

SOUND WAVES™

SPELLING

6

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL













































Student Book
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firefly
EDUCATION

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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 page 98.

UNIT 14 **lizard bell**

Focus Words

label	shoulder	cleverly	illustrate	national
parcel	themselves	popular	miscellaneous	regional
vessel	related	violence	travelled	electrical
cancel	relevant	fertilise	cancelling	monorail
symbol	elaborate	logical	multiply	

- Turn to page 84 to segment the Focus Words.
- Cross out the words where I does not represent . Write the words that match the clues.

walking	polygon	public	palm	2D shape	_____
calm	half	celebrate	almost	not entirely	_____
shoulder	would	conclude	chalk	at the top of your arm	_____
- Unjumble the letters to make words ending with **el** that match the clues.

a tag	elabl	_____	even	eliev	_____
a package	arpcae	_____	take a trip	etalsv	_____
dog house	eknml	_____	a ship	levsse	_____
call off	ednac	_____	use to dig	velsho	_____
desert animal	lamce	_____	passageway	elunnt	_____
- Write digraphs to finish the Focus Words.

clev_____ly	relati_____	i_____ustrate	ve_____el
sh_____lder	popu_____	_____hemselves	p_____cel
monor_____	f_____tilise	misc_____aneous	violen_____
- Cross out the word in each pair that is spelled incorrectly.

lonely	elaborately	themselves	illustration	noticeable	relatively
lonly	elaboraty	themselves	illustrateion	noticable	relativity
irrelevant	peaceful	cleverly	illegal	unhelpfull	enjoyabell
irrelevat	peaceful	cleverlee	illegall	unhelpful	enjoyable
- Use the prefixes, words and suffixes to make new words.

un	ir	relevant	popular	related		illustrate	ing	or	ion		clever	elaborate	ed	ly
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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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 ed, ing ★ Hint 3

- 7 Rewrite the words from the brackets using **ed** or **ing**.
 We _____ with our hands while _____. (signal, snortel)
 I'm _____ my access after _____ the online game. (cancel, trial)
 Workers _____ the soil before _____ through the rock. (level, tunnel)
 I _____ at how quickly the vessel _____ across the lake. (marvel, travel)
 Kai _____ the ball of string and I began _____ the parcels. (unravel, label)
- 8 Rewrite the words adding the suffix **al** to match the clues. **The suffix al means relating to.**
 private _____ related to feelings _____ logic person
 deliberate _____ related to a region _____ region electric
 countryside _____ not intentional _____ nation intention
 sensible _____ powered by electricity _____ emotion accident
- 9 Finish the sentences with the words from the box.
 monolith monorail monologue multiply multimedia multicultural
 The prefix **mono** means one. A _____ is a railway track with a single rail. A speech presented by one speaker is a _____. A _____ is a single, large rock – the world's largest is Uluru in the Northern Territory.
 The prefix **multi** means many. A _____ society has people from many cultures. To _____ is to make many more. A _____ presentation gives information in many formats such as sound, pictures and writing.

Challenge

Segment the answers to the Word Chain clues. Each word contains .

1. devices that tell the time 2. the bones in the body 3. part of your finger 4. citrus fruit 5. almost

1. person who is employed 2. sea creature 3. meal 4. young people 5. worn around the neck

1. opposite of solid 2. tastes great 3. not considerate or generous 4. not deep

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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 the associated Student Book activity/activities.

Week 16: Unit 16

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

UNIT
16



m mm mb

moon hammer thumb

Focus Words

marine	extremely	material	manufacture	command
damage	examine	ambulance	combust	commence
mention	resemble	environment	compress	company
immense	camera	approximate	complain	compromise
sample	majority	preliminary	compete	thermometer

1 Turn to page 85 to segment the Focus Words.

2 Highlight the graphemes that represent .

column	lamb	plumber	resemble	honeycomb	gymnastics
crumb	autumn	limb	numbness	hammock	calmly
solemn	combine	embarrass	mumbling	membership	chimney

3 Write Focus Words that are synonyms.

test, taste	_____	very, especially	_____
harm, destruction	_____	initial, introductory	_____
inspect, investigate	_____	habitat, surroundings	_____

4 Write the words from the box to match the professions.

carpenter	_____	barber	_____	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> comb material camera computer hammer ambulance </div>
paramedic	_____	photographer	_____	
dressmaker	_____	software developer	_____	

5 Write the Focus Words from which the words are built.

damaging	_____	companies	_____
immensely	_____	competition	_____
commencing	_____	commander	_____
resemblance	_____	approximately	_____

6 Write the words from the boxes to match the Latin roots and meanings.

mar sea	relating to the sea	_____	submarine marina marine	
	underwater vehicle	_____		
	place where boats are docked	_____		

man hand	to produce items	_____	manual manicure manufacture	
	done by hand	_____		
	hand treatment	_____		

Week 16: Unit 16 continued

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

Prefix com

- 7 **Write** Focus Words that are synonyms.
Match the Focus Words to the other synonyms.

