

Your key to  
spelling and reading success



# SOUND WAVES

NATIONAL EDITION



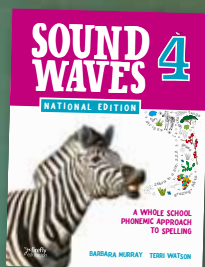
A whole school  
phonemic approach to spelling

# WHAT IS SOUND WAVES?

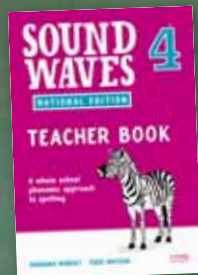
**Sound Waves is the only whole school phonemic word study program written by Australian teachers, for the Australian Curriculum and based on the sounds of Australian English.**

The phonemic approach is recognised as one of the most effective ways to teach and learn spelling and reading skills. Sound Waves develops phonemic awareness through a systematic program for students from Foundation to Year 6.

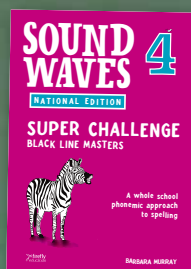
Through the explicit teaching of the Sound Waves program, teachers assist students to develop an understanding of our language and the fundamental skills of spelling and reading.



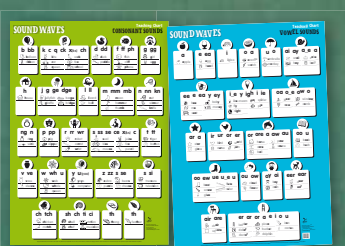
Student Book



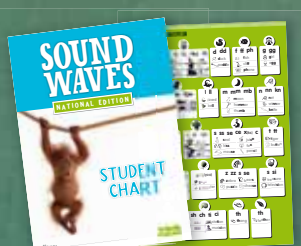
Teacher Book



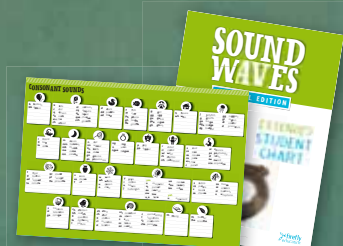
Super Challenge



Teacher Charts



Student Chart



Extended Student Chart



Sound Cards



Let's Sing the Sounds CD



Foundation Tool Kit

# HOW TO USE SOUND WAVES

The Sound Waves program contains 36 sound units which fit neatly into a school year. Each sound unit follows a simple 3-step teaching & learning program. The program is comprehensively supported by Teacher Books, Student Books and a variety of resources including Black Line Masters and interactive games, all accessible via Sound Waves Online.

## STEP 1

MONDAY

### Explore the Sound

This is your explicit teaching time for the week. Your ***Sound Waves Teacher Book*** has fantastic ideas for Warm Up, Identify the Sound and Brainstorming activities for every unit.

### Explore the List Words

Use Sound Waves Online to project ***Student Book*** pages onto your whiteboard. This helps you, help students to stay focused as they explore the List Words for the week. You can also use the interactive games and teaching tools to further consolidate the List Words.

No whiteboard? Simply use the host of printable games ideas in your ***Teacher Book***.

If you're looking for differentiation you'll find Extension Words in the back of every ***Student Book*** and for your super spellers try our ***Super Challenge Black Line Masters***.

## STEP 2

TUESDAY-THURSDAY

### Working with Words

On these days students will spend some time working through the graded activities in their ***Student Books***.

As well as consolidating the List Words, each sound unit contains a range of important language concepts and you'll find clever teaching ideas to introduce each new concept – just look in your ***Teacher Book***.

Download BLMs from ***Sound Waves Online*** to further consolidate and reinforce the content of each unit. They're great for homework ideas as well.

