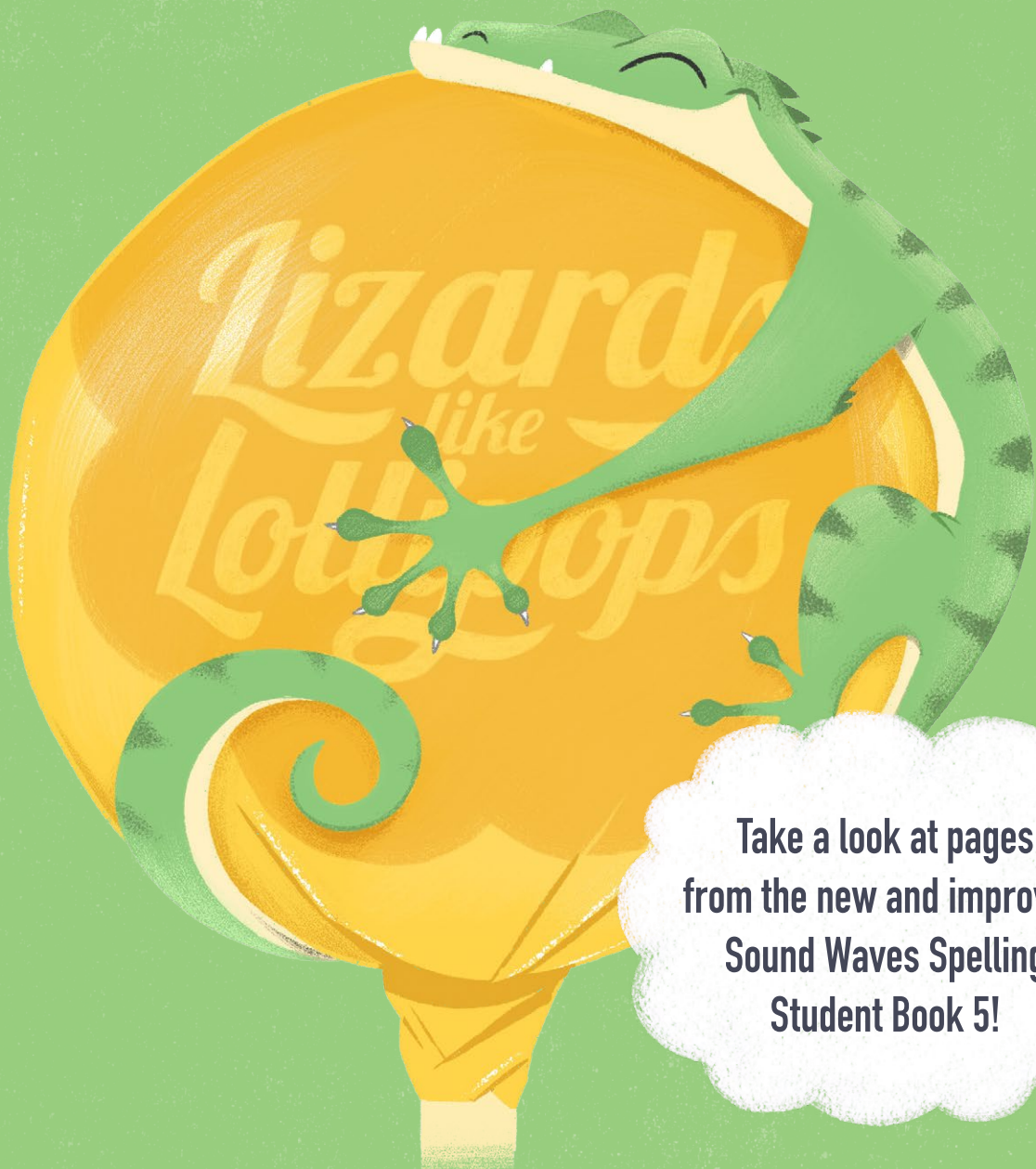


SOUND WAVES™

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 *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 98.

UNIT 21 ★ **ar a** star glass

Focus Words

harsh	largely	palm	laughter	koala
cast	scarlet	guard	article	galah
regard	parcel	argue	afterwards	matches
discard	fasten	cardboard	disaster	aunties
carpet	rather	contrast	marvellous	halves

1 Turn to page 88 to segment the Focus Words

2 Cross out the words where the bold graphemes do not represent **ar a**

charge	graph	calm	audience
harvest	wander	walk	laughter
swarm	basket	behalf	aunt
award	many	stalk	automatic

3 Write Focus Words that are synonyms.

rough, hard	protect, defend
drop, abandon	stick, attach
disagree, squabble	calamity, tragedy
chuckling, giggling	remarkable, amazing

4 Write Focus Words with the same first and last sounds as the words.

start	courtyard	lava
masks	lastly	drama

5 Write the words from the boxes to match the locations.

laughter	palm	parcel	barbecue	carpet	article	cardboard	galah
in a garden	in the sky	in a delivery van	on the floor	on a patio or deck	in a magazine	in a recycling bin	at a comedy show

6 Match the words to the suffixes to make new words. Write the words.

fast	ly	half	ly
after	ship	large	way
harsh	en	guitar	less
partner	words	regard	ist

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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.