The prefix **com** means *with or together*.

start _____	• ignite _____	squash _____	• settlement _____
burn _____	• direct _____	business _____	• squeeze _____
order _____	• begin _____	agreement _____	• corporation _____

- 8 **Finish** the sentences with the words from the box.

Amira _____ in the five kilometre semi-final.
She was _____ to making the final.
However, during the race she collided with another
_____. Amira immediately jumped back up and
started running but the other runner was injured. Amira turned
back to help and they _____ the race together.
Amira showed _____ and sportsmanship. She missed
out on making it to the final but she didn't _____.

complain completed
competed committed
competitor compassion



Greek Root meter

- 9 **Write** the words from the box to match the definitions. **Use** one of the words in a sentence.

The root **meter** means *measure*.

measures temperature	_____
shows how fast a vehicle is travelling	_____
measurement of the outside edge of a shape	_____
measures distance travelled by counting steps	_____
length of a straight line through the centre of a circle	_____
measures how many kilometres a vehicle has travelled	_____

perimeter
diameter
odometer
pedometer
thermometer
speedometer

Challenge

Colour words in the Word Search built from the words listed. Some words go ←. **Write** the words.
Use the leftover letters to make the hidden word.

warm _____	migrate _____
critic _____	journal _____
minor _____	examine _____
spell _____	animate _____
humid _____	measure _____

hidden word: _____

c	r	i	t	i	c	i	s	m	m	w
e	l	b	a	r	u	s	a	e	m	a
a	y	t	i	d	i	m	u	h	r	r
v	m	i	g	r	a	t	i	o	n	m
m	s	i	l	a	n	r	u	o	j	e
l	l	e	p	s	s	i	m	e	l	s
l	n	o	i	t	a	m	i	n	a	t
e	x	a	m	i	n	a	t	i	o	n
o	u	s	m	i	n	o	r	i	t	y

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

lounge	drowsy	astounded	plough	outlast
pounce	coward	surroundings	accountant	outsmart
browse	empower	allowance	foundation	outnumber
powder	council	announcement	counterfeit	doubtless
voucher	boundary	mountainous	cauliflower	powerless

1 Turn to page 93 to segment the Focus Words.

2 Cross out the words that do not contain **ou ow**.

foundation	shouted	council	crow	doughnut	bounce
fourteen	shoulder	course	crowded	doubtless	bought
fought	should	counterfeit	crown	doubling	boundary

3 Rewrite the letters adding graphemes for **ou ow** to make Focus Words.

pl _____	drsy _____	emper _____
Inge _____	vcher _____	caulifler _____
brse _____	bndary _____	fndation _____

4 Write Focus Words that match the Crossword clues.

Across

- attack
- can be used instead of money
- a base
- fake
- sleepy
- dividing line; border

Down

- farming tool
- group of people governing an area
- very surprised
- rhymes with cows

5 Match the words and suffixes to make new words. Write the words.

allow	•	•	er	_____	power	•	•	y	_____
count	•	•	ance	_____	powder	•	•	ly	_____
doubt	•	•	ly	_____	proud	•	•	ful	_____
coward	•	•	ant	_____	mountain	•	•	ment	_____
account	•	•	ful	_____	announce	•	•	ous	_____

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*.

Prefix out

6 Write words with the prefix **out** that match the meanings.

sprint faster _____ play better _____
 swim further _____ rank higher _____
 do better _____ perform better _____

The prefix **out** means *better or greater*.

7 Rewrite the correct word from the brackets adding the prefix **out** to finish each sentence.

Red kangaroos can _____ many animals. [jump, fly]
 Chickens greatly _____ humans on Earth! [number, shine]
 Modern light bulbs _____ traditional bulbs. [wit, last]
 The goal of chess is to _____ your opponent. [smart, swim]
 Cheetahs _____ humans over short distances. [do, run]
 To win an auction you must _____ all other bidders. [run, bid]



Suffix less

8 Rewrite the words adding the suffix **less** to finish the sentences.

The suffix **less** means *without*.

Powerful is an antonym of _____.
 Mushrooms, ferns and moss are _____ plants.
 Synonyms for *certain* include *sure*, *definite* and _____.
 The best time to see shooting stars is on a _____ night.
 You can make a _____ cake using cocoa, butter, sugar and eggs.

flour
cloud
doubt
power
flower

9 Check the definitions of the words in a dictionary. Write sentences containing each word.

countless _____

boundless _____

Challenge

Segment the answers to the Word Chain clues. Each word contains **ou ow**.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

1. protects teeth when playing sport 2. feels uncertain or doesn't believe 3. new buds or leaves on plants
 4. noise 5. opposite of upstairs

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

1. yells 2. pigs' noses 3. opposite of *north* 4. 10 x 100 5. amount taken off the price 6. smaller than a city

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

1. very large hill 2. word referring to a person, place or thing 3. not later 4. night bird 5. opposite of *quiet*
 6. save a file from the internet 7. opposite of *upward*



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