

# Why Do We Need Word Up! ?

**Word Up! Grammar** has been designed in response to an identified classroom need – the need for a differentiated student activity book series linked to the national curriculum. Each unit makes explicit links to the Australian Curriculum content descriptions, general capabilities and cross-curriculum priorities.

Grammar knowledge is best expanded when integrated with other areas of language.

**Word Up!** promotes listening, speaking, reading and writing through a diverse range of open and closed activities. The series builds on grammar skills sequentially. Each skill is introduced through varied and engaging texts that stimulate critical and imaginative thinking.

## What's in it for teachers?

**Word Up! Grammar** is a flexible and dynamic student activity series anchored by a sound learning scope and sequence. The book demonstrates how grammar features and structures work at a word, sentence and text level. Grammar is practised and assessed through multimodal, traditional and everyday text.

Each book contains 25 four-page units of work. We recommend integrating one unit per week with your current literacy program. Each unit introduces one or two grammar skills in simple language supported by examples.

## What's in it for students?

Topics are broad and level-specific. The series engages students by showing them how grammar lives and breathes in their world.

Through the series, students discover figurative speech through colourful lyric poetry, build expressive noun groups in the lost world of folktales and learn the art of persuasion through modal verbs and emotive language.

## Series overview

**Word Up!** Lower (books 1 and 2) has a special focus on visual literacy for younger learners.

**Word Up!** Middle and Upper (books 3–6) include annotated sample texts that point out the structure of each text type and, where relevant, point to its language features.

Each book also contains a Scope and Sequence map and a Glossary.

## Because we're all different...

Each **Word Up! Grammar** unit defines the skill, provides examples, models answers and paces activities. Key grammar skills are revised and built on from unit to unit. All students access learning through gradually increasing levels of difficulty. The level of support decreases as students progress through learning and practice.

Differentiated student learning is indicated by three icons:



indicates basic, closed activities with a high level of student support



indicates moderate level of student support with a mix of closed and open activity types



indicates student-led activities that are writing-centred and open-response.

Students can follow the **Word Up!** buzzy bees through each unit. When students have completed all units, they receive a 'Certificate of Completion' at the end of the book.



# My Holiday

A **simple sentence** is a group of words about a single idea. *I went to the beach.*

A **capital letter** is used at the start of a sentence.

A **full stop** is used at the end of a sentence.

My holiday was fun.



## Postcard

Dear Grandma,

I am on holiday at the beach. It is very hot!

Dad and I went swimming in the sea.

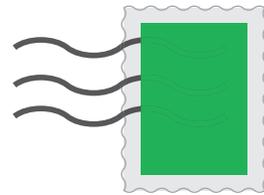
Then I made a big sandcastle.

We also went to the zoo. We saw a lot of animals. There was a baby elephant.

I am having fun on my holiday.

Love,

Harry.



To: Ruth Fraser

5 Penny Lane

Redcliffe 4020



**1** Trace the capital letters in the postcard.

**2** Circle the full stops in the postcard.



**3 Add a full stop to these sentences.**

The boy went swimming in the sea



The girl made a sandcastle

It was very big



The boy walked on the sand

He found a crab



**4 Trace the capital letter at the start of each sentence.**

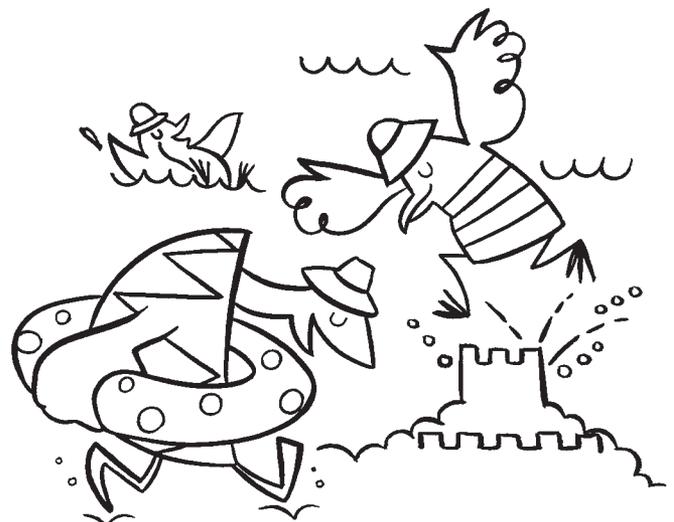
O n our holidays, we went to the beach.

