

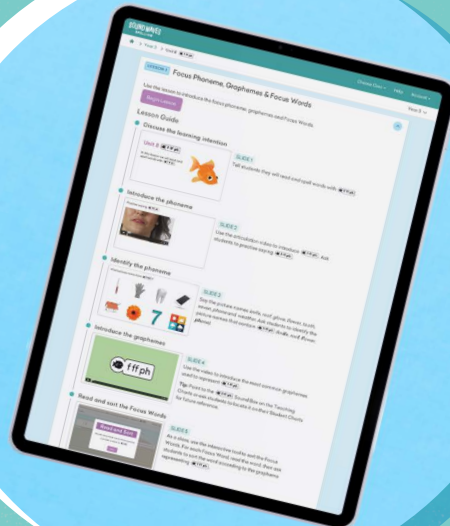
F-6

SOUND WAVES

A guide to
Sound Waves Online
teaching resources

Access a free trial

Use this guide in conjunction with a free trial to explore the Sound Waves Online resources firsthand.

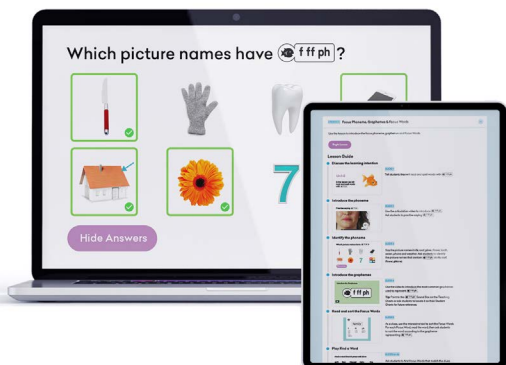


How to use Sound Waves

Sound Waves offers a comprehensive, effective and engaging resource suite for Foundation to Year 6. Setting up your classroom is easy!

Sound Waves Online

Sound Waves Online provides everything you need to teach explicit and engaging lessons.



Student Books

The **Student Books** provide students with opportunities to practise and apply the knowledge and skills taught in **Sound Waves Online** lessons.



Decodable Readers

The **Decodable Readers** provide students with targeted reading practice of phoneme-grapheme relationships and are available in three levels of difficulty: support, core and extended.



Extra resources

A variety of extra resources, such as charts and cards, are available to provide ongoing support for students' reading and spelling.



View the Scope and Sequence

Sound Waves follows a thorough and logical scope and sequence.

Before diving in to *Sound Waves Online*, download the [Scope and Sequence](#) to get a snapshot of everything Sound Waves covers.



