

# SOUND WAVES™

## SPELLING

# 2

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL

























**Student Book**






















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**firefly**  
EDUCATION

# Contents

Welcome to Sound Waves Spelling.....	4
How to Use This Book .....	5

Unit	Phoneme	Focus Concepts	
1		Getting Started.....	6
2	 <b>b bb</b>	Blends <b>br, bl</b>   Suffixes <b>ed, ing</b> .....	8
3	 <b>a</b>	Rhyme   Word Building   Suffix <b>s</b> .....	10
4	 <b>k c q ck x ch</b>	Grapheme <b>ck</b>   Graphemes <b>k, c</b>   Blends <b>cl, cr, qu, x</b> .....	12
5	 <b>e ea</b>	Word Building   Grapheme <b>ea</b> .....	14
6	 <b>d dd</b>	Blends <b>dr, nd</b>   Suffixes <b>ed, ing</b>   Correct Use of Verbs.....	16
7	 <b>i</b>	Rhyme   Word Building   Suffixes <b>er, est</b> .....	18
8	 <b>f ff ph</b>	Blends <b>fl, fr, ft</b>   Compound Words.....	20
9	 <b>o a</b>	Grapheme <b>a</b>   Suffix <b>es</b>   Suffixes <b>er, est</b> .....	22
10	 <b>g gg</b>	Blends <b>gr, gl</b>   Suffixes <b>ed, ing</b>   Correct Use of Verbs.....	24
11	 <b>u o</b>	Grapheme <b>o</b>   Suffixes <b>ed, ing</b> .....	26
12	 <b>h</b>	Contractions.....	28
	 <b>j g ge dge</b>	Grapheme <b>g</b> .....	29
13	 <b>ai ay a_e a</b>	Grapheme <b>ay</b>   Suffix <b>ing</b>   Homophones.....	30
14	 <b>l ll</b>	Grapheme <b>ll</b>   Blends <b>lt, lp, lf, ld</b>   Contractions.....	32
15	 <b>ee e ea y ey</b>	Grapheme <b>y</b>   Suffix <b>es</b>   Homophones.....	34
16	 <b>m mm mb</b>	Blends <b>sm, mp</b>   Suffix <b>ing</b>   Contractions.....	36
17	 <b>i_e y igh i ie</b>	Suffixes <b>es, ed</b>   Prefix <b>un</b> .....	38
18	 <b>n nn kn</b>	Homophones.....	40
	 <b>ng n</b>	.....	41
19	 <b>oa o_e ow o</b>	Suffixes <b>ed, ing</b>   Compound Words.....	42
20	 <b>p pp</b>	.....	44
	 <b>r rr wr</b>	Prefix <b>re</b> .....	45

Unit	Phoneme	Focus Concepts	
21	 ar a	Grapheme a   Suffixes er, est.....	46
22	 s ss se ce x c	Grapheme ss   Graphemes c, ce   Suffixes ed, ing.....	48
23	 ir ur or er	Grapheme or   Graphemes ear, er   Alphabetical Order.....	50
24	 t tt	Synonyms   Contractions.....	52
25	 or ore a aw au	Homophones   Suffixes er, est.....	54
26	 v ve	Contractions.....	56
	 w wh u	Antonyms.....	57
27	 oo u	Compound Words   Homophones   Contractions.....	58
28	 y u	Contractions   Homophones   Alphabetical Order.....	60
29	 oo ew ue u_e u	Grapheme u_e   Grapheme ew   Homophones.....	62
30	 z zz s se	Suffixes s, es   Suffixes s, es.....	64
	 s si	.....	65
31	 ou ow	Compound Words   Suffix y.....	66
32	 ch tch	Grapheme tch.....	68
	 sh ch ti ci	.....	69
33	 oy oi	.....	70
	 eer ear	Homophones.....	71
34	 th	.....	72
	 th	.....	73
35	 air are	Homophones   Suffix less.....	74
36	 er ar or a e i o u	Grapheme a.....	76
	Extension Words.....		78
	Helpful Hints.....		80

# Welcome to Sound Waves Spelling

## About Sound Waves Spelling

Sound Waves Spelling is a whole-school program developed by Australian teachers for use in Australian classrooms.

Informed by research on the best practices for teaching spelling, the program incorporates four key areas of teaching:

phonemic awareness	morphology
synthetic phonics	etymology

With the teaching resources available at *Sound Waves Spelling Online*, teachers can deliver systematic, explicit and engaging lessons to support students to develop a deep understanding of how words work.

