

SOUND WAVES™

SPELLING

4

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL

























Student Book






















Barbara Murray and Terri Watson

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 bb	Suffixes ed, ing | Compound Words | Irregular Past Tense.....	8
3	 a	Suffixes ed, ing | Synonyms.....	10
4	 k c q ck x ch	Graphemes ck, k, c | Prefix ex	12
5	 e ea	Compound Words | Suffixes s, es	14
6	 d dd	Suffixes ed, ing | Prefixes mis, dis, un | Irregular Past Tense.....	16
7	 i	Suffixes er, est | Prefixes in, im	18
8	 f ff ph	Suffixes s, es | Suffix s | Prefix fore	20
9	 o a	Grapheme a | Suffixes ed, ing, s, es | Synonyms & Antonyms.....	22
10	 g gg	Suffixes ed, ing | Homophones.....	24
11	 u o	Suffix es | Suffix y	26
12	 h	Contractions | Homophones.....	28
	 j g ge dge	Grapheme g	29
13	 ai ay a_e a	Suffixes y, er, est | Homophones.....	30
14	 l ll	Suffix ful | Contractions.....	32
15	 ee e ea y ey	Suffix ly | Homophones.....	34
16	 m mm mb	Suffix er | Suffix ment	36
17	 i_e y igh i ie	Suffixes ed, ing, s, es | Prefixes bi, tri | Homophones.....	38
18	 n nn kn	Suffix ness | Contractions.....	40
	 ng n	.....	41
19	 oa o_e ow o	Homophones | Suffixes s, es	42
	 p pp	Suffix ship	44
20	 r rr wr	Prefixes pre, re	45

Unit	Phoneme	Focus Concepts	
21	 ar a	Suffix en	46
22	 s ss se ce x c	Suffix ous | Prefix sub	48
23	 ir ur or er	Suffixes y, er, est	50
24	 t tt	Prefix inter | Contractions.....	52
25	 or ore a aw au	Homophones | Irregular Past Tense.....	54
26	 v ve	Contractions.....	56
	 w wh u	Suffix wards	57
27	 oo u	Suffix hood | Irregular Past Tense.....	58
28	 y u	Suffix ish	60
29	 oo ew ue u_e u	Prefix super | Irregular Past Tense.....	62
30	 z zz s se	Homophones | Suffixes s, es	64
	 s si	.....	65
31	 ou ow	Prefix out | Homophones.....	66
32	 ch tch	.....	68
	 sh ch ti ci	Suffix ion	69
33	 oy oi	.....	70
	 eer ear	.....	71
34	 th	.....	72
	 th	Homophones.....	73
35	 air are	Homophones.....	74
36	 er ar or a e i o u	Suffixes er, or, ist	76
		How to Segment Words.....	78
		Focus Words for Segmenting.....	78
		Extension Words.....	96
		Helpful Hints.....	98

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 3  **a apple**

Focus Words

land	catch	wombat	angle	Saturday
camp	scrap	happy	travel	animal
sank	planned	happen	athlete	platypus
crack	planning	cattle	blanket	January

1 Turn to page 79 to segment the Focus Words.

2 Help the platypus make its way to the riverbank. Colour the words that contain **a**.

babies	water	catch	planet	teacher	change	easy
cattle	party	family	because	happen	sandwich	grams
game	rabbit	packet	after	watch	chase	small
safe						

3 Unjumble the letters to make Focus Words. Write words that rhyme. The first one is done for you.

dain land sand knas _____

ckacr _____ tehac _____

mapc _____ crpas _____

4 Match the word beginnings to the word endings. Write the words.

spl	atch	bl	ap
scr	ack	sm	ank
cr	ash	scr	ash

5 Label the pictures with Focus Words.

6 Write Focus Words to finish the sentences.

There are 31 days in _____.

A female _____ lays its eggs in a burrow.

Monday follows Sunday. _____ follows Friday.

It takes around 10 hours to _____ from Sydney to Brisbane by car.

Anna Creek Station in South Australia is the world's largest _____ station.

10 Sound Waves Spelling Student Book 4 ISBN 978 1 74135 364 8

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 Circle the words that need the last letter doubled when adding **ed** or **ing**. Rewrite the words using **ed** and **ing**.

land	slam	plant		
drag	scan	grant		
wrap	camp	scrap		
track	thank	snack		
crack	scratch	smash		

8 Rewrite the words from the brackets using **ed** or **ing**.

I _____ a bag to take to soccer training. [pack]

I can hear the waves _____ on the shore. [crash]

We are _____ to travel to Adelaide in January. [plan]

Everyone _____ when the athlete won the race. [clap]

Synonyms

9 Match the synonym pairs.

chat	scrap	track	mad	sad	own
piece	shatter	angry	path	have	perhaps
smash	talk	gather	collect	maybe	unhappy

10 Write Focus Words that are synonyms.

rug _____ earth _____ creature _____

glad _____ move _____ livestock _____

break _____ occur _____ sportsperson _____

Challenge

Write animal names containing **a** that match the clues. The first letter is there to help you.

baby frog t _____ bird that copies speech p _____

large lizard g _____ has see-through wings d _____

long-eared mammal r _____ carries its young in a pouch k _____

egg-laying mammal p _____ lives in China p _____

black and white bird m _____ burrowing animal w _____

develops into a butterfly c _____ desert animal c _____

ISBN 978 1 74135 364 8 Sound Waves Spelling Student Book 4 11

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 11: Unit 11

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

UNIT
11



u o umbrella monkey

Focus Words

bumpy	ugly	someone	Sunday	uncle
lucky	flood	young	Monday	double
funny	none	rough	cover	country
hurry	hurries	number	dozen	enough