## STEP 3

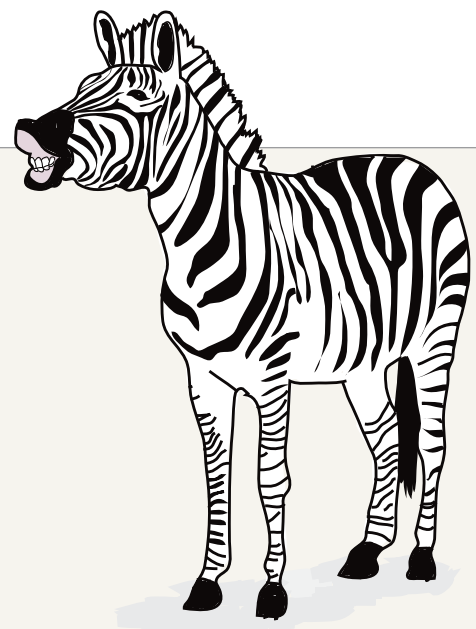
FRIDAY

### Mark and Discuss

The time you and your students spend marking and discussing the work they have done in their ***Student Book*** is probably the most important part of the week.

Make sure you leave some time to pre-test the List Words for the following week.

And you're done!



# TEACHER BOOK

## STEP 1

MONDAY

### Exploring the Sound and List Words

The Ideas Pages provide a selection of activities you can choose from to create your weekly program. Games and activities are designed to link closely with the Student Book and provide maximum engagement for kids.

#### Unit 15 Ideas Pages

### STEP 1

#### Explore the Sound

##### Warm Up

**Phoneme Name Detectives**  
Students become Phoneme Detectives as they listen for the phoneme and identify whose name contains it. See game instructions on page 191.

##### Identify the Sound

After playing the Warm Up, ask three or four students who have (ee/ea/y/ey) in their name to stand up. List the names in their name to stand up. List the names with (ee/ea/y/ey) in their name to stand up. List the names with (ee/ea/y/ey) on the board and ask the class to identify how this sound is represented in each name. Make a list of the graphemes that can represent (ee/ea/y/ey).

##### Brainstorming

Brainstorm and write on a chart (ee/ea/y/ey) words, including students' names. Include words with (ee/ea/y/ey) as their initial, medial and/or final sound. Highlight the graphemes for (ee/ea/y/ey) in the words and list these graphemes at the top of the chart. Discuss with students how y and ey are usually used at the end of words to represent (ee/ea/y/ey), and how eo, i and ie represent (ee/ea/y/ey) in people, litre and babies.

Brainstorm with the following graphemes: ee, e, ea, y, ey.

#### Explore the List Words

##### Play Find a Word

Students find a List Word that:

- is a synonym for small, guide, tale, part, leader
- ends with (ee/ea/y/ey)
- rhymes with niece, cream, sleeve, leaf
- contains the word lie, pie, each, body, met
- is a plural word

- is used to measure length
- has eo representing (ee/ea/y/ey)
- has (ee/ea/y/ey) twice
- has 5 letters and 3 sounds
- has 6 letters and 3 sounds.

##### Play Which Homophone?

Students differentiate the homophones being studied in this unit from their homophone partners: need/knead, story/storey, piece/peace, meter/metre. Teacher gives a sentence containing one of the homophones, and students decide which homophone is being used. See game instructions on page 198.

Project the List Words & play Find a Word.

Warm Up and Brainstorming ideas for Explicit Teaching



## STEP 2

TUESDAY-THURSDAY

### Working with Words

Engaging and effective ideas for activities

### STEP 2

#### Unit 15 Focus

##### Graphemes

ee, e, ea, y, ey, ie, eo

##### Concepts

Rhyming  
Singular and Plural  
Synonyms  
Homophones

### Working with Words

#### Activity 6

##### Graphemes

This activity has the (ee/ea/y/ey) words, putting (ee/ea/y/ey) in the words. Next, students search for words containing the graphemes representing (ee/ea/y/ey). This activity also encourages students to find synonyms from the words in this unit to encourage students to use the words in their writing.

8 Finish these sentences with centimetres, kilometres or millimetres.

I walked three kilometres in one hour.

My fingernail is twelve millimetres long.

My hand is thirteen centimetres long.

9 Find all the words in the List Words.

centimetre

metre

millimetre

10 Unjumble the letters to make pairs of homophones. Finish the sentences with the words in the List Words.

Turn to page 79.

ipeec trmee eden trsyo

piece metre need story

cepaee etrem enkad oyster

peace meter knead storey

I need you to help me when I knead the

The meter is half a metre off the ground.

He told us a story set in a ten storey building.