View Scope and Sequence

About Sound Waves Online

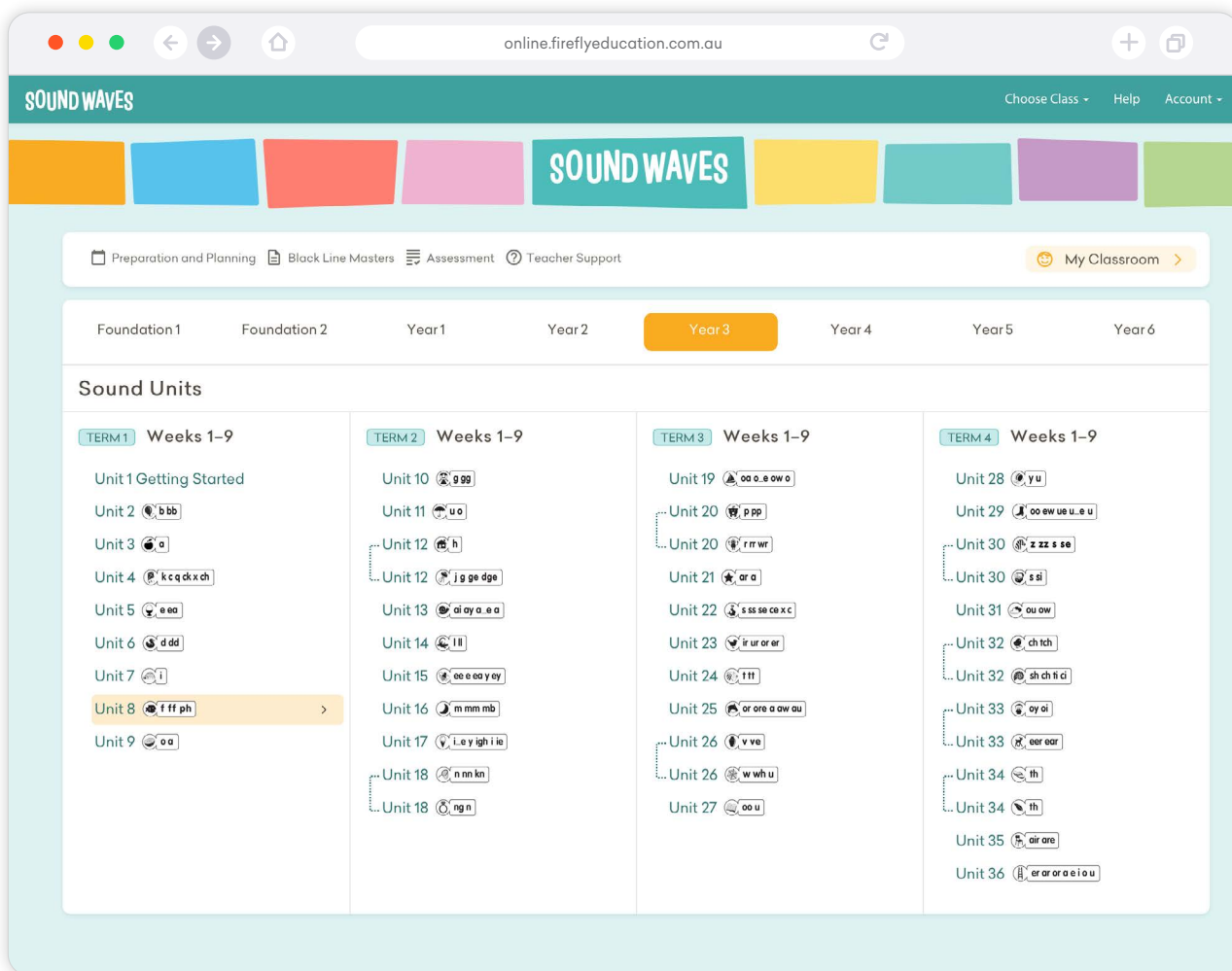
Welcome to the online teaching resources! Access includes every year level (Foundation to Year 6).

Each year level contains a series of units packed with explicit lesson guides, projectable slideshows and more!

In this guide, we'll show you **Year 3, Unit 8** (ff ph), but you can follow along with any year level. Simply [log in](#), select a year level and choose a unit to start exploring.



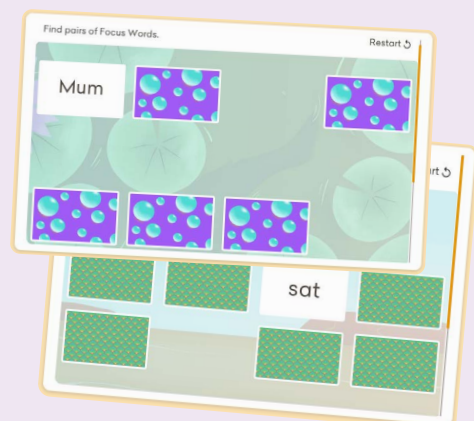
Don't have access yet?
Sign up for a free trial.



How is Foundation different?

The Foundation program has a two-phase structure which sets it apart from Years 1 to 6. *Phase 1: Exploring Sounds* is taught in Term 1 and *Phase 2: Discovering Graphemes* is taught in Terms 2-4. Some features within Foundation differ from other year levels.

