1: The Paper Robot (B&W) (Fiction)
Book 1: The Paper Robot (Colour) (Fiction)
Book 2: A Super Day at the Gym (B&W) (Fiction)
Book 2: A Super Day at the Gym (Colour) (Fiction)
Book 3: A Baby Tiger (B&W) (Non-fiction)
Book 3: A Baby Tiger (Colour) (Non-fiction)
Book 4: An Emu (B&W) (Non-fiction)
Book 4: An Emu (Colour) (Non-fiction)



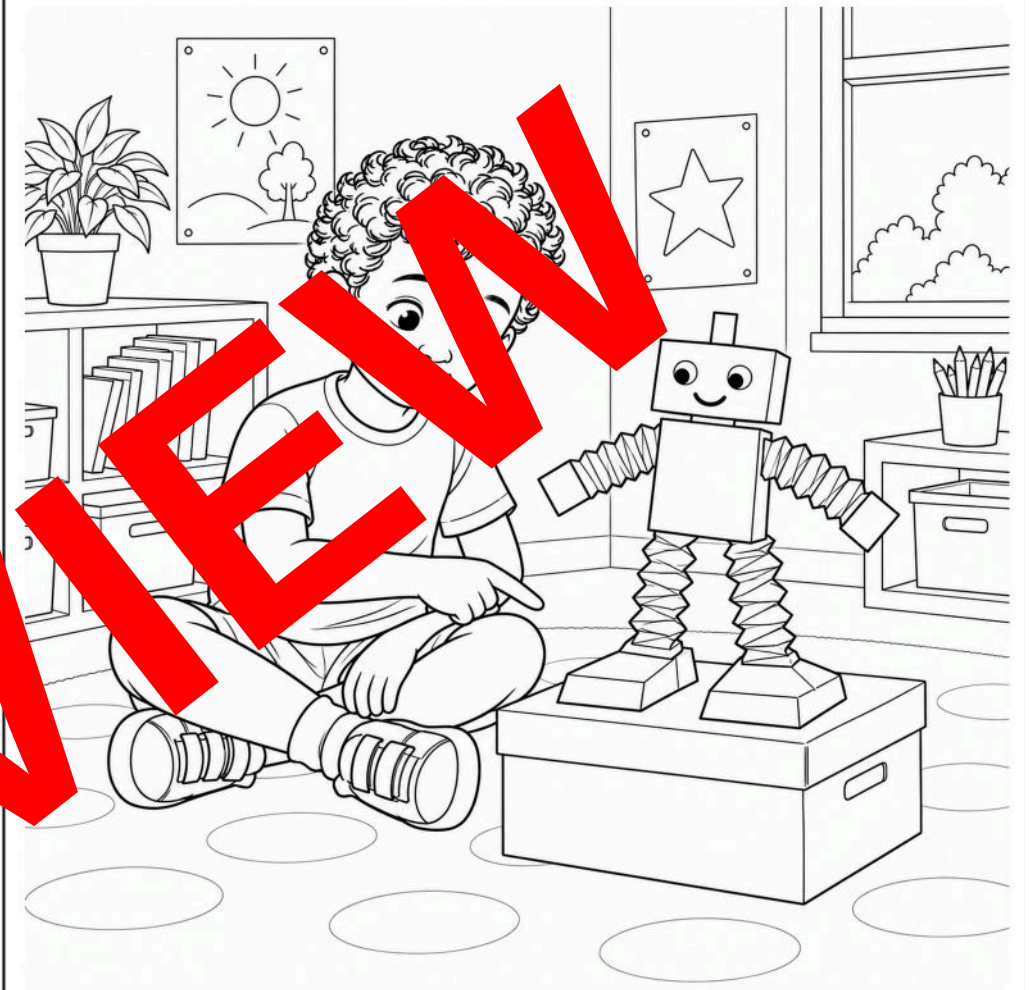
The Paper Robot



I make a paper robot.
Its legs can bend.



I set my robot on a box.
It tips to the side.



I make its feet big and flat.
Now my robot can stand.



