

# SOUND WAVES™

## LITERACY

4

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY



**Student Book**























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**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 4 Overview

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

### Step 1: Teach with Sound Waves Literacy Online

Year 4 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.

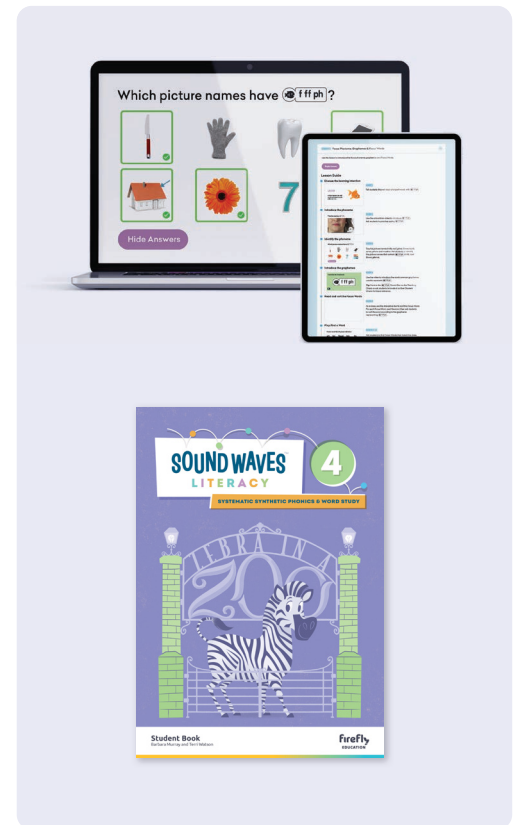
### Step 2: Consolidate with the Student Book

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).

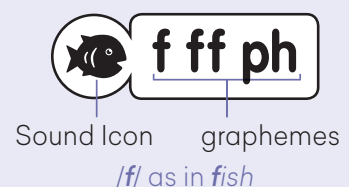
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



## 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 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.

daln land sand knas \_\_\_\_\_  
ckacr \_\_\_\_\_ tchac \_\_\_\_\_  
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.

90°     
  

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 174135 364 8

## 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 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		
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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## 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.





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*.

some	one	were	who	_____	_____
	how	times	body	_____	_____
	when	where	thing	_____	_____

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.



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 \_\_\_\_\_

Rearrange the letters in the words to make new words containing **uo**.

stud \_\_\_\_\_ shrub \_\_\_\_\_ trucks \_\_\_\_\_  
 strut \_\_\_\_\_ gulp \_\_\_\_\_ ought \_\_\_\_\_  
 plum \_\_\_\_\_ gush \_\_\_\_\_ zoned \_\_\_\_\_  
 huts \_\_\_\_\_ dusty \_\_\_\_\_ neon \_\_\_\_\_



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.





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

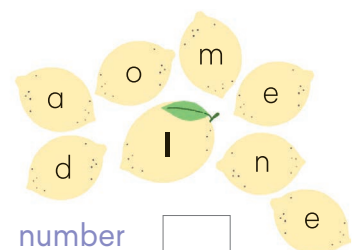
## Challenge

**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:

# 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:

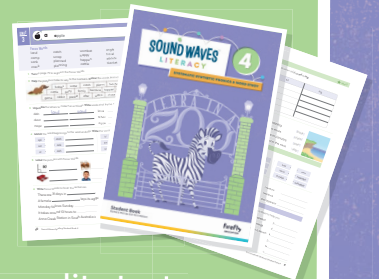
- is evidence-informed
- follows a systematic synthetic phonics sequence of instruction
- is sequential and cumulative across the primary school years
- includes lesson resources to explicitly teach phoneme-grapheme relationships and vocabulary concepts
- incorporates early years reading lessons and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