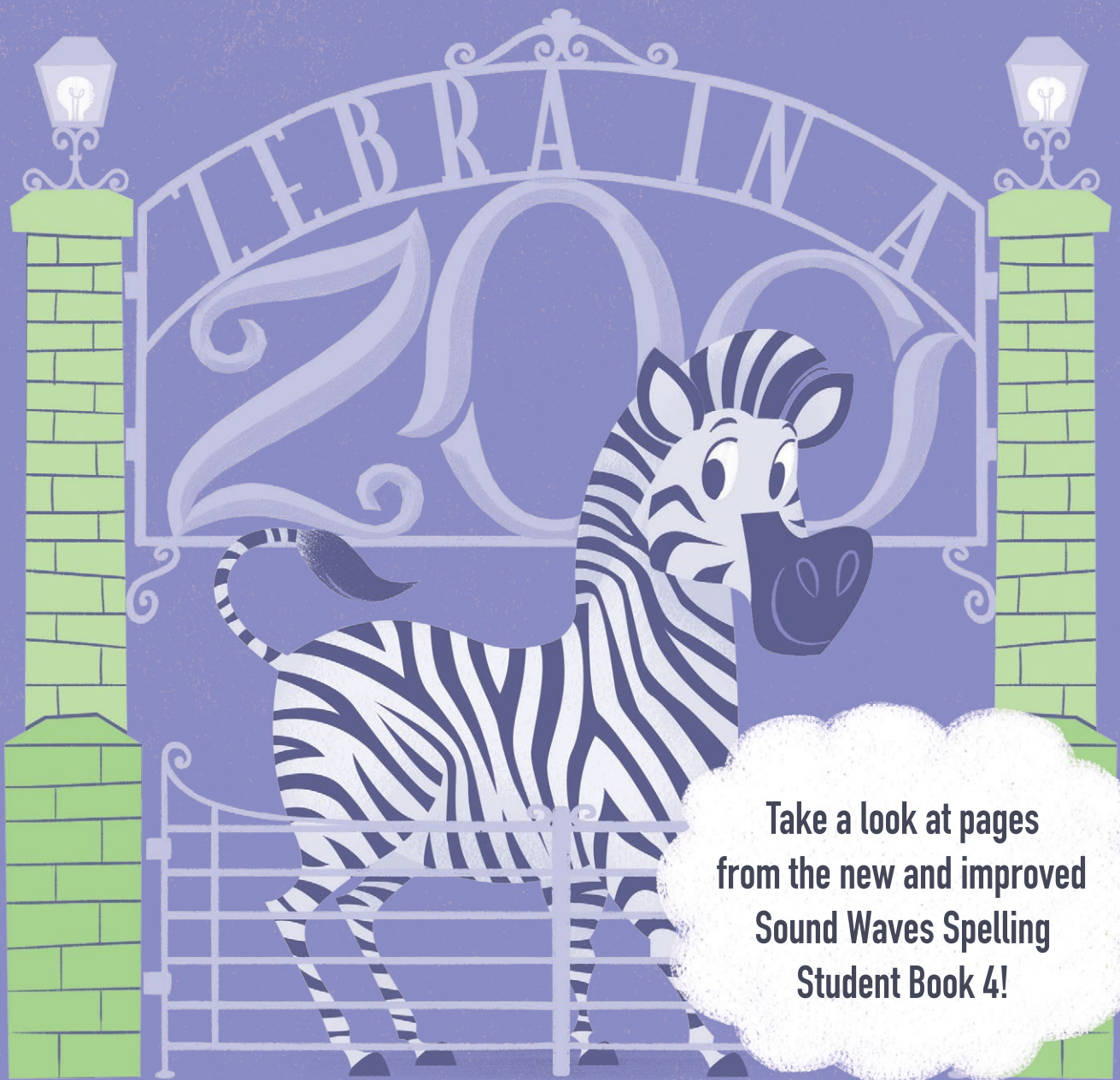


# SOUND WAVES™

## SPELLING

4

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL



Take a look at pages  
from the new and improved  
Sound Waves Spelling  
Student Book 4!























**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 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 .

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    \_\_\_\_\_

ckaor    \_\_\_\_\_    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.

## 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.

**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		ed	ing
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  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 \_\_\_\_\_

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# 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
	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. \_\_\_\_\_

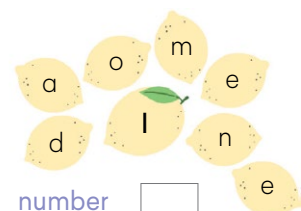
### Challenge

**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](http://WWW.FIREFLYEDUCATION.COM.AU) TO:

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