I tap on its foot.
My robot nods to the music.

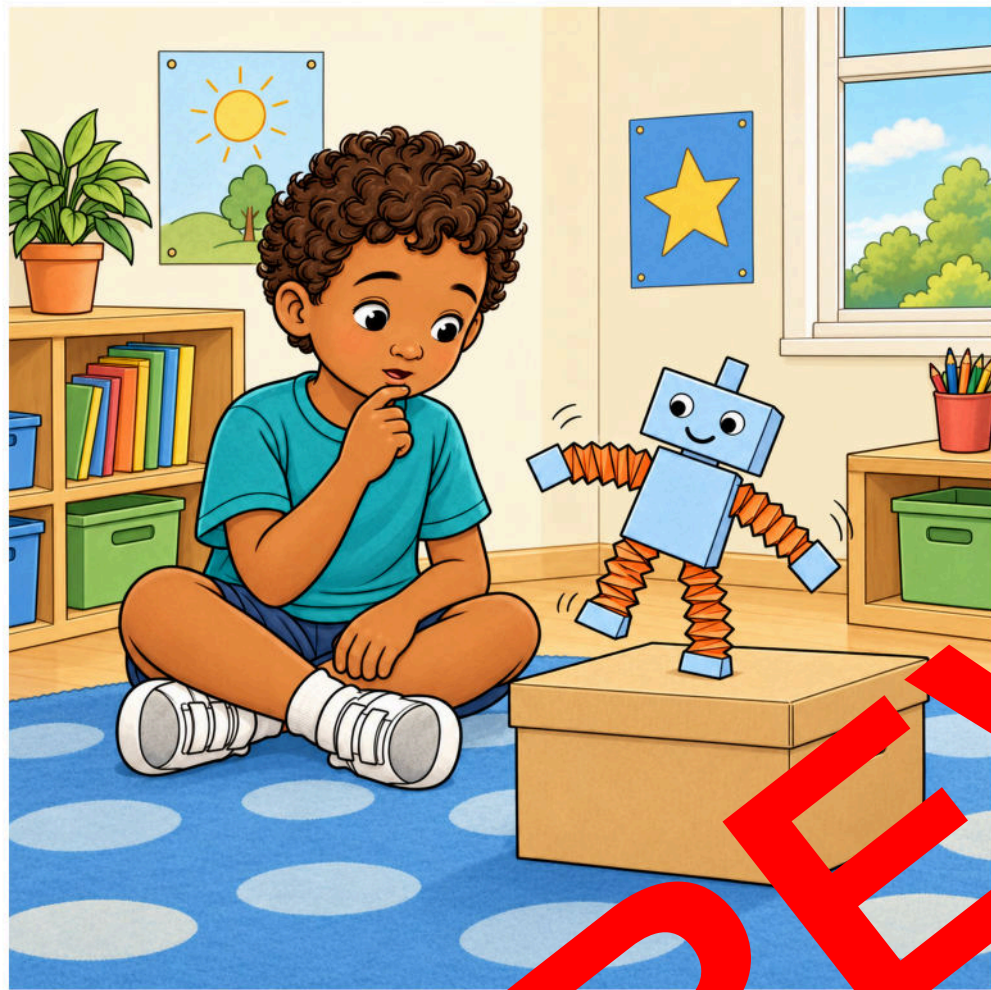


My super paper robot has a job.
It keeps the beat with me.

