

SOUND WAVES™

LITERACY

3

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY

























Student Book






















Barbara Murray and Terri Watson

firefly
EDUCATION

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Welcome to Sound Waves Literacy

Our structured literacy approach is the key to reading, writing and spelling success.

Sound Waves Literacy is an evidence-informed program. Instruction builds from Foundation to Year 6 and covers four key areas of teaching: phonemic awareness, synthetic phonics, morphology and etymology.

Year 3 Overview

Follow these two steps to teach, practise and consolidate reading and spelling skills.

Step 1: Teach with Sound Waves Literacy Online

Year 3 lessons start with explicit teaching using the lesson guides and interactive slideshows at *Sound Waves Literacy Online*.

The teaching resources at *Sound Waves Literacy Online* help you to deliver systematic and engaging lessons that directly correspond to the activities in this book.

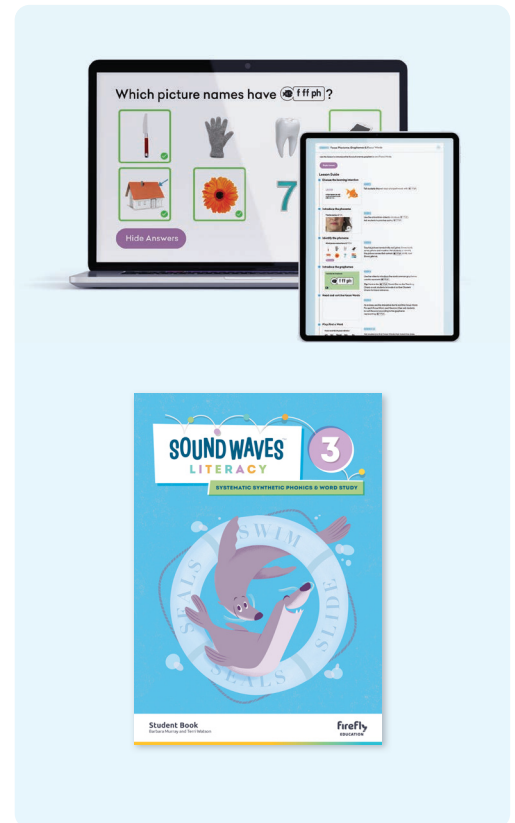
Step 2: Consolidate with the Student Book

Student Books in Years 1–6 all contain 36 units of work. Each unit is designed to take one week to complete.

In *Unit 1 Getting Started*, students demonstrate their understanding of the basic concepts needed to begin working with the program.

In *Units 2–36*, students complete Focus Word activities (reading and spelling words containing the focus phoneme), and Focus Concept activities (consolidating spelling and vocabulary concepts).

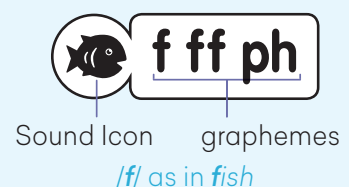
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



Sound Boxes

In Sound Waves 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**.



How to Use This Book

The activities in this book should only be completed after the associated lessons have been taught using the teaching resources at *Sound Waves Literacy 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 15 **ee e ea y ey** bee me seat baby money

Focus Words

feet	each	key	messy	pony
feel	seat	please	nineteen	money
sleep	beach	weekend	eighteen	people
street	leave	babies	eighty	litre

1 Turn to page 85 to segment the Focus Words.

2 Help the emu reach the creek. Colour the words with **ee ea y ey** green.

dance	season	twenty	litre	toe
sleep	people	head	metre	dry
yelp	try	voice	even	help
egg	break	bread	cry	equal
				ninety

3 Write **ee** or **ea** to finish the Focus Words. Write the words in the beehive.

I do not f__ very well.
It is time for us to l__ve.
We drove down the str__t.
On the w__kend I rode a pony.
I was tired so I went to sl__p.
Is there a spare s__t at the table?
May I pl__se have some more?
My f__t are too big for these shoes.
You can have one sweet treat __ch.