The activities in this book align with, and consolidate, the knowledge and skills taught in these lessons.

## Unit Structure

Student Books 1–6 of Sound Waves Spelling contain 36 units of work in each year. Each unit is designed to take one week to complete.

### Unit 1 Getting Started

This introductory unit establishes the basic concepts that students need to begin working with the program.

### Units 2–36 Sound Units

The activities in the Sound Units are based around the 43 phonemes of Australian English and the graphemes that can be used to represent them in writing. In these units students:

- learn to spell words containing the focus phoneme (Focus Words)
- practise and apply spelling and vocabulary concepts (Focus Concepts).

## Sound Boxes

In Sound Waves Spelling each phoneme is represented by a Sound Box. Each Sound Box contains a Sound Icon and the most common grapheme/s used to represent that phoneme.

When you see a Sound Box, say the phoneme it represents, not the name of the Sound Icon or the letter name. For example, say the phoneme /f/, not *fish* or the letter name **f**.

### phoneme

the smallest unit of sound in a word, for example, the word *chat* has three phonemes: /ch/, /a/ and /t/

### grapheme

a letter or letter combination used to represent a phoneme in writing, for example, the graphemes **ch** or **tch** can be used to represent the phoneme /ch/, as in *chat* or *catch*

### phonemic awareness

the ability to work with phonemes, for example, segmenting a word into phonemes or blending phonemes to form a word

### synthetic phonics

an approach to phonics instruction that involves *explicitly* and *systematically* teaching the relationship between phonemes and graphemes

### morphology

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

### etymology

understanding of word origins and history

### Sound Box



Sound Icon      graphemes

/f/ as in *fish*

# How to Use This Book

The activities in this book consolidate the explicit teaching of phonemes, graphemes and Focus Concepts. Each set of activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.

**Sound Box** .....  
represents the focus phoneme

**Focus Words** .....  
contain the focus phoneme and link to Focus Concepts

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

**Focus Concept activities** .....  
involve working with spelling and vocabulary concepts  
★ A star in the banner indicates there is one or more hints for the Focus Concept. The Helpful Hints are located on pages 80 and 81.

**UNIT 22** **s ss se ce x'c** seal kiss mouse juice fox pencil

**Focus Words**

mess	cross	horse	place	dancing
miss	sleep	mouse	cent	sister
dress	sky	ice	once	city
press	next	nice	dance	circle

\* We can use x for the two sounds (k x c) or (c x k).

- Underline the letter or letters for (s ss se ce x'c) in the Focus Words.
- Help the seal reach the rocks. Colour the words with (s ss se ce x'c).

- Write the number of sounds you hear in the word.  
ice \_\_\_\_ nice \_\_\_\_ six \_\_\_\_ first \_\_\_\_ sling \_\_\_\_ sister \_\_\_\_  
city \_\_\_\_ star \_\_\_\_ next \_\_\_\_ crust \_\_\_\_ smell \_\_\_\_ mouse \_\_\_\_
- Segment the picture names.

- Finish the word sums. Label the pictures with some of the words.

horn	- n + se =	_____		_____
spy	- p + k =	_____		_____
nest	- s + x =	_____		_____
spell	- p + m =	_____		_____
mass	- a + i =	_____		_____
sleep	- l + w =	_____		_____

48 Sound Waves Spelling Student Book 2 ISBN 978 1 74135 362 4

## Introductory lesson (Day 1)

Teacher notes

1. Introduce the focus phoneme, grapheme/s and Focus Words using the lesson guide and slideshow available at *Sound Waves Spelling Online*.

2. Students practise and apply the knowledge and skills taught in the lesson by completing the associated Student Book activities.

