

F-6

# SOUND WAVES SPELLING

Take a peek  
inside the new  
**Sound Waves  
Spelling Online  
for Teachers**

## Foundation Sample

We'll step you through  
a sample of the online  
teaching resources that  
support you to deliver  
explicit, systematic and  
engaging lessons.





## The evolution of Sound Waves Spelling

For more than two decades, the Sound Waves program has been a staple in Australian classrooms.

Firefly Education's team of linguistics experts and experienced teachers has spent years immersed in academic research and best practices for teaching spelling. Why? To ensure the new edition continues to meet the pedagogical and practical requirements of the modern classroom.

With this knowledge and experience – we're delighted to bring you the incredible, new **Sound Waves Spelling!**

This new and improved edition provides everything teachers need to deliver explicit spelling lessons, with a particular focus on four key areas of instruction:

### phonemic awareness

the ability to work with phonemes

### morphology

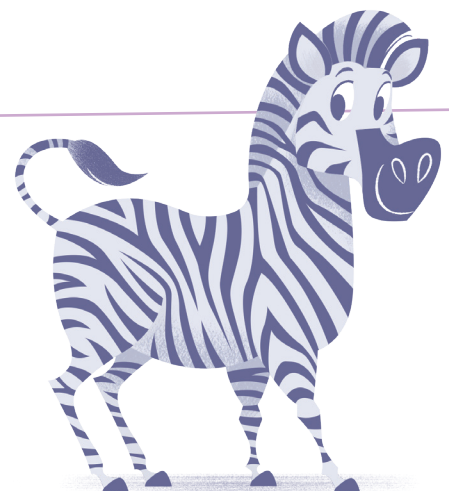
knowledge of the meaningful parts of words: prefixes, suffixes, and Greek and Latin roots

### synthetic phonics

phonics instruction that involves teaching phoneme-grapheme relationships

### etymology

understanding of word origins and history



## How to set up your Sound Waves Spelling classroom

Sound Waves Spelling offers a comprehensive, effective and engaging resource suite for Foundation to Year 6. Setting up your classroom is as easy as 1, 2, 3!

### 1. Sound Waves Spelling Online for Teachers

Use the lesson guides and projectable slideshows (featuring videos and interactive tools) at *Sound Waves Spelling Online for Teachers* to teach systematic, explicit and engaging lessons.



### 2. Student Books

Provide students with opportunities to practise and apply the concepts and skills taught in lessons using the *Sound Waves Spelling Student Books*.

The books are also available as printable pages.



### 3. Additional resources

Support students' spelling during lessons and in everyday writing with teaching and student charts. Charts are available in *Foundation*, *Standard* or *Extended* versions.

Playing cards and A5 cards are also great for reinforcing phonemic awareness skills and helping students understand phoneme–grapheme relationships.



## When can I get my hands on the new edition?

*Sound Waves Spelling* will be ready for use in classrooms in 2022.

The student books, charts and cards are already available and *Sound Waves Spelling Online for Teachers* will be available in November.

**Can't wait until November to get a sneak peek at what's online? Turn the page!**

## How do I deliver a Sound Waves Spelling lesson?

The Foundation program consists of two phases. **Phase 1: Exploring Sounds** is taught in Term 1 and **Phase 2: Discovering Graphemes** is taught in Terms 2–4.

### Phase 1 lessons

During this phase you teach a Focus Sound lesson each day to introduce students to the 43 sounds of Australian English.

### Phase 2 lessons

During this phase you teach two types of lessons for each unit:

- In Lesson 1 you revise the Focus Sound and introduce students to the focus grapheme/s and Focus Words.
- In Lesson 2 you teach Focus Concepts which include special words and sentence writing.

Use the lesson guides and projectable slideshows (featuring videos and interactive tools) at *Sound Waves Spelling Online for Teachers* to teach the lessons. After you have delivered each lesson, have students complete the corresponding *Student Book* activities.

## Teach the lesson

### Online lesson guide Foundation, Phase 1

Name of the lesson.


**LESSON: Focus Sound**

Use the lesson to introduce the focus sound.

**Begin Lesson**

#### Lesson Guide

- **Introduce the context**



What is a robot?  
What can robots do?  
Where could you find robots?  
If you had a robot, what would you do with it?


**SLIDE 1**

Ask students:

  - What is a robot?
  - What can robots do?
  - Where could you find robots?
  - If you had a robot, what would you do with it?

**Tip:** You may like to incorporate this discussion into your morning routine.
- **Discuss the learning intention**


In this lesson we will learn about the sound 🗣️.



**SLIDE 2**

Tell students they will learn about the sound 🗣️.
- **Introduce the focus sound**

Introduce the Icon



**SLIDE 3**

Use the video to introduce the Sound Icon 🗣️.

After you're familiar with the lesson guide, navigate to the lesson slideshow to step through each slide with your class.

These thumbnails show you the slides that you will display to your students to deliver the lesson. Slides have been carefully designed for full-screen projection to focus whole-class attention.

