


Starter Kit Ideas Pages

STEP 1


Explore the Sounds and Sound Charts

Introduce Phonemes

Play I Spy

Play *I Spy* with sounds rather than letters. Teacher calls the clues, for example, “I spy with my little eye, someone whose name starts with .

 Students can also have a turn, but must give the starting sound not the starting letter.

Discuss how our names are made up of sounds blended together. Have students form themselves into groups according to the initial sound in their names, for example “Children whose names start with  form a group.”

Have students create sounds using different objects in the classroom (tapping, knocking, crumpling), their bodies (clap, stamp, slap) and their voices. Explain that these are all sounds, but the sounds that form our names are special sounds, called *phonemes*. Explain that *phonemes* are the small sounds that we blend together to make words.


Play What’s This Animal?

Say phonemes slowly for students to blend together to make a word and guess the animal – /p/i/g/ (*pig*), /c/ow/ (*cow*), /h/or/se/ (*horse*), /sh/ee/p/ (*sheep*), /c/r/a/b/ (*crab*), /m/ou/se/ (*mouse*), /g/o/a/n/n/a/ (*goanna*), /j/e/l/l/y/f/i/sh/ (*jellyfish*). Next, have students give the phonemes for more animals for other students to guess.

Introduce the Teaching Charts or Student Chart


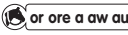

Display the *Sound Waves Teaching Charts* where all students can see them with the Consonant Chart first, or have each student refer to a *Sound Waves Student Chart*. Explain that each box on the chart represents a phoneme. Select a sound box and direct students’ attention to the icon (picture at the top of the box), letters, word examples and pictures. Then, introduce graphemes using the following suggestions.

Introduce Graphemes

Ask students what the letters in a sound box might represent. Explain that they represent the different ways a sound can be written in a word. Explain that they are called *graphemes*. Direct their attention to the  sound box and ask:

- How many graphemes are in this sound box? (3 - **r**, **rr**, **wr**)
- What are the graphemes and what word example is given for each? (**r** – *robot*, **rr** – *carrot*, **wr** – *write*)
- What are some other word examples for these graphemes?

Repeat this for other sound boxes.

Ask students how they can identify the phoneme that each sound box represents. Students may be able to answer this question, but may need assistance. Explain that the sound for the sound box is worked out by saying the icon name, then saying the sound represented by the first letter(s) in the box when we say the word. For example – the icon is a moon, **m** in *moon* represents ; the icon is a horse, **or** in *horse* represents  not .

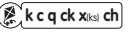

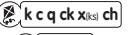

Have students identify the sound for each sound box. Start with the consonant sounds and read across the rows.

Here are a few sound boxes that may require some explanation.

Explain Sound Boxes

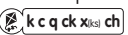


(**q** in the  sound box and **u** in the  sound box)

The letters **qu** in *queen* represent the blend of two sounds:  and , so **q** appears in the  sound box and **u** appears in the  sound box.






(**x** in the  and  sound box)

The letter **x** in *fox* represents a blend of two sounds:  and . This is evident when you say the two words – *fox* and *socks*, where **x** and **cks** both


represent  and , so **x** appears in both of these sound boxes.



(**yoo** in the  sound box)

The letter **u** in *computer* represents the blend of two sounds  and , so this letter appears in the  sound box with **yoo** beside it. Other graphemes can also represent this blend of two sounds, for example **ew** in *new*, **u_e** in *cube*.



The **er** in *ladder* is not the same as the **er** in *her*, which is represented by the  sound box. It is called the *schwa* sound. It is similar to the **u** in *cup* but softer. It is the sound of the **a** in *pizza*, the **e** in *bucket*, the **i** in *dolphin*, the **o** in *iron* and the **u** in *cactus*.

After all sounds on the Sound Charts have been identified, have each student identify the sound box for the starting sound in their name.

Optional – Play the *Sound Waves Let’s Sing the Sounds* CD for students to listen to and sing along as they look at the Sound Charts.

Play Sound Off

Students familiarise themselves with the phonemes and position of each sound box on the *Sound Waves Teaching Chart*. Teacher points to each icon or sound box in order, across the rows, left to right. Students say the sound represented by each one aloud. For game tips and variations see page 191 of the *Sound Waves 3 Teacher Book*.

STEP 2

Getting Started with the Student Book

Activity 1 Phonemes

After students match the animal pairs in Activity 1, discuss phonemes for other animal names. Ask students to brainstorm animal pairs that start with the same sound, for example *sheep* and *shark*. Students could also mime an animal for other students to guess. Instead of saying the name of the animal that is being mimed, students could respond by miming another animal that starts with the same sound.

Activity 2 Sound Boxes

After discussing the sound boxes in Activity 2, have students turn to other pages in their Student Book and identify the sounds for the sound boxes they find.

Activity 4 Blends, Segmenting

Discuss how blends like **gr** in *green* and **bl** in *blue* are actually two phonemes, not one. Ask students to give examples of more two-letter blends (**cr**, **dr**, **fl**), and some three letter blends (**str**, **shr**, **scr**).

Explore the number of sounds in other colour names. Segmenting words into phonemes is an essential skill for good spelling. Count the number of sounds in other colours – *red* (3), *brown* (4), *black* (4), *pink* (4), *blue* (3), *grey* (3), *silver* (5), *scarlet* (6). Students can say each word slowly, breaking it into phonemes, and either draw a stroke for each sound as they say it or they can hold up a finger for each sound.

