# SOUND WAVES™
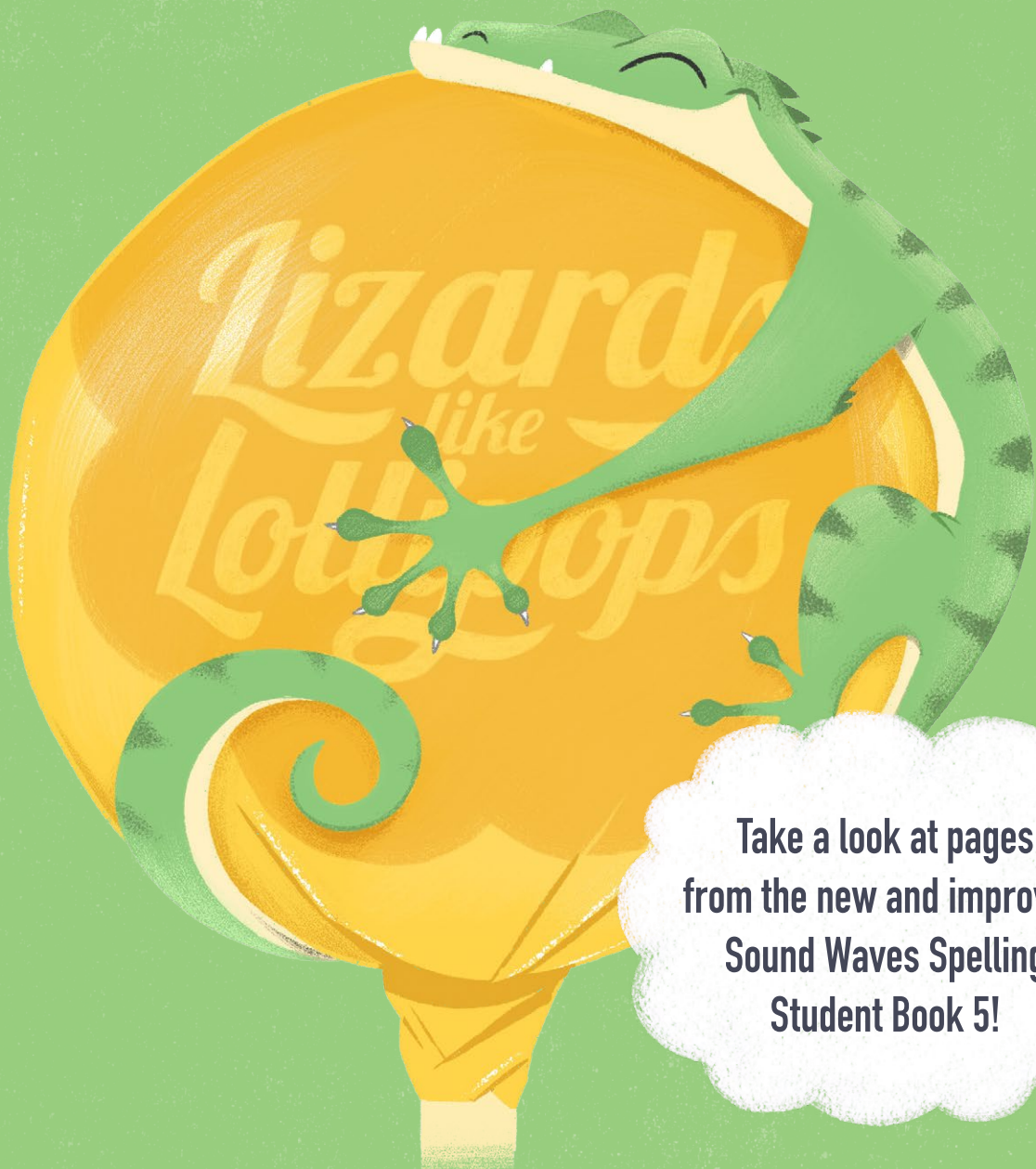
## SPELLING

**5**

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL

Take a look at pages from the new and improved Sound Waves Spelling Student Book 5!