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

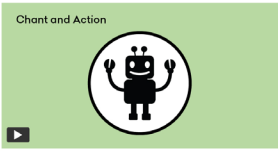
Online lesson guide continued



SLIDE 4

Use the articulation video to introduce **o**.  
Ask students to practise saying **o**. Tell them to:

- make their tongues curl backwards like a wave
- make sure their mouths are open
- turn their voices on as this is a long, noisy sound.



SLIDE 5

Ask students to perform the **o** Chant and Action along with the video.

● Identify the focus sound



SLIDES 6-11

Say the picture name *rake*, emphasising **o**.  
Ask students to repeat the picture name.  
Continue with *rat, roof, rope, ring* and *rock*.



SLIDE 12

Ask students to find picture names that contain **o** in the Focus Sound Search.

● Play Segment, Blend and Select



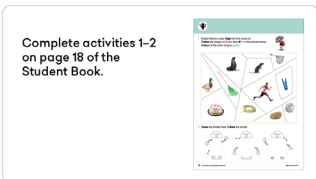
SLIDE 13

As a class, use the interactive tool to practise segmenting and blending picture names. For each picture name:

1. listen to the sounds, then repeat the sounds aloud, holding up a finger for each sound
2. blend the sounds to make the picture name
3. select the picture that matches the picture name.

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

● Complete the Student Book activities



SLIDE 14

Read the instructions for activities 1-2 on page 18 of the Student Book. Direct students to complete the activities.

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

**Brainstorming**


Throughout the day, brainstorm words that contain **o** with students. Encourage students to include names.  
(This is an oral only activity.)

**Apply and consolidate**  
**Student Book activities**

Once you have taught the lesson, students work with you to complete the corresponding *Student Book* activities.



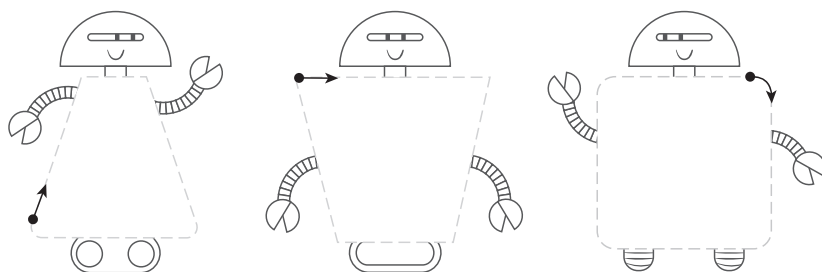
**Sound Icon**  
represents the focus sound.

- 1 Robby Robot is rusty. **Help** him find some oil.  
**Colour** the shape **red** if you hear  in the picture name.  
**Colour** all the other shapes **green**.



**Phonemic awareness activity**  
involves identifying the Focus Sound in words.

- 2 **Trace** the dotted lines. **Colour** the robots.



**Pre-writing activity**  
involves tracing and colouring, and consolidates Sound Icon identification.

Teach the lesson

Online lesson guide Foundation, Phase 2  

Name of the lesson.

LESSON 1: Focus Sound, Grapheme & Focus Words

Use the lesson to introduce the focus sound, grapheme and Focus Words.

Begin Lesson

Lesson Guide

● Revise the Chants and Actions



SLIDE 1

Ask students to perform the Chants and Actions along with the video.

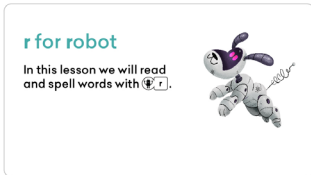
● Revise previous Focus Words




SLIDES 2-21

For each Focus Word:  
1. point to each grapheme  
2. ask students to say the sound for each grapheme  
3. ask students to blend the sounds to make the word.

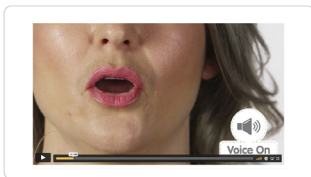
● Discuss the learning intention







SLIDE 22

Tell students they will read and spell words with  .

● Revise the focus sound




SLIDE 23

Use the articulation video to revise  .  
Ask students to practise saying  .  
Remind them to:  
• make their tongues curl backwards like a wave  
• make sure their mouths are open  
• turn their voices on as this is a long, noisy sound.



SLIDE 24

As a class, brainstorm words that contain .  
Encourage students to include names.  
(This is an oral only activity)

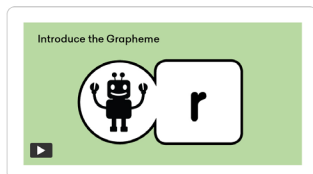
After you're familiar with the lesson guide, navigate to the lesson slideshow to step through each slide with your class.

These thumbnails show you the slides that you will display to your students to deliver the lesson. Slides have been carefully designed for full-screen projection to focus whole-class attention.


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


## Online lesson guide continued

### ● Introduce the grapheme

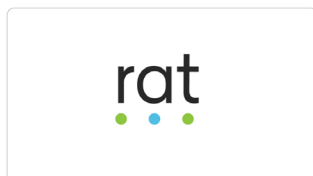


SLIDE 25

Use the video to introduce the grapheme **r** for  **r**.