Activity 5 Graphemes

After breaking the words in Activity 5 into their graphemes, explore graphemes in other colour names. Challenge students to write the words for the colours above, breaking them into graphemes. They can be recorded in Word Strips on **BLM WSS** (See *Sound Waves 3 Teacher Book*, page 5) or record them as **b/r/ow/n**.

Activity 6 Graphemes

Explore the grapheme options for other sounds. Refer students to the Sound Waves Teaching or Student Charts and ask them to identify different graphemes for the following sounds:

m mm mb,
 j g ge dge, **n nn kn**, **ir ur or er**,
 oa o_e ow o, **or ore a ow au**.

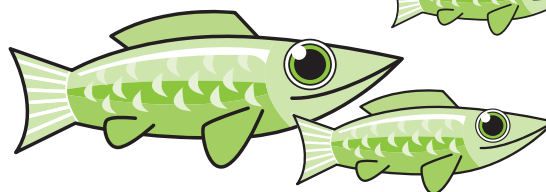
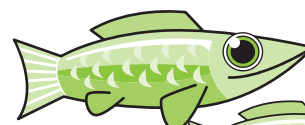
Activity 7 Did You Know?

Read and discuss the 'Did you know ...' activities. Ask students to suggest more examples for each message if they can. Remember there may be more than one correct answer to a question about sounds. Encourage students to justify their choices.

Helpful Hints

The **Helpful Hints** introduce new concepts throughout the book. They appear with a jigsaw symbol below the activity instructions where the concepts are first introduced. They are also listed collectively on pages 78–79.

Turn to these pages with the students to explore the information in the **Helpful Hints**.



BLMs GS1–GS4

BLM GS1

Whose Name?

Write the first name of each person in your class on the lines.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Circle all of the names that have these sounds.
Draw a line around all of the names with four sounds.
Find one answer for each clue if you can.

Whose name starts with **cc**? _____

Whose name starts with **ck**? _____

Whose name ends with **ck**? _____

Whose name ends with **cc**? _____

Whose name ends with **ck**? _____

Whose name has the **cc** sound? _____

Whose name has the **ck** sound? _____

Whose name has **ck** at the beginning? _____

Whose name has the letters and first sound? _____

STEP 3

Great Games and Activities









Select from the Great Games and Activities on page 18 of *Sound Waves 3 Teacher Book*. The concepts of phonemes and graphemes can be further reinforced by using **BLMs GS1–GS4**.

Student Book Pages

Unit 1

Getting Started

1 When we speak, each word that we say is made up of sounds. Read the words in each row. Circle the two words in each row that start with the same sound.

| | | | |
|--|---|--|---|
|  cow |  spider |  kangaroo |  chicken |
|  goat |  jellyfish |  giraffe |  frog |

2 In Sound Waves we use sound boxes to represent the sounds. We have large sound boxes and small sound boxes.

Large Sound Box

ir ur or er

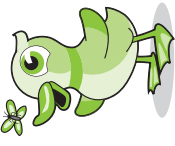
graphemes (spelling choices)

Small Sound Box

r ur or r

examples of words with these graphemes











bird nurse world fern



To say the sound for a sound box you simply:

- say the word for the icon (the picture in the box)
- then look at the first grapheme (letter or letters) in the box
- and say the sound that these letters represent in the icon name.

3 Say the sound for each sound box. Say the name of each animal. Join the animal to the sound box that represents the sound at the start of the animal's name.

| | | | | |
|--|---|---|--|--|
|  ffph |  h |  m mm mb |  d dd |  j g ge dge |
|  |  |  |  |  |

6 Sound Waves 3 Student Book

4 Say the word green out loud, listening for each sound. Green has 5 letters but only 4 sounds.

 g gg  r rr wr  ee e ea y ey  n nn kn

Your Turn

How many sounds are in these words? Draw a stroke for each sound in the word. The first one is done for you.

yellow llll blue lll black llll

5 When we write words, we write a letter or letters—called the grapheme(s)—for each sound. Green has 4 sounds, so it has 4 graphemes.

 g  r  ee  n

Your Turn

Write the words in the boxes, writing the graphemes for each sound in a separate box.

yellow y e ll ow brown b r ow n

6 When we write words, we can represent some sounds in different ways. Circle the letters that we use to represent  in each of these words.

fly  pufffish elephant

Circle the letters that we use to represent  in each of these words.

bee  eggie puppy  mu monkey





7 Sometimes words and sounds can do strange things. Did you know...



The sounds in a word can change depending on how the word is pronounced.

We could say castle with an  sound or we could say castle with an  sound.

Can you think of two different ways to say the word again?

Try saying it with . Then try saying it with .

The number of sounds in a word can change depending on how the word is pronounced.

We could say often with 4 sounds,  or it could have 5 sounds, .

Can you think of two different ways to say these words?

family empty

Sometimes there is more than one way to break up a word into its graphemes.

calm can be

or

Can you think of two different ways to break this word into graphemes?

could   

could   

Look at these symbols. Read the information beside each symbol. If you can't remember what these symbols mean, you can always look back on this page to remind yourself.

★ Hint – Here is some useful information to help you with the activity.

➔ Help – Turn to the Helpful Hints on pages 78–79 for help with the activity.

➕ New information – Your teacher will help you with this before you work on the activity.

Sound Waves 3 Student Book

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