**Student Book**
Barbara Murray

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 **ch**at or ca**tch**

**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 **f**ish

# 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.

**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.

# Week 6: Unit 6

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

## UNIT 6

### 🦆 d dd   **d**uck   pa**dd**le

### Focus Words

| | | | | |
|---|---|---|---|---|
| rapid | divide | definite | disagree | inland |
| donate | collide | difficult | discomfort | include |
| attend | ascend | different | disappear | decode |
| address | tied | delicate | mislead | depart |
| decide | tired | discover | misheard | descend |

**1**  **Turn** to page 80 to segment the Focus Words.

**2**  **Say** the sounds for the Sound Boxes. **Highlight** the graphemes to make each Focus Word. **Write** the words.

🦆 d dd | ⛵ oa o_e ow o | 🐌 n nn kn | 🐚 ai ay a_e a | 🐢 t tt  _____

🔦 er ar or a e i o u | 🐢 t tt | 🏆 e ea | 🐌 n nn kn | 🦆 d dd  _____

🦆 d dd | 🔦 er ar or a e i o u | 🧺 p pp | ★ ar a | 🐢 t tt  _____

🎤 k c q ck x ch | 🔦 er ar or a e i o u | 🐛 l ll | 💡 i_e y igh i ie | 🦆 d dd  _____

🦆 d dd | 🔦 er ar or a e i o u | 🐍 s ss se ce x c | 💡 i_e y igh i ie | 🦆 d dd  _____

**3**  **Cross out** the word in each set that is not a synonym. **Write** a Focus Word that is a synonym.

| | | | |
|---|---|---|---|
| quick, slow, swift | _____ | find, lose, locate | _____ |
| hard, simple, complex | _____ | smash, crash, depart | _____ |
| certain, sure, doubtful | _____ | weary, exhausted, lively | _____ |
| unlike, similar, dissimilar | _____ | fragile, strong, breakable | _____ |

**4**  **Label** the pictures with Focus Words.

_____    _____    _____

**5**  **Match** the words to the definitions. **Use** the words to finish the sentences.

tired • • attempted
tried • • sleepy or weak
tide • • fastened together
tied • • rise and fall of the sea
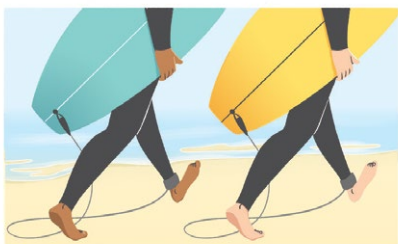
When we first arrived at the beach, the water was right at high _____. The waves were huge! It was lucky our surfboards were _____ to our legs with leg ropes or we may have lost them. We _____ riding every wave but many were too big and we often fell off. We even _____ some new tricks. Later, as the _____ went out, the waves got smaller. We went home feeling happy but very _____.

# Week 6: Unit 6 continued

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

## Prefixes dis, mis

**6** **Rewrite** the words adding the prefix **dis** or **mis**.

| lead | spell |
|------|-------|
| match | cover |
| appear | agree |
| comfort | behave |

_____  _____

_____  _____

_____  _____

_____  _____

> The prefix **dis** means *not* or *opposite of*.
> The prefix **mis** means *wrong*.

**7** **Rewrite** the sentences replacing the underlined words with words beginning with **dis** or **mis**.

Their actions were <u>not honest</u> and <u>not respectful</u>.

_____

I <u>incorrectly heard</u> the speaker so I <u>incorrectly understood</u> him.

_____

## Prefixes in, de

**8** **Write** the words from the box to match the definitions.

inland  include  inflate  invade  decode  descend  depart  deflate

> The prefix **in** means *in* or *towards*.
> The prefix **de** means *down* or *away*.

blow air into _____       let down; let air out _____

move away; leave _____     in the middle of a country _____

move down _____            move in as an enemy _____

break down a code _____    bring in; make part of _____

**9** **Match** the synonym pairs.

| intact | • | • part | deduct • | • protect | insert • | • put |
| inspect | • | • examine | defend • | • demolish | income • | • grow |
| ingredient | • | • complete | destroy • | • subtract | increase • | • earnings |

## Challenge

**Write** words containing **d dd** that match the Crossword clues.

**Across**
1. opposite of *include*
5. transport a letter or parcel
7. opposite of *increase*
8. swallow liquid
9. make pictures
10. ruin
11. opposite of *fail*

**Down**
2. find
3. make a decision
4. stay away from
5. talk
6. increase in size
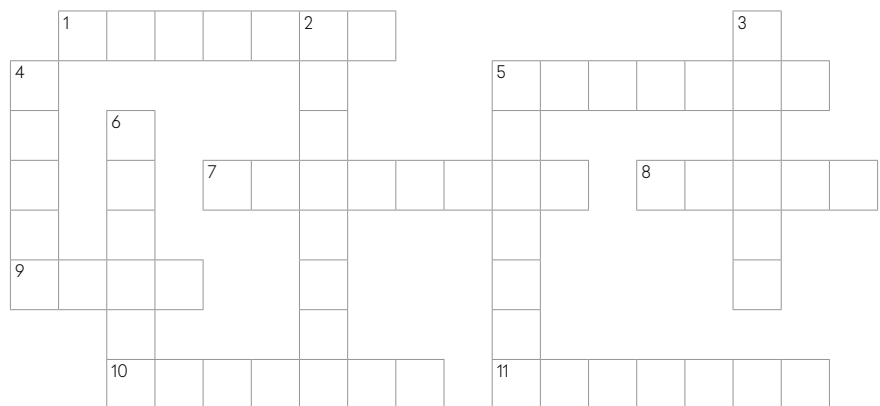
Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online.*