There was no peace while we all argued over the last

11 Count the sounds in these words. Write the letter or letters for each sound in the boxes. Solve the riddle by writing the letters from the shaded boxes in the boxes with the letter.

happy h a p p y believe b e

teacher t ea ch er agree a g

ladies l a d i e s between b e

teeth t ee th chief ch ie

piece p ie ce story s t

What do you get if you cross a bee with an eagle?

1 a 2 b 3 ea 4 g 5 l 6 e 7 th 8 a 9 t 10

Challenge

Find two four-letter (ee/ea/y/ey) words to match clues in each set of letters.

young person and no charge b r a e a b y e baby

warmth and not difficult h e e a a s t y heat

big town and a direction e c i a s i t y city

adult female and a bird has one b l a e a d a k y lady

For the Extra Challenge turn to page 82.

Language concepts identified for each unit.

## STEP 3

FRIDAY

### Mark and Discuss

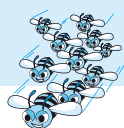
Students thrive on great feedback. Mark and discuss the Student Book activities and Challenge with the class. The discussion is a key element of the program and a fantastic time for learning.

Clever ideas for teaching language Concepts.



Activities and games are provided for teaching and reinforcing new concepts.

## ing with Words



### and Synonyms

Students complete words with the correct letters to sound out the words. Suggest other words that rhyme with the words in the space.

Before doing this activity, ensure students understand the blue text below the Activity 7 instructions. Have them locate **Helpful Hint** (9) on page 79 of the Student Book for future reference. Remind students that to make a plural word we usually add an s or es to the end of the word. However there are some words that change form to become the plural. Ask students to give the plurals for foot, tooth, mouse, man and woman.

smaller words in these

cent, time, me, met, metre  
kilo, me, met, metre  
mill, il, lime, me, met, metre

your words:



dough,

king, piece of pie.

a separate box, matching numbers.

10	ie	ve
r	ee	
8	w	ee
9	f	n
o	r	y

f 10 11 12 s

free  
easy  
east  
beak

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Sound Waves 4 Student Book Page 35

Words synonyms for these words as well: persons (people), educator (teacher), require (need), glad (happy), everyone (everybody), women (ladies).

### Activity 7

#### Singular and Plural

Before doing this activity, ensure students understand the blue text below the Activity 7 instructions. Have them locate **Helpful Hint** (9) on page 79 of the Student Book for future reference. Remind students that to make a plural word we usually add an s or es to the end of the word. However there are some words that change form to become the plural. Ask students to give the plurals for foot, tooth, mouse, man and woman.

### Activity 10 Homophones

This activity asks students to unjumble the letters of words to make pairs of homophones. Students then use these homophones in the sentences that follow. Before doing this activity, have students identify the homophones from the List Words and write the word and its homophone partner on the board: need/knead, story/storey, peace/piece, meter/metre. Discuss the spelling and meaning of each.

## STEP 3

### Mark and Discuss

Review and discuss key concepts, including the brainstormed word lists. Revisit the checklist on the Weekly Overview page to see if you have missed anything.

For assessment ideas, see page 10.

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## Unit 15

## GREAT GAMES

Games are powerful teaching tools that keep students interested in learning. Below, we've suggested some great game ideas that are perfect for consolidating the concepts in this unit. Kids love them!

### Rhyming Competition (Rhyming)

Have a Rhyming Competition. Students can work in teams, independently or in pairs to find as many words as possible to rhyme with *dream*, *piece* and *cheese*. See game instructions on page 193.

### Word Chain (List Words)

Students use the Word Chain cards on **BLM GM33** to match List Word beginnings and endings to make a chain of words. See game instructions on page 199.

### Four in a Row (Graphemes)

Students use **BLMs GM28** and **GM29** to match the words with the correct **Graphemes** and **Graphemes**. See game instructions on page 185.

### What's My Grapheme? (Graphemes)

Teacher gives a word and asks how a sound is represented in that word. Use the List Words for this game, for example "What do I write for **Grapheme** in *chief*?" See game instructions on page 197.

### Missing Grapheme Bingo (Graphemes)

Reinforce the spelling of the List Words with this game. Students write eight List Words leaving a space in each word for the grapheme that would complete each word. See game instructions on page 189.