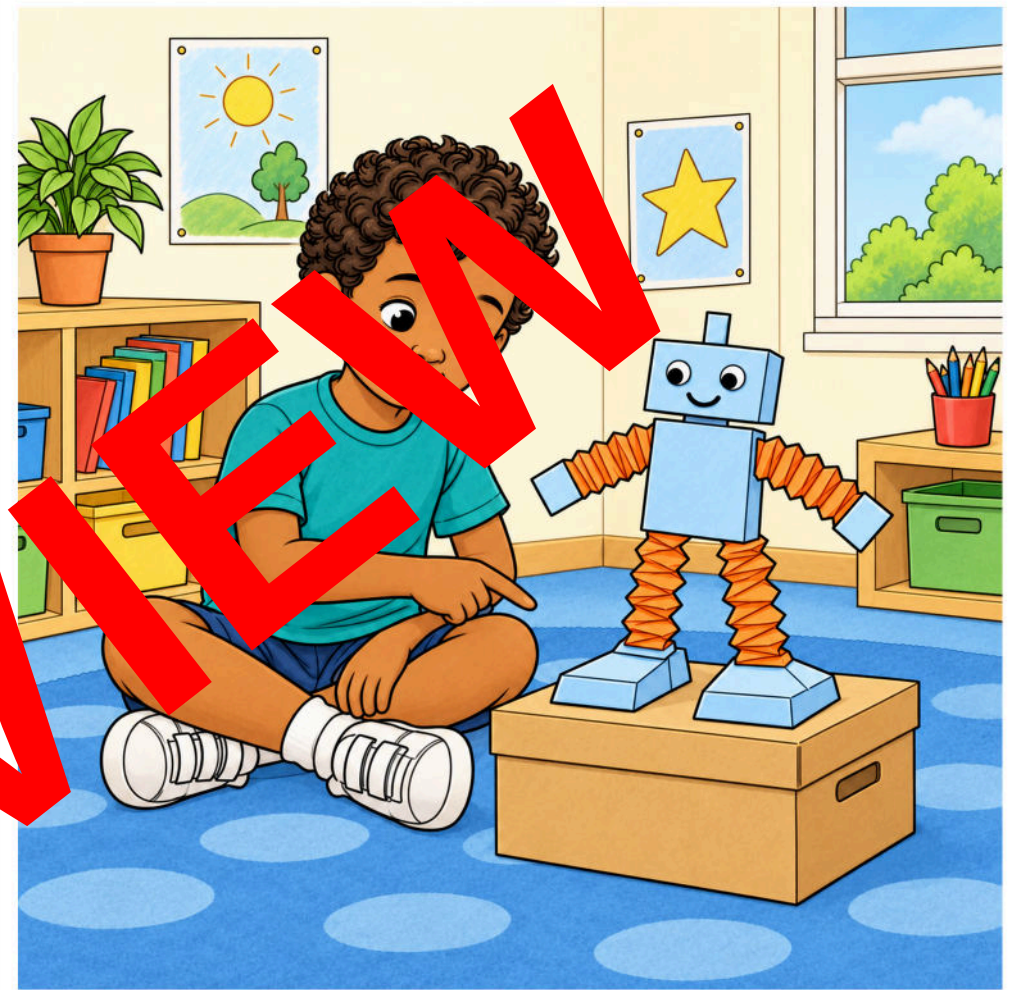
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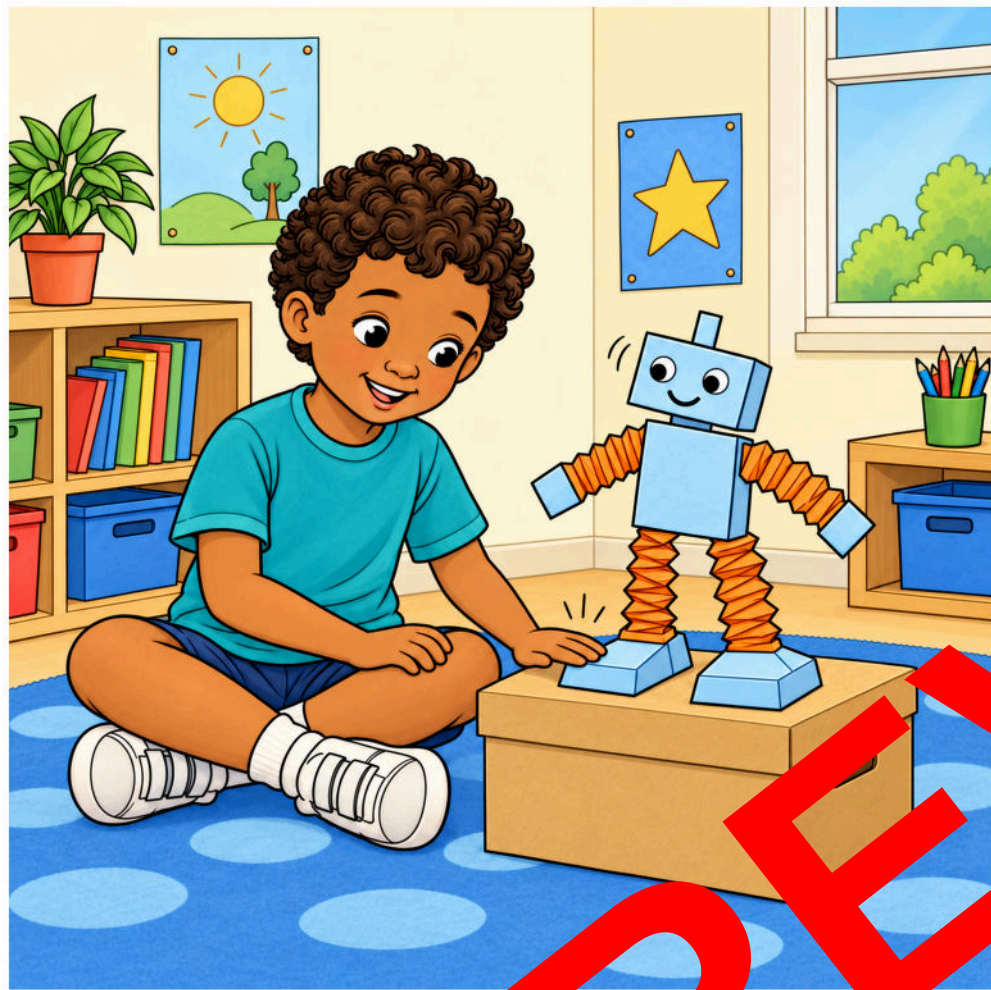