4 Label the pictures with Focus Words.

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Lesson 1

Introduce the focus phoneme, grapheme/s and Focus Words using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activities.

Suffixes s, es ★ Hint 11

5 Rewrite the words using **s** or **es**.

key lady donkey baby party story bunny monkey family

add s	change y to i and add es

Suffix y

6 Write the words from the bees to match the clues. **The suffix y means having or does.**

cloudy sandy speedy bumpy windy messy sticky lucky

not smooth _____ sticks to things _____
very fast _____ the sky before it rains _____
opposite of neat _____ a good time to fly a kite _____
having good luck _____ your feet after the beach _____

Irregular Plurals

7 Write the words from the brackets as plurals.

Wipe your _____ on the mat. [foot]
Don't forget to brush your _____. [tooth]
There are eighteen _____ in the race. [child]
I can see three _____ down by the creek. [sheep]
We counted nineteen _____ in the pond. [goose]
We have thirteen _____ in our cricket team. [person]

Challenge

Unjumble the letters to make words with **ee ea y ey** that match the clues.

bird legea _____ thief stlea _____
go away eolve _____ umpire erefree _____
from bees nhoey _____ say again treope _____
1000 millilitres relit _____ rides a horse jckoeey _____

ISBN 978 174135 3631 Sound Waves Spelling Student Book 3 35

Lessons 2-4

Teach each Focus Concept using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activity.



Focus Words

lift	think	skipped	invite	busy
swim	drink	skipping	winter	pretty
brick	build	until	little	children
still	wishes	finish	visit	different

1 Turn to page 81 to segment the Focus Words.

2 Help Kim reach the igloo. Colour the words with i.

white	drip	brick	chicken	pair	birthday	beside
night	thick	tie	middle	skirt	bring	think
sixty	kind	coin	skip	first	build	spider
				pretty		bike

3 Write words that rhyme.

skip	brick	link	swift
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4 Rewrite the letters adding i to make Focus Words.

stll _____	untl _____	lft _____	nvite _____
litle _____	drnk _____	brck _____	wnter _____
swm _____	fnsH _____	thnk _____	wshes _____

5 Write Focus Words that match the clues.

go to see _____	to complete _____
not adults _____	not the same _____
looks good _____	ask to a party _____
has lots to do _____	coldest season _____

6 Rewrite the words using **ed** and **ing**. Use some of the words to finish the sentences.

	ed	ing
pick		
skip		
film		
drip		
flip		

Lily _____ up the rubbish.

Tristan is _____ his dog doing a trick.

The tap _____ all night.

The chef is _____ the pancake.



7 Rewrite the words adding **s** or **es**.

drink _____ mix _____ fizz _____

swing _____ kiss _____ wish _____

pinch _____ build _____ finish _____

Synonyms

8 Write Focus Words that are synonyms.

sip _____ kids _____ attractive _____

end _____ raise _____ construct _____

small _____ active _____ dissimilar _____

Challenge

Cross out the words with . Write the words that are left to make a riddle and answer.

Which What did do pigs polar
children bears lick like to it eat
wish swim in for dinner lunch?

riddle: _____

chips ice chicken milk burgers fish

answer: _____



Focus Words

sent	teeth	dentist	twenty	Australia
soft	street	tidy	kitten	don't
wait	write	tiny	letter	haven't
east	artist	fifty	bottle	weren't

1 Turn to page 89 to segment the Focus Words.

2 Help the tiger reach its cub. Colour the words with .

3 Write **t** or **tt** to finish the words.

___idy mos___ kep___ sen___ wai___ bo___le
 eas___ le___er ___iny ki___en s___and Aus___ralia

4 Write Focus Words that match the clues.

baby cat	_____	number after 49	_____
number after 19	_____	written message	_____
cars drive on this	_____	do not go yet	_____
use these to chew	_____	opposite of <i>messy</i>	_____

5 Write Focus Words to finish the sentences.

Ants, seeds and fleas are _____.