I t was very hot.

W e built a sandcastle.

T he waves were big.

M y holiday was fun.





**5 Add a full stop and a capital letter to each sentence.**

D I T W M

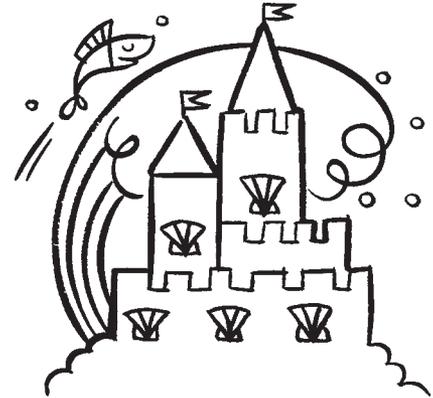
\_\_\_ad and I made a big sandcastle

\_\_\_t looked great

\_\_\_he sandcastle had shells on it

\_\_\_hen I was not looking a wave hit it

\_\_\_y sandcastle fell down

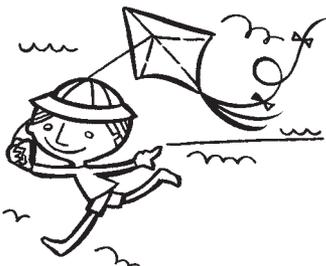
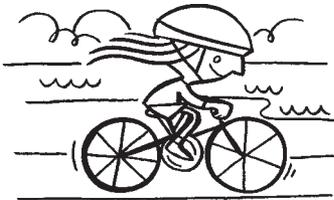


**6 Write a sentence about each picture. Use capital letters and full stops. The first one has been done for you.**

girl boy seagull riding bike eating flying fish kite



The seagull is eating a fish.