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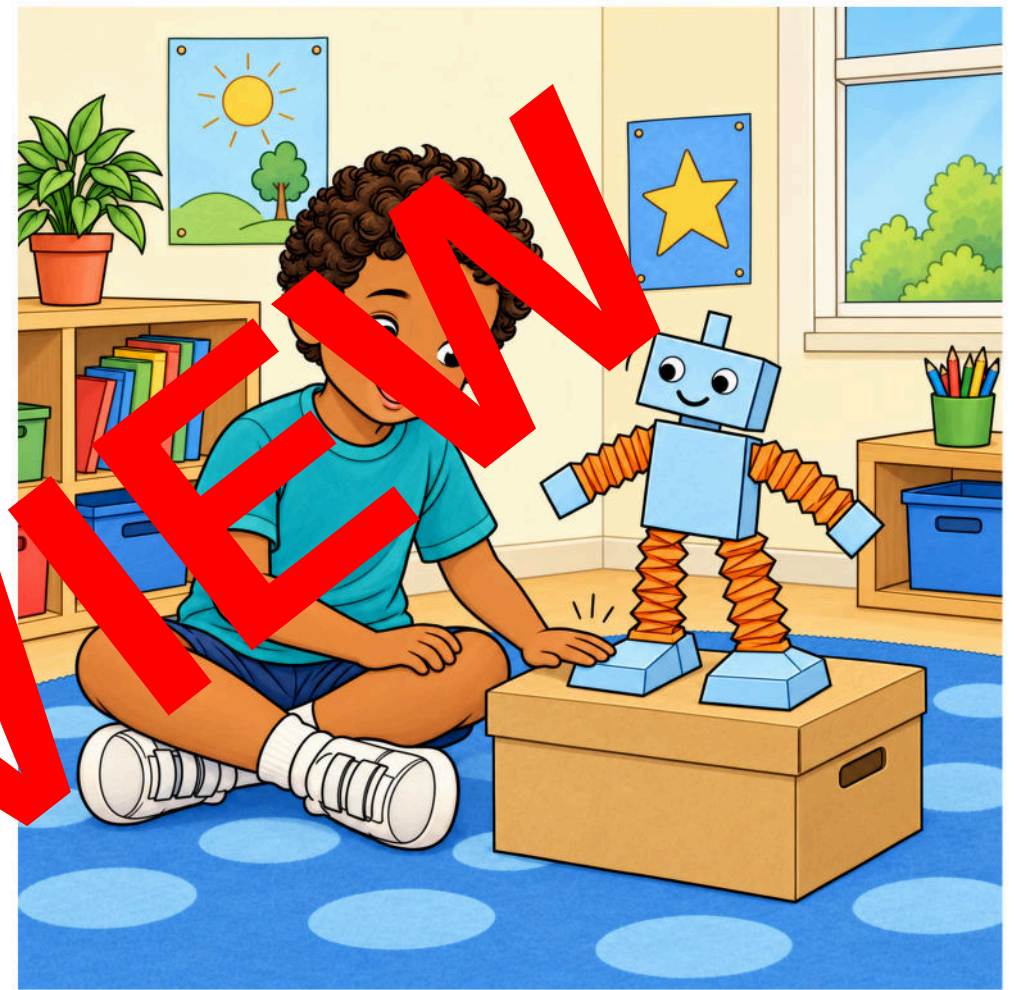
I set my robot on a box.
It tips to the side.