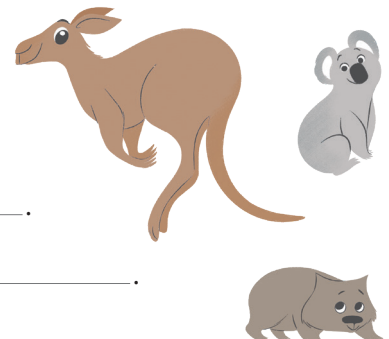
Milk, juice and oil come in a _____.

Pillows, feathers and blankets are _____.

Wombats, kangaroos and koalas live in _____.

Cars, buses and trucks can drive along a _____.

Stories, articles and recounts are texts you _____.



Suffix ist

6 **Finish** the sentences with the words from the box.

The suffix **ist** means *one who*.

Taka's job is to draw cartoons. She is a _____.

Fatima takes care of people's teeth. She is a _____.

Tess is on holiday overseas. She is a _____.

Brett paints pictures of trees. He is an _____.

Banjeet rides his bike in races. He is a _____.

Nate works in a lab. He is a _____.

cyclist
tourist
artist
dentist
scientist
cartoonist

Contractions

7 **Rewrite** the words as contractions.

is not _____ were not _____ did not _____

do not _____ have not _____ cannot _____

was not _____ could not _____ will not _____

8 **Underline** the words that can make contractions. **Write** the contractions.

I have not sent the letter yet. _____


Please do not be late for the dentist. _____

You cannot turn left onto Wattle Street. _____

The kittens were not tired after their nap. _____



Challenge

Colour animal names with  **ttt** in the Word Search that match the clues. **Write** the animal names. **Use** the leftover letters to make the hidden word.

baby cat _____

striped animal _____

animal with a trunk _____

sea animal with a shell _____

sea animal with eight arms _____

sea animal shaped like a star _____

animal with long ears that hops _____

Australian animal with short legs _____

p	w	o	m	b	a	t	l	t	k
s	t	a	r	f	i	s	h	u	i
a	t	y	t	i	g	e	r	r	t
e	l	e	p	h	a	n	t	t	t
p	o	c	t	o	p	u	s	l	e
u	r	a	b	b	i	t	s	e	n

hidden word: _____

SOUND WAVES

LITERACY

FOUNDATION TO YEAR 6

Our structured literacy approach is the key to reading, writing and spelling success. Sound Waves Literacy covers phonemic awareness, synthetic phonics, morphology and etymology, and:

- is evidence-informed
- follows a systematic synthetic phonics sequence of instruction
- is sequential and cumulative across the primary school years
- includes lesson resources to explicitly teach phoneme-grapheme relationships and vocabulary concepts
- incorporates early years reading lessons and practice
- provides assessment and remediation opportunities

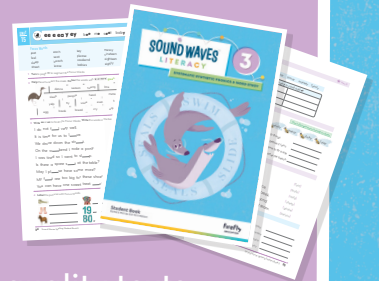


EVERYTHING YOU NEED FROM FOUNDATION TO YEAR 6 ...



Start with Online teaching resources. These provide everything teachers need to deliver systematic, explicit, engaging lessons. Features include detailed lesson guides, interactive slideshows, videos, assessment and more.

Follow on with Student Book activities. These provide students with immediate consolidation of the synthetic phonics and word study knowledge taught in each lesson. Available as a workbook or printable pages.



Culminate with Decodable Readers. These high quality texts are essential for Foundation and Year 1 students to apply their phoneme-grapheme knowledge when reading.

Additional resources such as Teaching Charts, Student Charts and Playing Cards are available to support teaching and learning.



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