

SOUND WAVES™

LITERACY

5

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY

























Student Book
Barbara Murray






















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 5 Overview

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

Step 1: Teach with Sound Waves Literacy Online

Year 5 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.

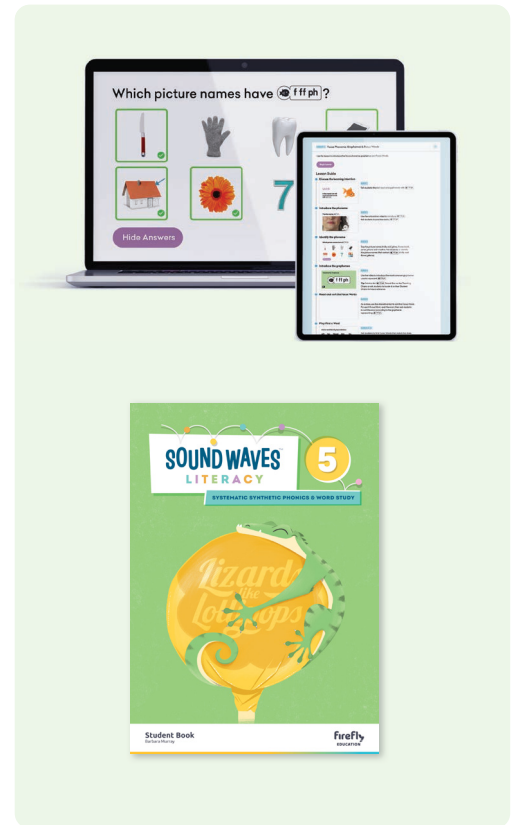
Step 2: Consolidate with the Student Book

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).

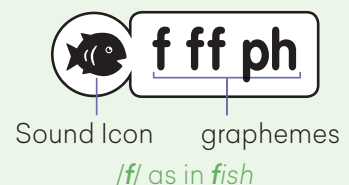
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



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 page 98.

UNIT 21 ★ **ar a** star glass

Focus Words

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

- Turn to page 88 to segment the Focus Words.
- Cross out the words where the bold graphemes do not represent **ar a**.

charge	graph	calm	audience
harvest	wander	walk	laughter
swarm	basket	behalf	aunty
award	many	stalk	automatic
- Write Focus Words that are synonyms.

rough, hard	protect, defend
drop, abandon	stick, attach
disagree, squabble	catastrophe, tragedy
chuckling, giggling	remarkable, amazing
- Write Focus Words with the same first and last sounds as the words.

start	courtyard	lava
masks	lastly	drama
- Write the words from the boxes to match the locations.

laughter	palm	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 the recycling bin
- 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	wards	regard	ist

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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.

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
Yuwaalaraay	pink and grey parrot
Guugu Yimidhir	marsupial with a long, strong tail
Dharug	grey marsupial without a tail
Noongar	small marsupial with white stripes
Dharug	burrowing marsupial
Gamilaraay	large silvery-grey crane
Yuwaalaraay	type of eucalyptus tree
Wiradjuri	part of a river that fills after rain

koola galah yabby brolga numbat wombat coolibah billabong kangaroo

Plurals ★ Hints 5, 6, 7

8 Rewrite the words as plurals to complete the table.

cow	class	child	army	arch	draft	half	leaf	party
tooth	woman	banana	aunty	parcel	march			

add s

add es

word change

change y to i and add es

change f to fe and add s

Change

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

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

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

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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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

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.

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.

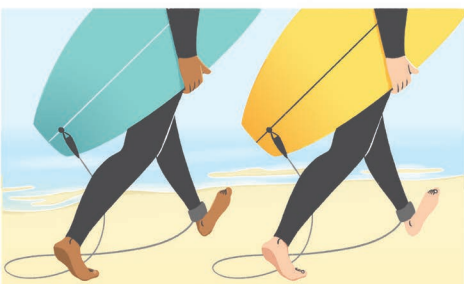






5 Match the words to the definitions. Use the words to finish the sentences.

- | | |
|---------|----------------------------|
| 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 _____.

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

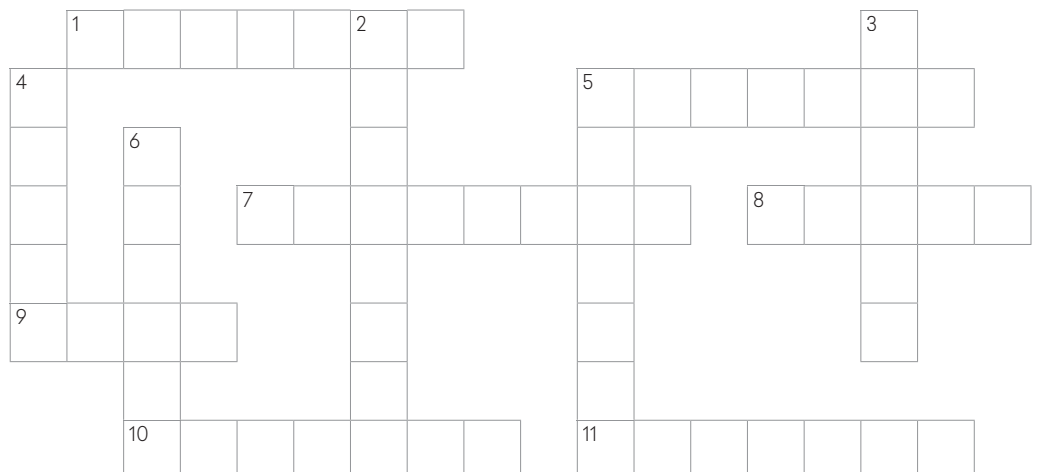
Write words containing **ddd** that match the Crossword clues.

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





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> _____	ba <u>ld</u> er _____	li <u>ne</u> _____
she <u>en</u> _____	ma <u>d</u> e _____	goa <u>t</u> _____
pou <u>ch</u> _____	overb <u>id</u> _____	the <u>r</u> e _____

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

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

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:

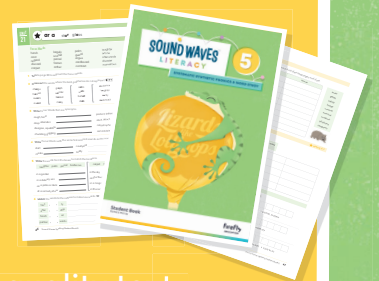
- is evidence-informed
- follows a systematic synthetic phonics sequence of instruction
- is sequential and cumulative across the primary school years
- includes lesson resources to explicitly teach phoneme-grapheme relationships and vocabulary concepts
- incorporates early years reading lessons and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



Book **FREE** professional learning for your school today!

www.fireflyeducation.com.au/soundwaves



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ISBN 978-1-74135-365-5



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