For your Super Spellers try Challenge 15 from Super Challenge Black Line Masters

A range of Great Games help reinforce important concepts.

## FOR FAST FINISHERS

Students learn and work at different rates. The following activities have been designed to challenge fast finishers.

### Extra Challenge

The **Extra Challenge** asks students to make a word chain of **Graphemes** words. The last letter of each word will be the same as the first letter of the next word, for example *sweep*, *piece*, *easy*, *yeast*, *teeth*, *heat*, *teacher*, *real*.

### Extension Idea 1

Students create a Shopping List that contains only **Graphemes** words, for example *cheese*, *green tea*.

### Extension Idea 2

Students devise a safe way to remove a beehive from their lounge room. See **BLM EX16**.

Turn to page 175 for instructions to these and other Great Games

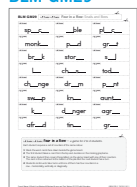
## BLACK LINE MASTERS

Black Line Masters are available at [www.soundwavesonline.com.au](http://www.soundwavesonline.com.au).

### BLM GM28



### BLM GM29



### BLM GM33



### BLM EX16



76 Sound Waves 4 Teacher Book

Over 200 downloadable BLMs from Sound Waves Online are available to support the activities.

# BRING YOUR CLASSROOM TO LIFE WITH SOUND WAVES ONLINE!

- Projectable Student Book pages
- Projectable List Words
- Downloadable Black Line Masters
- Interactive learning objects and games for students
- Starter Kits
- Teaching tips, preparation & planning ideas
- And much more



Explore Sound Waves Online yourself...  
Try it! at  
[www.soundwavesspelling.com.au](http://www.soundwavesspelling.com.au)



# STUDENT BOOK

## STEP 2

TUESDAY-THURSDAY

### Working with Words

Activities are graded giving all of your students a chance to succeed.

List Words are carefully selected and graded to suit the vast majority of your students and ...

... Extension Word Lists are provided in the back of the Student Book for students who need an extra challenge.

### Unit 15

ee e ea y ey    bee   me   seat   baby   money

#### List Words

need \_\_\_\_\_

lead \_\_\_\_\_

key \_\_\_\_\_

story \_\_\_\_\_

agree \_\_\_\_\_

sweep \_\_\_\_\_

ladies \_\_\_\_\_

happy \_\_\_\_\_

tiny \_\_\_\_\_

tidy \_\_\_\_\_

dream \_\_\_\_\_

piece \_\_\_\_\_

knee \_\_\_\_\_

cheese \_\_\_\_\_

between \_\_\_\_\_

people \_\_\_\_\_

metre \_\_\_\_\_

believe \_\_\_\_\_

aunty \_\_\_\_\_

chief \_\_\_\_\_

teacher \_\_\_\_\_

everybody \_\_\_\_\_

centimetre \_\_\_\_\_

kilometre \_\_\_\_\_

millimetre \_\_\_\_\_

- 1 Circle the letters that represent ee e ea y ey in the List Words.
- 2 Write any other letters that can represent ee e ea y ey on the Grapheme Chart. Write one word example for each.
- 3 Write one stroke for every sound in each List Word.
- 4 Unjumble the letters to make List Words. Write a rhyming word for each one.
 

ende \_\_\_\_\_

deal \_\_\_\_\_

iceep \_\_\_\_\_

yek \_\_\_\_\_

earmd \_\_\_\_\_

ypahp \_\_\_\_\_

epews \_\_\_\_\_

hseeec \_\_\_\_\_
- 5 Finish the words.
 

Add eed, eek, een or eep.

gr\_\_\_\_\_ gr\_\_\_\_\_ Gr\_\_\_\_\_

sh\_\_\_\_\_ sp\_\_\_\_\_ sw\_\_\_\_\_

n\_\_\_\_\_ sl\_\_\_\_\_ sl\_\_\_\_\_

Add eak, eam, ean or eat.

h\_\_\_\_\_ n\_\_\_\_\_ wh\_\_\_\_\_

cr\_\_\_\_\_ cr\_\_\_\_\_ dr\_\_\_\_\_

sp\_\_\_\_\_ st\_\_\_\_\_ cl\_\_\_\_\_
- 6 Finish the words with ee, ea, ie, eo or y to represent ee e ea y ey. Write some of your words as synonyms for the words below.
 