**Grapheme ss** ★ Hint 3

- Write ss or s to finish the words. Label the pictures with some of the words.  
ma \_\_\_\_ li \_\_\_\_ t ki \_\_\_\_  
cro \_\_\_\_ me \_\_\_\_ ne \_\_\_\_ t  
pre \_\_\_\_ de \_\_\_\_ k dre \_\_\_\_

**Graphemes c, ce** ★ Hint 4

- Write 1st, 2nd, 3rd or 4th to show where you hear (s ss se ce x'c) in the words. The first one is done for you.  
cent 1st ice \_\_\_\_ nice \_\_\_\_ twice \_\_\_\_  
fence \_\_\_\_ race \_\_\_\_ centre \_\_\_\_ circle \_\_\_\_  
city \_\_\_\_ dice \_\_\_\_ chance \_\_\_\_ place \_\_\_\_
- Write c or ce to finish the words. Label the pictures with some of the words.  
i \_\_\_\_ e on \_\_\_\_  
ni \_\_\_\_ e \_\_\_\_ ircle \_\_\_\_  
\_\_\_\_ ity fa \_\_\_\_ e  
dan \_\_\_\_ pla \_\_\_\_ e

**Suffixes ed, ing** ★ Hint 13

- Rewrite the words from the brackets using ed or ing.  
A clown was \_\_\_\_\_. [dance]  
The acrobats \_\_\_\_\_ around the ring. [race]  
A clown was \_\_\_\_\_ in the safety nets. [sleep]  
The juggler \_\_\_\_\_ rings around his neck. [place]  
A clown was \_\_\_\_\_ a cake upside down. [ice]  
Trapeze artists were \_\_\_\_\_ from the ropes. [swing]

49 Sound Waves Spelling Student Book 2 ISBN 978 1 74135 362 4

## Focus Concept lessons (Day 2+)

Teacher notes

1. Teach each Focus Concept using the lesson guide and slideshow available at *Sound Waves Spelling Online*.

2. Students practise and apply the knowledge and skills taught in each lesson by completing the associated Student Book activity/activities.

## Week 4: Unit 4

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.


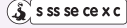
UNIT  
4



**k c q ck x\* ch** kite car queen sock fox school

### Focus Words

week	clap	stick	ask	could
skin	clean	truck	quit	school
skip	clock	call	quick	next
crash	black	cry	queen	sixty

\* We can use **x** for the two sounds  **k c q ck x ch**  as in *fox*.

1 **Underline** the letter or letters for  in the Focus Words.

2 **Draw** a stroke on the line for each sound you hear in the picture name.



\_\_\_\_\_

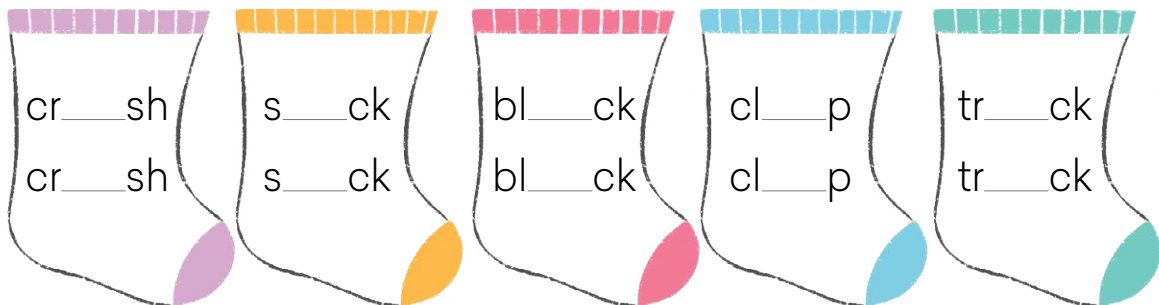
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 **Write a, e, i, o or u** to make real words.



4 **Unjumble** the letters to make Focus Words. Some letters are there to help you. **Use** the words to finish the sentences.

ksa	a_____k	eekw	w_____k	oulcd	c_____d
llca	c_____ll	cneal	c_____n	loochs	s_____l

Next \_\_\_\_\_ I will start \_\_\_\_\_.

Alex will \_\_\_\_\_ the mud off his socks.

Did you \_\_\_\_\_ if we \_\_\_\_\_ fly the kite?

Her phone is broken, so she cannot \_\_\_\_\_ you.

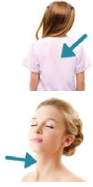
## Week 4: Unit 4 continued

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.

### Grapheme ck

★ Hint 1

5 Segment the picture names.



--	--	--



--	--	--	--



--	--	--



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6 Write **ck** or **k** to finish the words. Match the words to the pictures.

du \_\_\_\_ .



sti \_\_\_\_ .



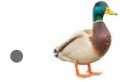
clo \_\_\_\_ .



for \_\_\_\_ .



shar \_\_\_\_ .



chee \_\_\_\_ .



sta \_\_\_\_ .



so \_\_\_\_ .



