

# SOUND WAVES™

## SPELLING

1

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL

























**Student Book**






















Barbara Murray and Terri Watson

**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*.

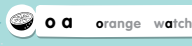
**Sound Box** .....  
represents the focus phoneme

**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 80.


UNIT 9  orange watch

**Focus Words**


on	got	long	was
not	dog	doll	want
lot	rock	stop	what
hot	shop	drop	cannot

1 Underline the letter for  in the Focus Words.


2 Circle the picture if you hear  in the picture name.



3 Segment the picture names.



4 Look at the picture. Answer the questions with can or cannot.



Can Tom jog? He \_\_\_\_\_.

Can Tom skip? He \_\_\_\_\_.

Can Tom pat his dog? He \_\_\_\_\_.

Can Tom kick a ball? He \_\_\_\_\_.

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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.

**Rhyme**

5 Write words that rhyme.

hop not dog

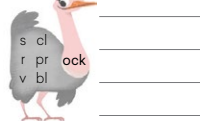
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Building**


6 Make real words with the word beginnings and the word endings.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Grapheme a** ★ Hint 6

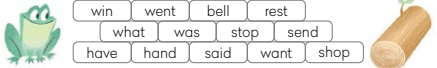
7 Write a to finish the Focus Words. Use the words to finish the sentences.

w\_\_s I \_\_\_\_\_ on the rock.

Wh\_\_t \_\_\_\_\_ did you drop?

w\_\_nt I \_\_\_\_\_ a long hotdog.

8 Help the frog find its way to the log. Colour the words with  orange.



win went bell rest

what was stop send

have hand said want shop

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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 2: Unit 2

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

UNIT  
2



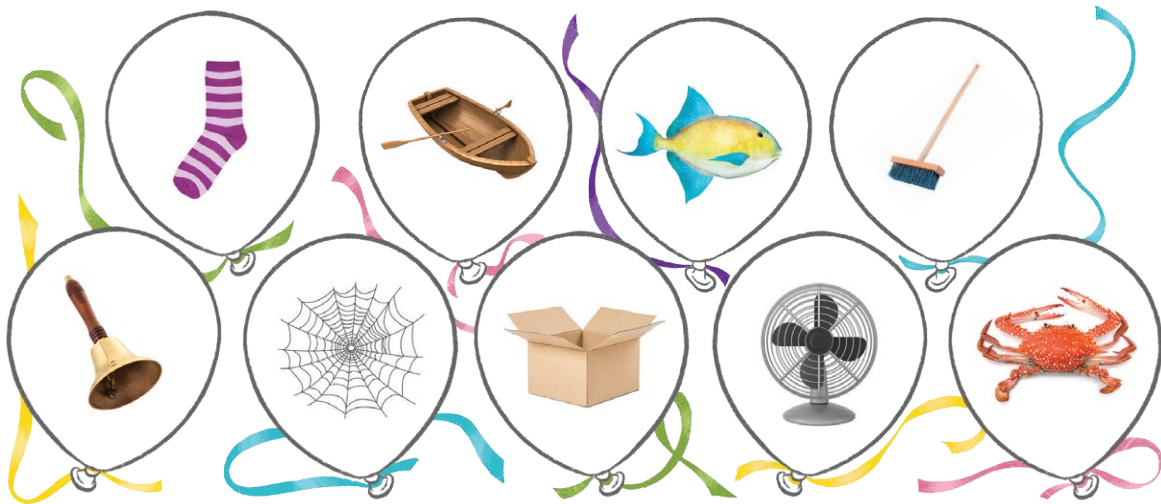
**b bb** balloon ribbon

### Focus Words

bin	bed	brush	black
bat	sob	bring	ball
bug	web	brick	cubby
big	bell	block	rabbit

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

2 **Colour** the balloon if you hear  **b bb** in the picture name.



3 **Segment** the picture names. The first one is done for you.



b	u	n
---	---	---



--	--	--



--	--	--



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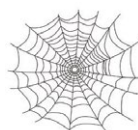
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## Week 2: Unit 2 continued

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

### Blends br, bl

4 Circle the picture if you hear  **b bb**  **r rr** in the picture name.



5 Circle the picture if you hear  **b bb**  **ll** in the picture name.



6 Label the pictures with Focus Words.



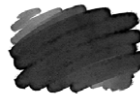
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Capital B, Grapheme bb

7 Write **b**, **bb** or **B** to finish the words. Match the sentences to the pictures.

Look at \_\_\_\_\_en in his cu\_\_\_\_\_y.



\_\_\_\_\_ring the \_\_\_\_\_ell to me.



Pat the \_\_\_\_\_lack ra\_\_\_\_\_it.



Get on the \_\_\_\_\_ig \_\_\_\_\_us.



## Week 15: Unit 15

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

UNIT  
15



ee e ea y    bee   me   seat   baby

### Focus Words

me	she	three	each
be	see	sea	beach
we	been	eat	any
he	tree	seat	many

1 **Underline** the letter or letters for ee e ea y in the Focus Words.

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



3 **Read** the words. **Cross out** the ones that are not real words.



4 **Finish** the sentences with the words from the tree.

This is Abby. \_\_\_\_\_ is six.

This is Dean. \_\_\_\_\_ is three.

This is \_\_\_\_\_ with my dog.

Today \_\_\_\_\_ will \_\_\_\_\_ at the beach.









## Week 15: Unit 15 continued

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

### Graphemes ee, ea

5 Write **ee** to finish the words. **Circle** the words that match the pictures.

s____	b____		m____t	thr____	
tr____	f____d		f____t	k____p	

6 Write **ea** to finish the words. **Circle** the words that match the pictures.

s____t	____t		t____m	l____f	
b____ch	t____		m____t	____ch	



### Grapheme y

★ Hint 9

7 Write **y** or **ea** to finish the words. **Label** the pictures with some of the words.

pupp\_\_\_\_ s\_\_\_\_t r\_\_\_\_d b\_\_\_\_ch cubb\_\_\_\_  
 famil\_\_\_\_ an\_\_\_\_ \_\_\_\_ch man\_\_\_\_ Dadd\_\_\_\_



8 Say the words. **Colour** the shape **yellow** if you hear  ee e ea y.  
**Colour** the shape **blue** if you do not hear  ee e ea y.

help	get	sea	next	end
eat	Mummy	any	Daddy	been
men	meet	we	family	yes
bell	egg	many	seven	ten



## 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.