Word Origins

7 Write the words from the box to match the Indigenous Australian languages and clues.

Languages and clues	Words	
Wemba Wemba	crayfish or lobster	koala
Yuwaalaraay	pink and grey parrot	galah
Guugu Yimidjir	marsupial with a long, strong tail	yabby
Dharug	grey marsupial without a tail	brilga
Noongar	small marsupial with white stripes	numbat
Dharug	burrowing marsupial	wombat
Gamilaraay	large silvery-grey crane	coolibah
Yuwaalaraay	type of eucalyptus tree	billabong
Wiradjuri	part of a river that fills after rain	kangaroo

Plurals ★ Hints 5, 6, 7

8 Rewrite the words as plurals to complete the table.

calf	class	child	army	arch	draft	half	leaf	party
booth	woman	banana	aunt	parcel	marsh			

word change

add s			
add es			
change y to i and add es			
change f or fe to ve and add s			

Challenge

Segment the answers to the Word Chain clues. Each word contains **ar a**.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1 the land where crops are grown 2 wonderful 3 neck warmer 4 not near 5 painter, sculptor

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1 mark left by an injury 2 North Pole region 3 hold tightly 4 pieces 5 in the night sky

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1 from a volcano 2 wakes you up 3 place to buy fruit and vegetables 4 place to aim 5 a job to do

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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 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 duck paddle

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 t tt ee a n nn kn d dd

d dd er ar or a e i o p pp ar a t tt

k c q ck x ch er ar or a e i o l ll i_e y igh i ie d dd

d dd er ar or a e i o s ss se ce xc 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.

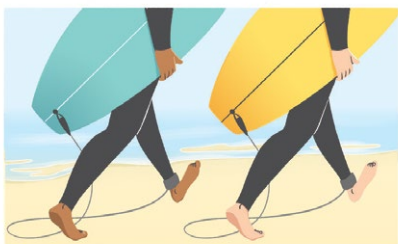






5 **Match** the words to the definitions. **Use** the words to finish the sentences.

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 not honest and not respectful.

I incorrectly heard the speaker so I incorrectly understood 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

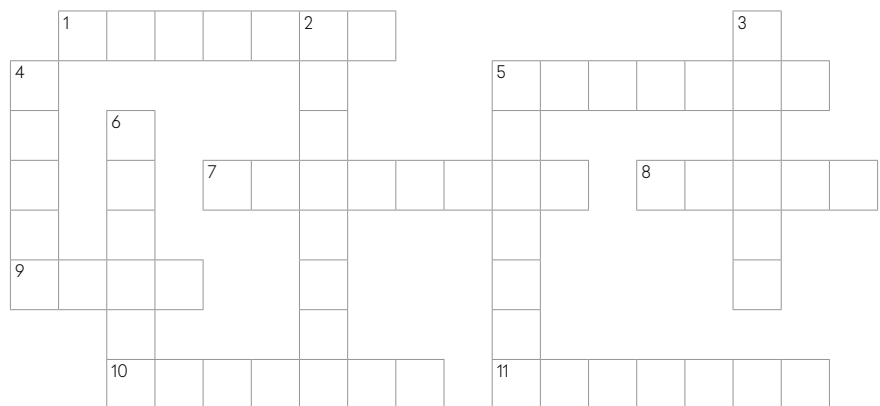
Write words containing **ddd** that match the Crossword clues.

Across

- opposite of *include*
- transport a letter or parcel
- opposite of *increase*
- swallow liquid
- make pictures
- ruin
- opposite of *fail*

Down

- find
- make a decision
- stay away from
- talk
- increase in size



Week 19: Unit 19

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 boat rose window comb

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**.

boast	tomorrow	shoulder	although	tomato
download	allowed	fountain	bought	avocado
roadside	unknown	boulder	through	cotton
broad	browse	routine	dough	zero
approach	ownership	double	drought	another



3 Change the underlined graphemes to make Focus Words.

dro <u>ve</u> _____	bu <u>ld</u> er _____	li <u>ne</u> _____
she <u>en</u> _____	ma <u>d</u> e _____	goat _____
pou <u>ch</u> _____	over <u>bid</u> _____	the <u>re</u> _____

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 potato	elbow soldier	s es	lone	er ly ness est	slow locate	local motivate	ly ion
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Week 19: Unit 19 continued

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.

mode
mowed

We switched the game to multiplayer _____.

Thank you for the _____ of your guitar.

lone
loan

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

The powerful waves knocked the _____ into the ocean.

bolder
boulder

Sophie was _____ than her classmates during the performance.

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

so
sew
sow

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

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 _____ put forward an idea _____

to encourage _____ makes a vehicle move _____

stand in the way of _____ move to a higher position _____

reveal something hidden _____ 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	m	oa	2	t	o	t	a	3	l			4		5			6			
---	---	----	---	---	---	---	---	---	---	--	--	---	--	---	--	--	---	--	--	--

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



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