### Graphemes k, c

★ Hint 2

7 Write the words from the box to match the clues.

king    clean    kitten    could    call    skin    skip    keep

on your body \_\_\_\_\_

not dirty \_\_\_\_\_

ring someone \_\_\_\_\_

a baby cat \_\_\_\_\_

rhymes with *would* \_\_\_\_\_

a little jump \_\_\_\_\_

opposite of *throw out* \_\_\_\_\_

has a crown \_\_\_\_\_

### Blends cl, cr, qu, x

★ Hints 6, 7, 8

8 Write **cl** or **cr** to finish the words. Match the words to the pictures.

\_\_\_\_ ip .



\_\_\_\_ y .



\_\_\_\_ ush .



\_\_\_\_ ean .



9 Write **qu** or **x** to finish the words. Match the words to the pictures.

\_\_\_\_ ick .



si \_\_\_\_ ty .



\_\_\_\_ een .



bo \_\_\_\_ .



# Week 31: Unit 31

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.

UNIT  
31



**OU OW** cloud flower

## Focus Words

now	brown	mouse	sound	about
how	out	house	ground	flower
down	loud	count	cloudy	our
town	mouth	round	around	hour

1 **Underline** the letters for  in the Focus Words.

2 **Write** the number of sounds you hear in the picture name.

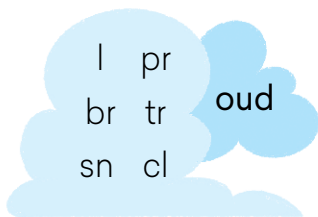


\_\_\_\_\_

3 **Write** Focus Words that match the clues.

not up _____	a small animal _____
small city _____	at this time _____
not in _____	colour of mud _____

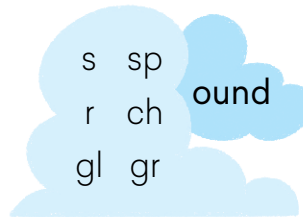
4 **Make** real words with the word beginnings and the word endings.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 **Finish** the sentences with the words from the box.

Do you know \_\_\_\_\_ to get to \_\_\_\_\_  
house? It is \_\_\_\_\_ the corner. It takes  
\_\_\_\_\_ five minutes to walk there. You  
should come over to play for an \_\_\_\_\_.

our  
how  
hour  
about  
around



## Week 31: Unit 31 continued

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.

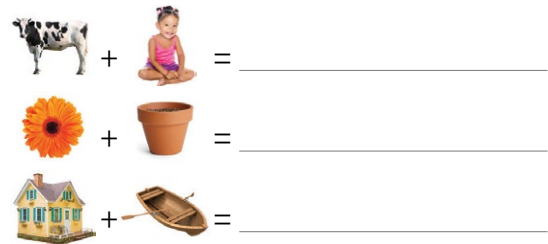
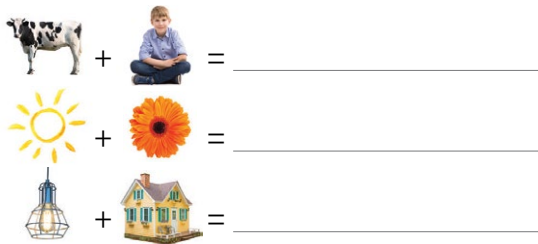
### Compound Words

6 Write the two words that make each compound word. The first one is done for you.

\_\_\_\_\_ some \_\_\_\_\_ + \_\_\_\_\_ how \_\_\_\_\_ = somehow  
 \_\_\_\_\_ + \_\_\_\_\_ = playground  
 \_\_\_\_\_ + \_\_\_\_\_ = lookout  
 \_\_\_\_\_ + \_\_\_\_\_ = without  
 \_\_\_\_\_ + \_\_\_\_\_ = countdown  
 \_\_\_\_\_ + \_\_\_\_\_ = outside



7 Add the picture names to make compound words.



### Suffix y

8 Rewrite the words adding the suffix **y**.  
Use the words to describe the pictures.

The suffix **y** means *having*.

bump \_\_\_\_\_  
 mess — y \_\_\_\_\_  
 cloud \_\_\_\_\_

dirt \_\_\_\_\_  
 rain — y \_\_\_\_\_  
 curl \_\_\_\_\_





## 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 documents and more!

### **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.