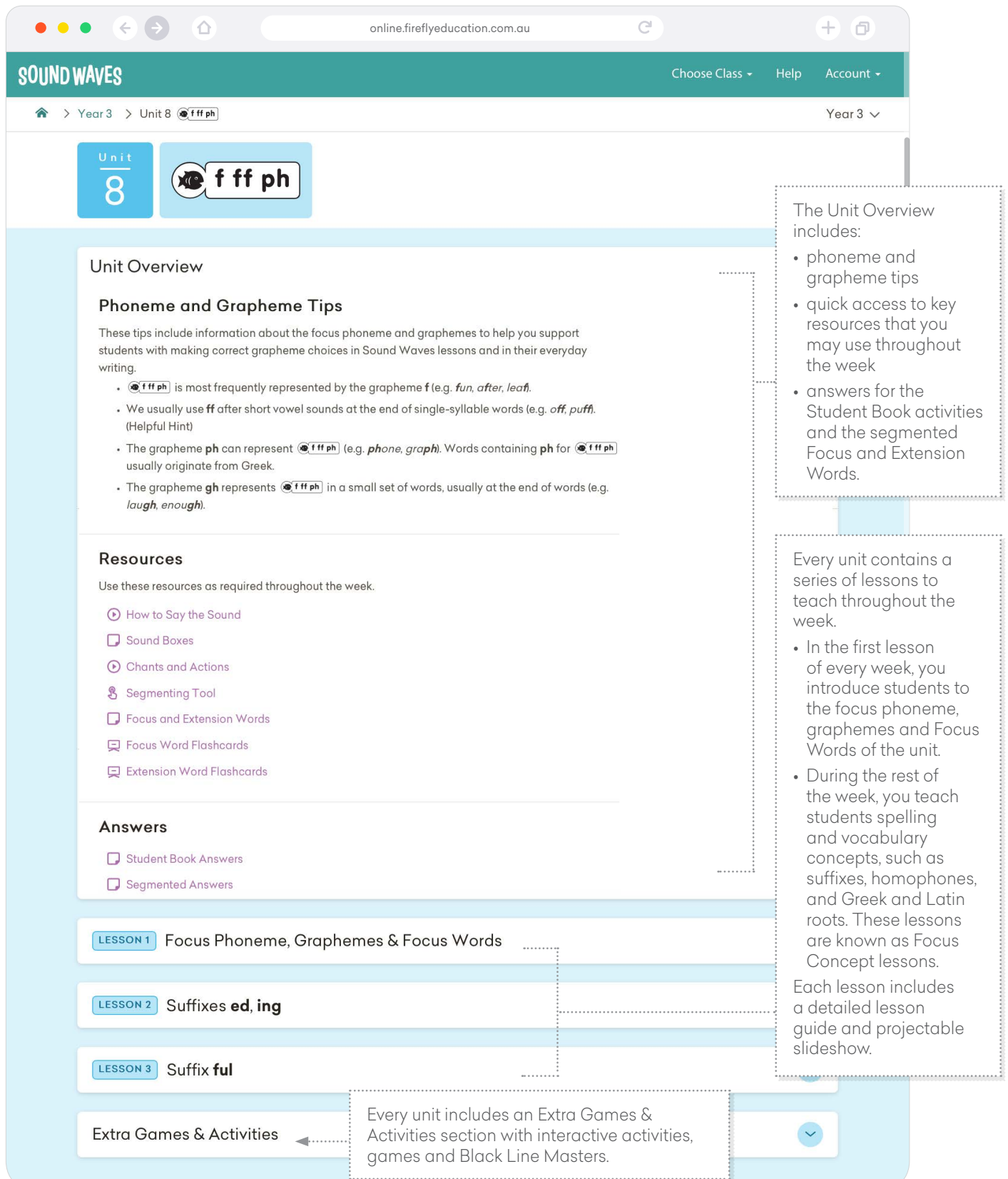
If you teach Foundation, be sure to explore a unit from each of the two phases. You'll find some cool features specific to Foundation, such as the interactive tools to play Segment, Blend and Make and Memory.




Let's look at a Unit Overview


Year 3, Unit 8

After you've selected a unit, open the Unit Overview to access helpful tips and resources such as videos, interactive tools and answers.



SOUND WAVES Choose Class ▾ Help Account ▾





Year 3 > Unit 8 

Unit 8 

Unit Overview

Phoneme and Grapheme Tips

These tips include information about the focus phoneme and graphemes to help you support students with making correct grapheme choices in Sound Waves lessons and in their everyday writing.

-  is most frequently represented by the grapheme **f** (e.g. *fun, after, leaf*).
- We usually use **ff** after short vowel sounds at the end of single-syllable words (e.g. *off, puff*). (Helpful Hint)
- The grapheme **ph** can represent  (e.g. *phone, graph*). Words containing **ph** for  usually originate from Greek.
- The grapheme **gh** represents  in a small set of words, usually at the end of words (e.g. *laugh, enough*).

Resources

Use these resources as required throughout the week.

- [▶ How to Say the Sound](#)
- [▶ Sound Boxes](#)
- [▶ Chants and Actions](#)
- [▶ Segmenting Tool](#)
- [▶ Focus and Extension Words](#)
- [▶ Focus Word Flashcards](#)
- [▶ Extension Word Flashcards](#)

Answers

- [▶ Student Book Answers](#)
- [▶ Segmented Answers](#)

LESSON 1 Focus Phoneme, Graphemes & Focus Words

LESSON 2 Suffixes **ed, ing**

LESSON 3 Suffix **ful**

Extra Games & Activities

The Unit Overview includes:

- phoneme and grapheme tips
- quick access to key resources that you may use throughout the week
- answers for the Student Book activities and the segmented Focus and Extension Words.