**Tip:** Point to the  **r** Sound Box on the Teaching Charts or ask students to locate it on their Student Charts for future reference.

### ● Read the Focus Words



SLIDES 26–27

For each Focus Word:

1. point to each grapheme and say the sound
2. blend the sounds to make the word
3. ask students to repeat the sounds and the word.

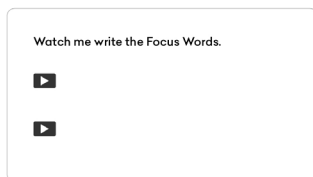
### ● Model writing the grapheme



SLIDE 28

Model writing **r** and **R**. Demonstrate where to start, which direction to take and where to finish.

### ● Model writing the Focus Words



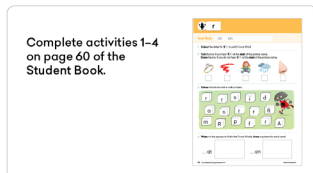
SLIDE 29

Model writing the Focus Words *rat* and *ran*.

For each word:

1. say the word aloud
2. say each sound
3. write a grapheme to represent each sound.

### ● Complete the Student Book activities



Complete activities 1–4 on page 60 of the Student Book.

SLIDE 30

Read the instructions for activities 1–4 on page 60 of the Student Book. Direct students to complete the activities.

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



## Apply and consolidate

### Student Book activities

Once you have taught the lesson, students work with you to complete the corresponding *Student Book* activities.



#### Sound Box

shows the Sound Icon for the focus sound and the grapheme/s used to represent the sound at this stage.

#### Focus Words

rat ran

#### Focus Words

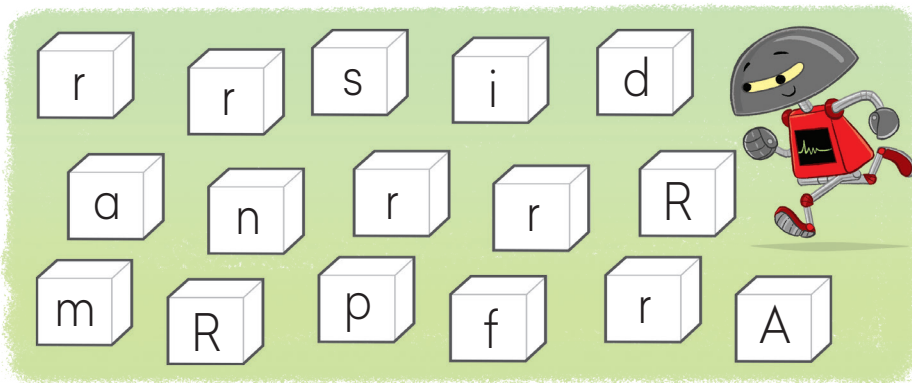
contain the focus grapheme/s and previously learned graphemes.

1 **Colour** the letter for **r** in each Focus Word.

2 **Tick** the box if you hear **r** at the **start** of the picture name.  
**Cross** the box if you do not hear **r** at the **start** of the picture name.



3 **Colour** the blocks with **r** or **R** on them.



4 **Write** **r** in the spaces to finish the Focus Words. **Draw** a picture for each word.

\_\_at

\_\_an

#### Phonemic awareness activities

involve identifying the focus sound in words or segmenting words into sounds.

#### Phonics activities

involve letter identification, reading words and writing words.

## Here are the other online resources you will have at your fingertips!

In addition to the interactive slideshows and lesson guides within each unit, *Sound Waves Spelling Online* also includes a range of extra features.

### Preparation and planning

Provides you with important documents for the year, such as the Scope and Sequence, Helpful Hints, letters to parents and more.

### Unit overviews

Information that relates to the unit as a whole, such as phoneme and grapheme tips, articulation information and videos, and a selection of Black Line Masters.

### 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:

- online games and tools
- offline games ideas to conduct with the whole class or small groups
- Extension Words with activity ideas
- Black Line Masters related to the unit.

### Assessment, diagnosis and remediation

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

- **Foundation Skills Checklist:** This end-of-term assessment allows you to monitor a student's ability to identify and use the phonemes and graphemes introduced in the Foundation program. It includes remediation activities to use where required.
- **Content Reviews (new):** Years 1–6 now include eight Content Reviews in each year level. These mid and end-of-term tests assess students' understanding of phoneme–grapheme relationships and previously taught concepts. The reviews include single-word and sentence dictation, and Focus Concept activities.
- **Spelling Diagnostic Test:** This assessment is used in Years 1–6 and allows you to compare a student's general spelling ability against same-aged peers, as well as diagnose strengths and weaknesses for specific spelling concepts. It includes remediation activities to use where required.

### Complimentary access to the student site

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





# SOUND WAVES SPELLING

## TAKE THE NEXT STEP IN YOUR SOUND WAVES SPELLING JOURNEY

VISIT [WWW.FIREFLYEDUCATION.COM.AU](http://WWW.FIREFLYEDUCATION.COM.AU) TO:

### **Find out more about Sound Waves Spelling**

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 Spelling 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.

