

SOUND WAVES™

SPELLING























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SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL



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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 98 and 99.

UNIT 15 ee e ea y ey bee me seat baby money

Focus Words

feet	each	key	messy	pony
feel	seat	please	nineteen	money
sleep	beach	weekend	eighteen	people
street	leave	babies	eighty	litre

1 Turn to page 85 to segment the Focus Words.

2 Help the emu reach the creek. Colour the words with **ee** green.

dance	season	twenty	litre	toe
sleep	people	head	metre	dry
yelp	try	voice	even	help
egg	break	bread	cry	equal
				ninety

3 Write **ee** or **ea** to finish the Focus Words. Write the words in the beehive.

I do not f____ very well.
It is time for us to l____ve.
We drove down the str____t.
On the w____kend I rode a pony.
I was tired so I went to sl____p.
Is there a spare s____t at the table?
May I pl____se have some more?
My f____t are too big for these shoes.
You can have one sweet treat ____ch.

4 Label the pictures with Focus Words.

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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.

Suffixes s, es ★ **Hint 1!**

5 Rewrite the words using s or es.

key	lady	donkey	baby	party	story	bunny	monkey	family
add s								

Suffix y

6 Write the words from the bees to match the clues. **The suffix y means having or does.**

cloudy	sandy	speedy	bumpy	windy	messy	sticky	lucky
not smooth			sticks to things				
very fast			the sky before it rains				
opposite of neat			a good time to fly a kite				
having good luck			your feet after the beach				

Irregular Plurals

7 Write the words from the brackets as plurals.

Wipe your _____ on the mat. [foot]
Don't forget to brush your _____. [tooth]
There are eighteen _____ in the race. [child]
I can see three _____ down by the creek. [sheep]
We counted nineteen _____ in the pond. [goose]
We have thirteen _____ in our cricket team. [person]

Challenge

Unjumble the letters to make words with **ee** that match the clues.

bird	leaga		thieve	stlea
go away	ealve		umpire	erefree
from bees	nhoey		say again	treape
1000 millilitres	relit		rides a horse	jckoeay

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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 Student Book activity/activities.

Week 7: Unit 7

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

UNIT 7



i igloo

Focus Words

lift	think	skipped	invite	busy
swim	drink	skipping	winter	pretty
brick	build	until	little	children
still	wishes	finish	visit	different

1 Turn to page 81 to segment the Focus Words.

2 Help Kim reach the igloo. Colour the words with .

white	drip	brick	chicken	pair	birthday	beside
night	thick	tie	middle	skirt	bring	think
sixty	kind	coin	skip	first	build	spider
				pretty	bike	

3 Write words that rhyme.

skip	brick	link	swift
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4 Rewrite the letters adding i to make Focus Words.

stll _____	untl _____	lft _____	nvite _____
lttle _____	drnk _____	brck _____	wnter _____
swm _____	fnsH _____	thnk _____	wshes _____

5 Write Focus Words that match the clues.

go to see _____	to complete _____
not adults _____	not the same _____
looks good _____	ask to a party _____
has lots to do _____	coldest season _____

Week 7: Unit 7 continued

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

Suffixes ed, ing

★ Hint 9

6 Rewrite the words using **ed** and **ing**. Use some of the words to finish the sentences.

	ed	ing
pick		
skip		
film		
drip		
flip		

Lily _____ up the rubbish.

Tristan is _____ his dog doing a trick.

The tap _____ all night.

The chef is _____ the pancake.



Suffixes s, es

★ Hint 13

7 Rewrite the words adding **s** or **es**.

drink _____ mix _____ fizz _____

swing _____ kiss _____ wish _____

pinch _____ build _____ finish _____

Synonyms

8 Write Focus Words that are synonyms.

sip _____ kids _____ attractive _____

end _____ raise _____ construct _____

small _____ active _____ dissimilar _____

Challenge

Cross out the words with . Write the words that are left to make a riddle and answer.

Which What did do pigs polar
children bears lick like to it eat
wish swim in for dinner lunch?

riddle: _____

chips ice chicken milk burgers fish

answer: _____

Week 24: Unit 24

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

UNIT
24



t tt tiger button

Focus Words

sent	teeth	dentist	twenty	Australia
soft	street	tidy	kitten	don't
wait	write	tiny	letter	haven't
east	artist	fifty	bottle	weren't

1 Turn to page 89 to segment the Focus Words.

2 Help the tiger reach its cub. Colour the words with .

3 Write **t** or **tt** to finish the words.

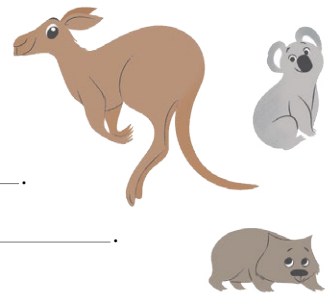
___idy mos___ kep___ sen___ wai___ bo___le
 eas___ le___er ___iny ki___en s___and Aus___ralia

4 Write Focus Words that match the clues.

baby cat _____ number after 49 _____
 number after 19 _____ written message _____
 cars drive on this _____ do not go yet _____
 use these to chew _____ opposite of *messy* _____

5 Write Focus Words to finish the sentences.

Ants, seeds and fleas are _____.
 Milk, juice and oil come in a _____.
 Pillows, feathers and blankets are _____.
 Wombats, kangaroos and koalas live in _____.
 Cars, buses and trucks can drive along a _____.
 Stories, articles and recounts are texts you _____.



Week 24: Unit 24 continued

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

Suffix ist

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

The suffix **ist** means *one who*.

Taka's job is to draw cartoons. She is a _____.

Fatima takes care of people's teeth. She is a _____.

Tess is on holiday overseas. She is a _____.

Brett paints pictures of trees. He is an _____.

Banjeet rides his bike in races. He is a _____.

Nate works in a lab. He is a _____.

cyclist
tourist
artist
dentist
scientist
cartoonist

Contractions

7 **Rewrite** the words as contractions.

is not _____ were not _____ did not _____

do not _____ have not _____ cannot _____

was not _____ could not _____ will not _____

8 **Underline** the words that can make contractions. **Write** the contractions.

I have not sent the letter yet. _____

Please do not be late for the dentist. _____

You cannot turn left onto Wattle Street. _____

The kittens were not tired after their nap. _____



Challenge

Colour animal names with in the Word Search that match the clues. **Write** the animal names. **Use** the leftover letters to make the hidden word.

baby cat _____

striped animal _____

animal with a trunk _____

sea animal with a shell _____

sea animal with eight arms _____

sea animal shaped like a star _____

animal with long ears that hops _____

Australian animal with short legs _____

p	w	o	m	b	a	t	l	t	k
s	t	a	r	f	i	s	h	u	i
a	t	y	t	i	g	e	r	r	t
e	l	e	p	h	a	n	t	t	t
p	o	c	t	o	p	u	s	l	e
u	r	a	b	b	i	t	s	e	n

hidden word: _____



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Discover the features of the program, see the product range, download the scope and sequence documents and more!

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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.