I make its feet big and flat.
Now my robot can stand.



I tap on its foot.
My robot dances to the music.



My super paper robot has a job.
It keeps the beat with me.

A Super Day at the Gym



It is my first day at the gym.
I feel shy.



I sit on a big mat.
A lady taps a drum.



We skip to the music.
I land with a bump.



My friend helps me get up.
I give my friend a big grin.



We jump and spin to the beat.
It is a super day at the gym!

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A Baby Tiger



A tiger is a big cat.
A baby tiger is a cub.



A new cub can't see.
It stays in a safe den.



Its mother feeds it milk.
Milk helps a cub grow.



A tiger has stripes on its coat.
The stripes help it hide.



A cub gets bigger.
It runs and plays with its mother.

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An Emu



An emu is a big bird.
It has a long neck and long legs.



An emu cannot fly.
Its legs help it run.



An emu eats seeds.
It can pick up food with its beak.



The dad sits on eggs.
He keeps the safe in a nest.



The chicks have stripes.
The dad helps them get food.

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Teaching and checking

Focus and readiness

Use this set after all earlier steps have been explicitly taught. Review short vowels, known long-vowel spellings, weak vowels, word endings and longer-word blending. The new readings are a in paper, e in emu, i in tiger, o in robot, u in super, u in music, and y in gym. Compare open and closed examples in real words; avoid a rigid rule for splitting every word. Notice stress and natural Australian weak vowels.

Model, practise together, then release

Say paper. Point to p, a, p, er and say their sounds; blend the word, then read it in its sentence. Let students echo, blend another example with you and then try independently. In music and emu, one u spells two phonemes, /y/ and /oo/. In super, u spells /oo/ without /y/. In gym, g is the already-taught soft /j/. Revisit the printed word after an error: say the sounds, blend and reread for meaning.

Introduced word support

Before each book, explicitly rehearse its needed form a and he; add friend in the gym story and mother in the tiger book. In friend, ie spells /e/; in mother, o spells /u/; voiced th and weak er are already taught. In the, th is already voiced; model its weak final vowel in the sentence. Model weak a and its strong /ai/ form in new a. Keep support to these actual current parts; do not call all of each word irregular.

Use the practice pages

Read directions and model the first item together. Ask students to say sounds before blending or writing. Sound dots mark phonemes, so u in music has two dots. Change only one sound in each word in a step. Cut the source cards and tiles; keep them upright. Let students test, explain and reread their choices before checking. Read the four originals for meaning, then revisit a short page for smoother reading.

Dictation and spelling checks

On Build and write, say music, robot, emu, one per row. On Listen and write, say music, gym, robot, tiger, then The robot has a job. and The emu has long legs. Say each sentence naturally, repeat it, let the student say it back, then write and reread it. Prompt the taught word parts and named support as needed. Check every sound, spelling order, spaces, capital and full stop; explain one useful correction and let the student retry.

