

SOUND WAVES™

SPELLING

2

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL



Take a look at pages
from the new and improved
Sound Waves Spelling
Student Book 2!























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 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 (s x c).

- 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 =	_____		_____

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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.

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]

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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 4: Unit 4

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

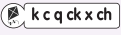
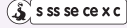
UNIT
4



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

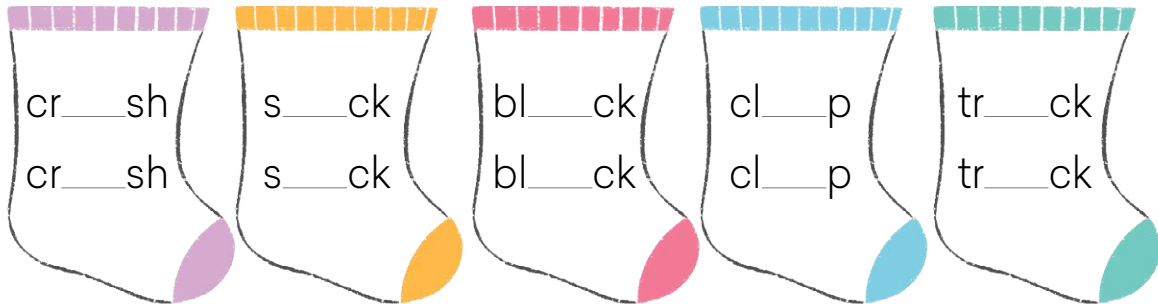
* We can use **x** for the two sounds  **k c q ck x ch**  as in *fox*.

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.

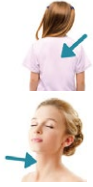
Week 4: Unit 4 continued

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.



--	--	--



--	--	--	--



--	--	--



--	--	--	--

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

du ____ .



sti ____ .



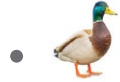
clo ____ .



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.

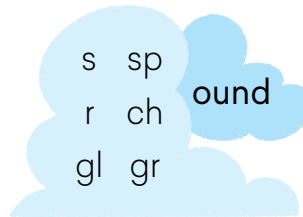


3 **Write** Focus Words that match the clues.

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*.

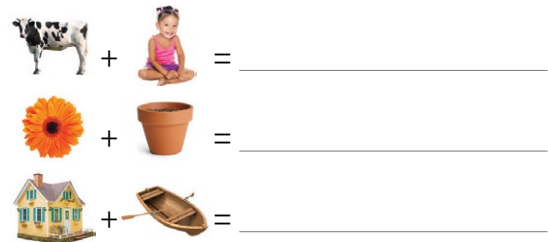
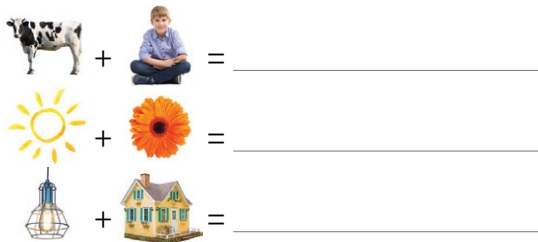
Compound Words

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 _____



a _____ room



a _____ wig



a _____ sky



a _____ dog



a _____ shell



a _____ day



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