Every unit contains a series of lessons to teach throughout the week.

- In the first lesson of every week, you introduce students to the focus phoneme, graphemes and Focus Words of the unit.
- During the rest of the week, you teach students spelling and vocabulary concepts, such as suffixes, homophones, and Greek and Latin roots. These lessons are known as Focus Concept lessons.

Each lesson includes a detailed lesson guide and projectable slideshow.

Every unit includes an Extra Games & Activities section with interactive activities, games and Black Line Masters.

Let's look at a Focus Phoneme, Graphemes & Focus Words lesson

Read the lesson guide, then take a peek at the lesson slideshow to watch the videos and try out the interactive tools.

The screenshot shows a web browser window with the URL `online.fireflyeducation.com.au`. The page title is "SOUND WAVES" and the navigation bar includes "Choose Class", "Help", and "Account". The breadcrumb trail shows "Year 3 > Unit 8 fff ph".

LESSON 1 Focus Phoneme, Graphemes & Focus Words (Name of the lesson.)

Use the lesson to introduce the focus phoneme, graphemes and Focus Words.

Begin Lesson (After you're familiar with the lesson guide below, select this button to project the lesson slideshow to your class.)

Lesson Guide

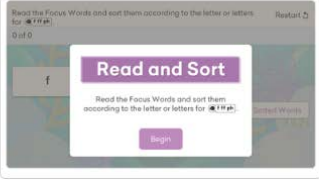
- Discuss the learning intention**
 - Unit 8 fff ph**
In this lesson we will read and spell words with fff ph. (Thumbnail showing a goldfish)
 - SLIDE 1**
Tell students they will read and spell words with fff ph.
- Introduce the phoneme**
 - Practise saying fff ph. (Thumbnail showing a woman speaking)
 - SLIDE 2**
Use the articulation video to introduce fff ph. Ask students to practise saying fff ph.
- Identify the phoneme**
 - Which picture names have fff ph? (Thumbnail showing icons for knife, roof, glove, flower, tooth, seven, phone, weather)
 - SLIDE 3**
Say the picture names *knife, roof, glove, flower, tooth, seven, phone* and *weather*. Ask students to identify the picture names that contain fff ph (*knife, roof, flower, phone*).
- Introduce the graphemes**
 - (Thumbnail showing a video frame with a sound box for fff ph)
 - SLIDE 4**
Use the video to introduce the most common graphemes used to represent fff ph.
Tip: Point to the fff ph Sound Box on the Teaching Charts or ask students to locate it on their Student Charts for future reference.

(Focused teaching notes covering the sequence of instruction, discussion prompts, examples and answers are provided for each slide.)

Focus Phoneme, Graphemes & Focus Words lesson continued ...

online.fireflyeducation.com.au

Read and sort the Focus Words




SLIDE 5

As a class, use the interactive tool to sort the Focus Words. For each Focus Word, read the word, then ask students to sort the word according to the grapheme representing **f ff ph**.

Tip: Discuss grapheme patterns, morphology and etymology (where relevant) when sorting the Focus Words to support students with their spelling choices. Refer to the Phoneme and Grapheme Tips in the Unit Overview for more information.


Play Find a Word



SLIDES 6-16

Ask students to find Focus Words that match the clues.

Model segmenting Focus Words




SLIDE 17

Use the interactive tool to model segmenting a selection of Focus Words. For each word:

1. say the word aloud
2. count the phonemes
3. assign a grapheme for each phoneme
4. point to the grapheme/s for **f ff ph**.

Slides include interactive tools so you can effectively and easily model essential skills, such as segmenting.

Complete the Student Book activities



SLIDE 18

Direct students to complete activities 1-7 on page 20 of the Student Book.

Students may continue to work on these activities independently throughout the week.

Tip: Use the Student Book Pages, with the answers hidden, to model activities.

Lessons culminate with the Student Book activities where students can apply and consolidate their learning.

Weekly Brainstorming

Prepare a brainstorming chart to use throughout the week. Encourage students to suggest words, including names, that contain **f ff ph** to add to the chart. List the words under the grapheme/s for **f ff ph** and highlight the grapheme/s representing **f ff ph**.