**7** Draw yourself on a holiday. Write a sentence about it.

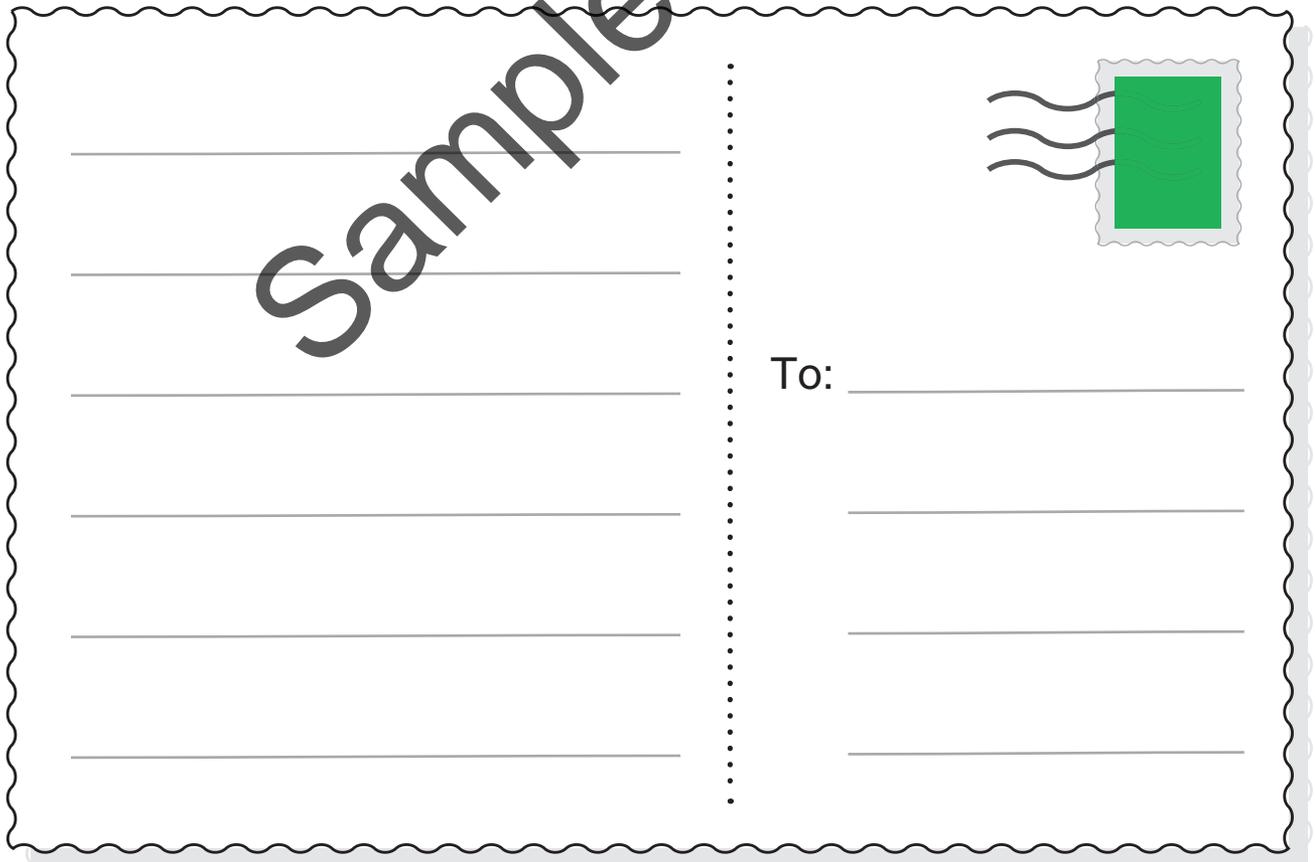


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**8** Imagine you are on holiday. Write a postcard to a friend about your holiday. Use capital letters and full stops.



# A Frog's Life Cycle

A **noun** is a word that names people, places and things.

A **common noun** names general groups of things.

*Student, park, frog and water* are common nouns.

A sentence that states a fact is a **statement**.

*Frogs lay eggs.*



## Information Report

### A Frog's Life Cycle

The life cycle of a frog is very interesting.

Frogs lay eggs in water.

The eggs hatch into tadpoles.

The tadpoles live in the water.

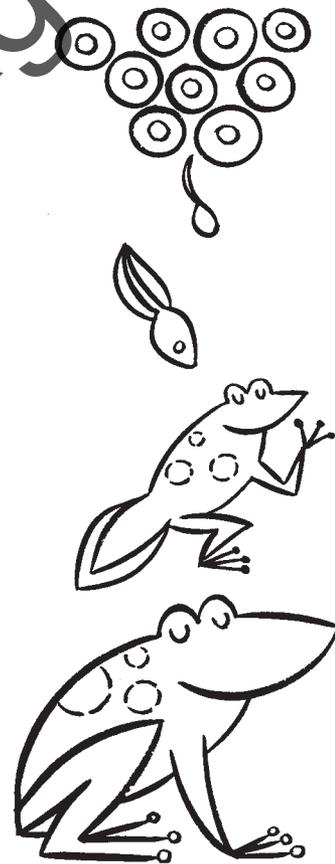
As the tadpoles grow, they start to turn into frogs.

They grow legs and lungs.

They lose their tails.

They are now frogs!

Frogs can live on land and in water.



- 1 Trace the circles around five nouns in the information report.  
Circle five more nouns.



2 Write three nouns from the information report.

\_\_\_\_\_

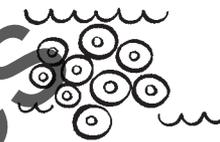
3 Circle all the nouns.

grow tadpoles turn frogs start

water lay tail eggs legs

4 Draw a line from the statement to its picture.

Tadpoles live in the water.



Frogs can live on land.



Frogs lay eggs in the water.