## UNIT 19

**oa o_e ow o**    b**oa**t    r**o**se    wind**ow**    c**o**mb

### Focus Words

| | | | | |
|---|---|---|---|---|
| poach | scold | echo | potato | oppose |
| goal | though | swollen | lone | motivate |
| drone | program | stolen | boulder | remote |
| shown | moment | soldier | mode | motion |
| elbow | local | overboard | compose | motor |

**1** **Turn** to page 87 to segment the Focus Words.

**2** **Cross out** the words where the bold graphemes do not represent ⚠ oa o_e ow o .

| | | | | |
|---|---|---|---|---|
| b**oa**st | tomor**ow** | sh**ou**lder | alth**ough** | tomat**o** |
| downl**oa**d | all**ow**ed | f**ou**ntain | b**ough**t | avocad**o** |
| r**oa**dside | unkn**ow**n | b**ou**lder | thr**ough** | cott**o**n |
| br**oa**d | br**ow**se | r**ou**tine | d**ough** | zer**o** |
| appr**oa**ch | **ow**nership | d**ou**ble | dr**ough**t | an**o**ther |

**3** **Change** the underlined graphemes to make Focus Words.

| | | |
|---|---|---|
| dro_ve_ _____ | b_al_der _____ | li_ne_ _____ |
| sh_een_ _____ | m_a_de _____ | goa_t_ _____ |
| p_ou_ch _____ | overb_i_d _____ | th_ere_ _____ |

**4** **Write** Focus Words to finish the sentences.

The word _____ comes from the Spanish word *patata.*

The Mona Lisa was _____ in 1911 but was recovered two years later.

The _____ is where three bones meet: the humerus, radius and ulna.

Refrigerators, washing machines and vacuum cleaners all have a _____.

The saying 'not a _____ too soon' means *something happened*

*when it was almost too late.*

**5** **Use** the words and suffixes to make new words.

| echo    elbow potato    soldier | s    es |
|---|---|
| _____ | |
| _____ | |
| _____ | |
| _____ | |

| lone | er    ly    ness    est |
|---|---|
| _____ | |
| _____ | |
| _____ | |
| _____ | |

| slow    local locate    motivate | ly    ion |
|---|---|
| _____ | |
| _____ | |
| _____ | |
| _____ | |

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

### Homophones

**6**  **Finish** the sentences with the homophones from the boxes.

Yesterday I woke up early and _____ the grass.

We switched the game to multiplayer _____ .

mode
mowed

Thank you for the _____ of your guitar.

After the storm, there was a _____ leaf left on the tree.

lone
loan

The powerful waves knocked the _____ into the ocean.

Sophie was _____ than her classmates during the performance.

bolder
boulder

It is best to wait until spring to _____ the tomato seeds.

I will _____ on a new button _____ I can wear my coat again.

so
sew
sow

### Latin Roots mot, pos

**7**  **Write** the words from the box to match the meanings.

motor   motion   motivate   promote   expose   oppose   compose   propose

The root **mot** means *move*.
The root **pos** means *place* or *put*.

movement _____

to encourage _____

stand in the way of _____

reveal something hidden _____

put forward an idea _____

makes a vehicle move _____

move to a higher position _____

write music, poetry or texts _____

**8**  **Write** words built from the words in the brackets.

The soldier received a _____ .  [promote]

Miro was _____ to find the missing drone.  [motivate]

We stood _____ as the snake slithered past.  [motion]

The engineers can control the machines _____ .  [remote]

### Challenge

**Segment** the answers to the Word Chain clues. Each word contains 🔺 oa o_e ow o .
The first chain is started for you.

| 1 | | 2 | | | 3 | | 4 | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| m | oa | t | o | t | a | l | | | | | |

1. around a castle   2. add up to   3. nearby   4. ___ of bread   5. trail behind   6. one who owns

| 1 | | 2 | | 3 | | 4 | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|

1. opposite of *sinks*   2. alone   3. opposite of *close*   4. opposite of *yes*   5. sea   6. not wide

# SOUND WAVES SPELLING

# TAKE THE NEXT STEP IN YOUR SOUND WAVES SPELLING JOURNEY

**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.

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