Let's look at a Focus Concept lesson

The screenshot shows a web browser window with the URL online.fireflyeducation.com.au. The page title is "SOUND WAVES". The navigation bar includes "Choose Class", "Help", and "Account". The breadcrumb trail is "Year 3 > Unit 8". The lesson title is "LESSON 2 Suffixes ed, ing". A "Begin Lesson" button is visible. The lesson guide is divided into five sections: "Discuss the learning intention", "Teach the concept", "Model the concept", and "Complete the Student Book activities". Each section includes a slide with text and images. The page is annotated with callouts: "Name of the lesson." points to the lesson title; "After you're familiar with the lesson guide below, select this button to project the lesson slideshow to your class." points to the "Begin Lesson" button; "These teaching notes ensure you have everything you need to teach and model specific spelling and vocabulary concepts, such as suffixes, homophones, and Greek and Latin roots." points to the teaching notes on the right; and "Lessons culminate with the Student Book activities where students can apply and consolidate their learning." points to the "Complete the Student Book activities" section.

online.fireflyeducation.com.au

SOUND WAVES

Choose Class Help Account

Year 3 > Unit 8

LESSON 2 Suffixes **ed, ing**

Name of the lesson.

Use the lesson to teach the Focus Concept: Suffixes **ed, ing**.

Begin Lesson

Lesson Guide

● Discuss the learning intention

Suffixes

In this lesson we will add the suffixes **ed** and **ing** to words.

SLIDE 1

Tell students they will add the suffixes **ed** and **ing** to words.

● Teach the concept

Double

If a word has a short vowel sound before the last letter, we double the last letter before adding a vowel suffix.

flip
flipped
flipping

SLIDE 2

Revise the Suffix Addition hint: If a word has a short vowel sound before the last letter, we double the last letter before adding a vowel suffix. (Students can refer to the Double Helpful Hint on page 99 of their Student Books.)

Read the words *flip*, *flipped* and *flipping*. Point to the grapheme **i** in *flip*. Explain the process of applying the Helpful Hint when adding **ed** and **ing** to *flip*.

Which words need the last letter doubled before adding **ed** and **ing**?

fan flip flick fish

Show Answers

SLIDE 3

Read the words *fan*, *flop*, *flick* and *fish*. Ask students to identify which words need the last letter doubled before adding **ed** and **ing** (*fan*, *flop*).

● Model the concept

Watch me rewrite the words using **ed** and **ing**.

lift
flap

SLIDE 4

Model writing the words *lifted*, *lifting*, *flapped* and *flapping*.

● Complete the Student Book activities

Complete activities 8–9 on page 21 of the Student Book.

Show Student Book Answers

SLIDE 5

Direct students to complete activities 8–9 on page 21 of the Student Book.

Tip: Use the Student Book Pages, with the answers hidden, to model activities.

After you're familiar with the lesson guide below, select this button to project the lesson slideshow to your class.

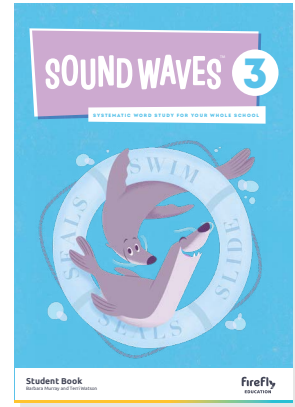
These teaching notes ensure you have everything you need to teach and model specific spelling and vocabulary concepts, such as suffixes, homophones, and Greek and Latin roots.

Lessons culminate with the Student Book activities where students can apply and consolidate their learning.

Let's look at a Student Book spread

Once you have taught each lesson, students work with you to complete the associated Student Book activities. Student Books are available as a physical workbook or as printable pages.

Generally, the first page in every unit relates to the **Focus Phoneme, Graphemes & Focus Words lesson**, and the second page relates to the two or more **Focus Concept lessons** in that unit.



Sound Box contains the Sound Icon and the most common graphemes used to represent the focus phoneme.

Focus Words contain the focus phoneme and link to Focus Concepts. Extension Words are also provided for every Sound Unit. You can find ideas for using Extension Words in the *Prep and Planning* section.

Focus Concept activities are clearly labelled to match the corresponding lesson.

UNIT 8 **f ff ph** fish cliff phone

Focus Words
 soft flew flipped forty fire
 sniff friend flipping fifty Friday
 cliff phone helpful fifteen dolphin
 free photo thankful fourteen family

1 Turn to page 81 to segment the Focus Words.

2 Write Focus Words that match the clues.
 smell _____
 school mate _____
 costs nothing _____
 steep rock face _____
 day of the week _____
 opposite of *hard* _____

3 Label the pictures with Focus Words.

4 Finish the sentences.
 Half of eight is _____. Fifteen minus ten is _____.
 Thirteen plus one is _____. Ten plus five is _____.
 Double twenty is _____. Half of one hundred is _____.