Reading, meaning and assembly

Ask what makes the robot stand, how the friend helps, what a new cub needs and how the emu dad helps. Students may point, speak, draw or write before explaining their answer. Notice accurate blending, current vowel choices, self-correction and understanding. Print one chosen reader edition at actual size, single-sided on landscape A4. Cut the centre, stack numbered pages 1-6 and staple left. Do not fold or use duplex booklet settings. The ten practice pages stay portrait A4. Keep the separate reading and printing guide.

Hear the vowel sounds

Listen to paper. The a says /ai/. Say it with me. Say the other words with someone, then point to the letters that spell their vowel sounds.

a . paper	e . emu	i . ger	o . robot
u . music	u . super	y . gym	

Try it together: say music, then super. Listen carefully: u can spell /y/ and /oo/, or just /oo/. Now say gym and hear the short /i/ sound in y.

Blend and read

Touch a dot for each sound. Blend the sounds, then say the whole word. Try paper with someone first. In emu, u spells /y/ and /oo/, so it has two dots.

paper
• • • •

super
• • • •

tiger
• • • •

robot
• • • • •

emu
• • • •

gym
• • •

Build and write

Listen to one word at a time. Say its sounds. Cut and choose the letters, build the word in the wide box, then write it on the lines. Read it back.

i	m	c	u	s
---	---	---	---	---

o	b	t	o	r
---	---	---	---	---

u	e	m
---	---	---

Change one sound

Read rim, then gym. The first sound changes, but i and y both spell /i/. Say the change in each step, then copy the last word.

rim → gym → gem

cat → cap → cup

fit → feet → feed

man → moon → noon

Sort the vowel sounds

Say paper and hear /ai/. Say tiger and hear /igh/. Cut the mixed word cards. Read each word, listen to its first vowel sound, then put it in the matching space.

paper

tiger

lady

bike

kite

baby

pilot

corn

The /ai/ sound

The /igh/ sound

Build a sentence

A sentence tells an idea. Start with a capital letter and finish with a full stop.
Read the model together. Cut each set of tiles, build its sentence, then write it.

I can run.

job.

The

a

robot

has

long

has

legs.

An

emu

Listen and write

Say each word, listen to its sounds, then write it. Say music slowly: /m/ /y/ /oo/ /z/ /i/ /k/. Hear two sounds in u. Read your writing to check every part.

1	2
3	4

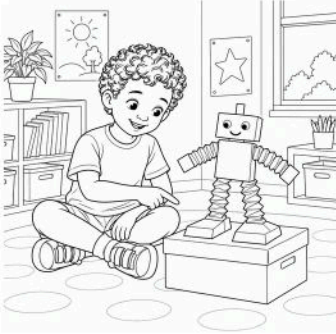
Say the whole sentence, then write it.

Read, cover, then write.

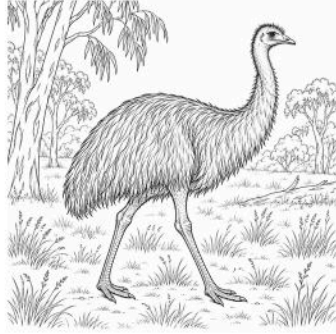
the	friend	mother

Read for meaning

Read each sentence. Look carefully at the pictures. Write the number of the picture that matches. Tell someone how you know.



1



2



The cub drinks milk.

The robot can stand.

The emu has long legs.

Choose a book. Draw a part, and write a sentence.

☐

☐

☐

PREVIEW

Read again and tell

Read these new sentences. Blend a word if you need to, then reread the whole sentence so its meaning is clear.

An emu and a tiger can run.

My super robot can tap to the music.

A baby tiger has stripes on its coat.

Choose a word that was hard. Say its sounds, blend it, then read its sentence again.

☐ I blended.

☐ I reread.

☐ I checked meaning.

What helped the robot stand?

How does the emu dad help the chicks?

Teacher observations