1 Turn to page 83 to segment the Focus Words.

2 Circle the six words with o for .

low	front	from
love	home	knock
join	month	colour
some	corner	money

3 Circle the six words with ou for .

count	south	would
touch	house	couple
cloud	cousin	should
tough	trouble	enough

4 Write Focus Words that rhyme.

stun _____ thud _____ trouble _____
 sung _____ curry _____ slumber _____

5 Write graphemes for to finish the Focus Words. Write the words that match the clues.

n__ne	__ncle	d__ble	twice	_____
h__rry	en__gh	S__nday	plenty	_____
r__gh	c__ver	M__nday	bumpy	_____
__gly	y__ng	d__zen	twelve eggs	_____



6 Write Focus Words that match the clues.

aunty and _	_____	school day	_____
go quickly	_____	weekend day	_____
protect	_____	opposite of <i>beautiful</i>	_____
nation	_____	happens when it rains a lot	_____

7 Use some of the words to make compound words that contain *some*.

one	were	who	_____	_____
some	how	times	body	_____
	when	where	thing	_____

Week 11: Unit 11 continued

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

Suffix es

★ Hint 5

8 Rewrite the words using **es**. Use the words to finish the sentences.

fly _____	try _____	study _____
hurry _____	worry _____	supply _____

Uncle Warrin _____ that it will not rain.
 The teacher _____ to get to class on time.
 The canteen _____ food to the students.
 My cousin always _____ to make me laugh.
 The student _____ for the test on Monday.
 The pilot _____ low over the flooded outback plains.



Suffix y

★ Hints 3, 4

9 Rewrite the words using the suffix **y** to complete the table.

The suffix **y** means *having or does*.

run	sun
fun	mud
rust	lump
luck	jump
laze	shake
shine	cuddle

double last letter	drop e	no change

10 Rewrite the words using the suffix **y** to describe the word pairs.

bump dust bubble mud fun spice crunch fuzz

jokes, cartoons _____ curries, chillies _____
 puddles, ponds _____ gravel, toads _____
 desert, outback _____ detergent, fizzy drink _____
 crackers, carrots _____ hairy caterpillars, peaches _____

Challenge

Rearrange the letters in the words to make new words containing **uo**.

stud _____	shrub _____	trucks _____
strut _____	gulp _____	ought _____
plum _____	gush _____	zoned _____
huts _____	dusty _____	neon _____

Week 14: Unit 14

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

UNIT
14



|| lizard bell

Focus Words

slow	while	he'll	fellow	eleven
leaf	learn	you'll	allow	almost
real	himself	painful	July	although
hold	herself	lady	litre	altogether

1 Turn to page 84 to segment the Focus Words.

2 Unjumble the letters to make Focus Words.

yadl _____	ehsfler _____	owall _____
ohdl _____	Jlyu _____	ilewh _____
ealf _____	iltre _____	llowef _____
earl _____	lnear _____	eeelnv _____

3 Write Focus Words to finish the sentences.



Ling and Oliver are working on a large puzzle of a _____ . It is _____ complete! _____ , they have _____ pieces left to put in place. Although the puzzle is very difficult, Oliver tells Ling he is enjoying _____ .

4 Match the words to the prefixes and suffixes to make new words. Write the words.

dis •	• spell	_____	real •	• y	_____
im •	• like	_____	leaf •	• ly	_____
im •	• polite	_____	self •	• ly	_____
mis •	• complete	_____	slow •	• er	_____
in •	• possible	_____	learn •	• ish	_____

5 Finish the sentences with the words from the milk bottle.

You'll need 10 _____ to fill the bucket.
 There are 300 _____ left in the milk bottle.
 We squeezed 60 _____ of juice from the lemon.
 We used 48 _____ of water to top up our swimming pool.



Week 14: Unit 14 continued

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

Suffix ful

6 **Circle** the words that can end with **ful**. **Rewrite** the words adding the suffix **ful**.

care slow pain
learn hope hold
truth grace large
forget thought peace

The suffix **ful** means *full of or having*.

7 **Write** at least three things that can be described by each word.

colourful _____

powerful _____

wonderful _____

Contractions

8 **Rewrite** the words as contractions. **Use** the contractions to finish the sentences.

I will _____ he will _____ she will _____
you will _____ we will _____ they will _____

Ella is eleven. _____ be twelve in July.

Logan and Khalil have warm blankets. _____ lend you one.

Leo and I are athletes. _____ both be competing in a race in April.

If you want to carry a litre of water, _____ need a larger container.

Felix found a lizard under a leaf. If you would like to see it, _____ show you.


I owe you five dollars altogether. _____ pay you tomorrow.

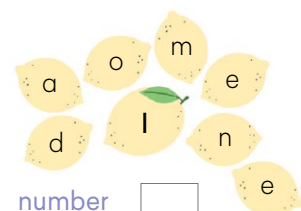
9 **Circle** the incorrect words. **Write** the words as contractions.

Willow says shell look for a shell. They say theyll help her. _____

I think well play well today. Youll be playing goalkeeper. _____

Challenge

Make at least 10  words using the letters. Each letter can only be used once in a word. One word can be made using all the letters.



number of words:



TAKE THE NEXT STEP IN YOUR SOUND WAVES SPELLING JOURNEY

VISIT 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.