p\_\_\_\_ce    aunt\_\_\_\_    agr\_\_\_\_    ch\_\_\_\_f    tin\_\_\_\_    stor\_\_\_\_    bel\_\_\_\_ve

p\_\_\_\_ce    p\_\_\_\_ple    tid\_\_\_\_    l\_\_\_\_d    kn\_\_\_\_    ever\_\_\_\_bod\_\_\_\_

guide \_\_\_\_\_    miniature \_\_\_\_\_

neat \_\_\_\_\_    leader \_\_\_\_\_

tale \_\_\_\_\_    portion \_\_\_\_\_
- 7 Write the plurals for the singular words in the table.
 

Singular means *one*, for example, *one cat*. Plural means *more than one*, for example, *some cats*.

add s	change y to i and add es
baby	babies
key	
lady	
monkey	
aunty	
story	

#### Grapheme Chart

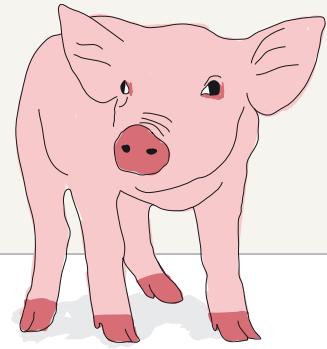
letters	words

## EXTENSION WORD LISTS

ee e ea y ey	achievement	convenient	macaroni	relieve
bee	antique	experience	meteorite	technique
baby	boutique	guarantee	obedience	unbelievable
me	breathe	hygiene	precede	unique
money	committee	keyboard	protein	zucchini
seat				

## WANT TO SEE MORE?

Visit [www.soundwavesspelling.com.au](http://www.soundwavesspelling.com.au) to:



- 8 Finish these sentences with *centimetres*, *kilometres* or *millimetres*.

I walked three \_\_\_\_\_ in one hour.

My fingernail is twelve \_\_\_\_\_ long.

My hand is thirteen \_\_\_\_\_ long.

- 9 Find all the smaller words in these List Words.

centimetre \_\_\_\_\_

kilometre \_\_\_\_\_

millimetre \_\_\_\_\_

- 10 Unjumble the letters to make pairs of homophones. Finish the sentences with your words.

Turn to 14 page 79.

ipeec trmee eden trsyo

cepaee etrem enkad oyster

I \_\_\_\_\_ you to help me when I \_\_\_\_\_ the dough.

The \_\_\_\_\_ is half a \_\_\_\_\_ off the ground.

He told us a \_\_\_\_\_ set in a ten \_\_\_\_\_ building.

There was no \_\_\_\_\_ while we all argued over the last \_\_\_\_\_ of pie.

- 11 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

happy	1					believe	2		10				
teacher	3					agree	4						
ladies	5					between	6	8					
teeth			7			chief		9					
piece		11				story	12						

What do you get if you cross a bee with an eagle?

1	2	3	4	5	6	7	1	8	9	10	11	12
---	---	---	---	---	---	---	---	---	---	----	----	----

## Challenge

Find two four-letter words to match clues in each set of letters.

young person and no charge b fraebye \_\_\_\_\_

warmth and not difficult h eeaasty \_\_\_\_\_

big town and a direction e ciastty \_\_\_\_\_

adult female and a bird has one b laedaky \_\_\_\_\_

For the Extra Challenge turn to page 82.

ISBN 978 1 74135 159 0 Sound Waves 4 Student Book 35

Helpful Hints at the back of the Student Book explain concepts and spelling hints.

Sound Waves Student Books have the same sound unit on the same page in each book. This makes multi-age classroom management easy.

Looking for differentiation? Graded List Words, graded activities, Extension Words and Challenge activities all provide opportunities for differentiation.

- explore Sound Waves Online
- trial Sound Waves in your classroom
- request inspection copies of books
- view the professional development schedule.

## EXTRA CHALLENGE

### Unit 15



Make a word chain of words. The last letter of each word will be the same as the first letter of the next word, for example sweep, piece, easy, yeast, teeth, heat, teacher, real.