5 Write **f** or **ph** for **ff** or **ph** to finish the words.
 o____ cli____ riday
 sa____e sni____ dol____in
 ____ire ____one ____amily
 ____eel ____ace ____avourite

6 Write **fl**, **fr** or **ft** to finish the words.
 ____y ____oze ____ew
 ____y ____ick ____om
 le____ ame ____ow
 gi____ ame so____

7 Underline the spelling mistake in each sentence. Write the words correctly.
 My familie went to the beach on Friday. _____
 There was a dolfin jumping in the waves! _____
 I wanted to take a foto with Mum's phone. _____
 A bird floo in the way and I missed everything! _____

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Focus Word activities involve identifying the focus phoneme in words, segmenting words into phonemes, and reading and spelling words.

Suffixes ed, ing ★ Hint 9

8 Rewrite the words using **ed** and **ing**.

	flick	flip	flop
ed			
ing			

9 Rewrite the words from the brackets using **ed** or **ing**.
 I _____ myself to cool down. [fan]
 The birds are _____ their wings. [flap]
 I'm going _____ with my friend on Friday. [fish]
 Auntie Fay _____ the heavy crate of seeds. [lift]

Suffix ful

10 Write the words from the box to match the meanings. The suffix **ful** means full of or having.

full of care _____	full of joy _____	joyful	fearful
full of fear _____	full of hope _____	careful	thankful
full of power _____	full of thanks _____	hopeful	powerful

11 Rewrite the words adding the suffix **ful** to match the examples.
 pain respect colour play help cheer peace waste
 a new puppy _____ a happy friend _____
 using manners _____ throwing out food _____
 a field of flowers _____ washing the dishes _____
 stubbing your toe _____ relaxing in a quiet park _____

Challenge
 Write the animal names in alphabetical order. All the names have **ff** or **ph**.
 Use a dictionary to check your spelling.

		1. _____			1. _____
		2. _____			2. _____
		3. _____			3. _____
		4. _____			4. _____

ISBN 978 1 74135 363 1 Sound Waves Student Book 3 21

Challenge is an engaging activity for fast finishers.

But wait, there's more!

There's even more to Sound Waves Online than lesson guides and projectable slideshows. Let's have a look!

Preparation and planning

Important documents for the year, such as the [Scope and Sequence](#), a collation of all of the Helpful Hints in one handy place, letters to parents and more.

Assessment and remediation

Each year level includes dedicated assessment that allows you to monitor your students' progress.

Foundation Skills Checklist: Use the checklist to assess students' ability to identify and use the sounds and graphemes introduced in the Foundation program. Use the remediation resources to provide targeted remediation where required.

Spelling Diagnostic Test and Remediation Pack: Use the test to diagnose students' strengths and weaknesses with specific spelling concepts. Use the remediation resources to provide targeted remediation where required.

Content Reviews: Use these reviews to assess students' understanding of phoneme–grapheme relationships and previously taught Focus Concepts.

Black Line Masters

Printable games, templates and worksheets are available in every unit and are also conveniently collated in the *Black Line Masters* section where you can download bundles in bulk! There are art templates for each phoneme, match up activities, colourful board games, segmenting sheets for Focus Words and Extension Words, and more.

Extra games and activities

Every unit includes a range of games and activities to help reinforce students' phonemic awareness skills and their understanding of phoneme–grapheme relationships.

These include:

- interactive activities
- games to conduct with the whole class or small groups
- activities featuring Extension Words
- Black Line Masters related to the unit.

Complimentary access to the student site

Students can log in to the student site to access some of the *Sound Waves Online* resources, such as videos and interactive tools.



SOUND WAVES

TAKE THE NEXT STEP IN YOUR SOUND WAVES JOURNEY

VISIT WWW.FIREFLYEDUCATION.COM.AU TO:

Find out more about Sound Waves

Discover the features of the program, see the product range, download the Scope and Sequence document and more!

Take a closer look at the Student Books

View sample pages for every year level or order Inspection Copies to explore the entire contents of the books.

Book a professional development workshop

Let us show you how to get the most out of your Sound Waves resources. We offer virtual and in-school professional development workshops throughout Australia.

Speak with an education consultant

Want to speak to someone in the know? Our education consultants are all former classroom teachers and are only a phone call, email or visit away.