5 Write five nouns from the picture.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



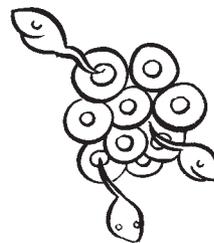
**6 Write each noun in its correct group. Add two more nouns to each group.**

lake frog Tom zoo pencil  
Lucy baby beach table

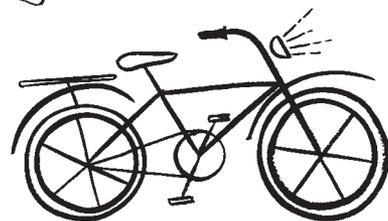
People	Places	Things
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**7 Circle the nouns in the sentence.**

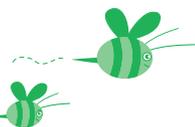
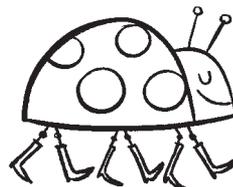
Frogs' eggs hatch into tadpoles.



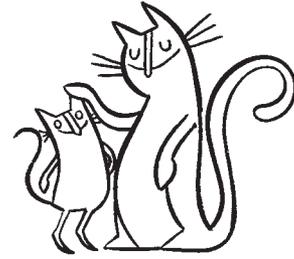
Bicycles have two wheels.



Insects have six legs.



Kittens grow into cats.



**8** Write an information report about an animal you know.



An information report about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample pages

# The Rainforest

An **adjective** is a word that describes a noun.

*Tall, green, fast and happy* are all adjectives.

Sentences that use many adjectives are called **descriptive sentences**. *The bird sat in a tall tree.*



## Poem

### The Rainforest

Water runs over smooth rocks,  
thick vines hang from tall trees.  
new, green plants grow.  
Rainforest.

Colourful birds fly from tree to tree,  
green frogs croak,  
small beetles hide on the forest floor.  
Rainforest.

Cool, damp forest air,  
living forest, growing forest,  
we must look after you.  
Rainforest.





1 Trace the lines under five adjectives in the poem. Underline five more.

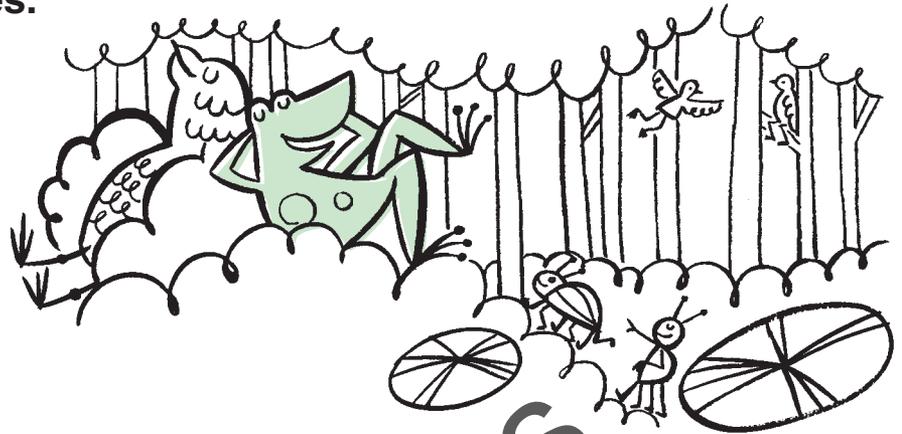
2 Circle the adjectives.

small beetle

green frog

tall trees

colourful birds

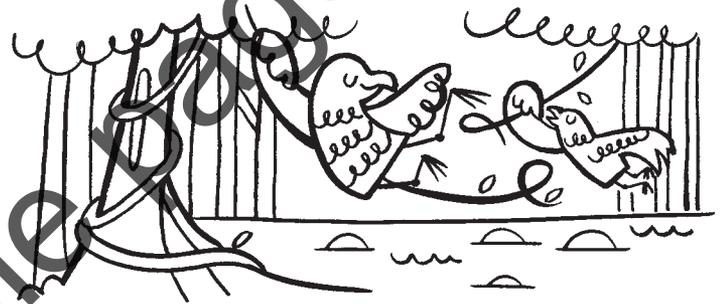


3 Write the adjective used in the poem to describe the noun.

\_\_\_\_\_ rocks

\_\_\_\_\_ vines

\_\_\_\_\_ birds

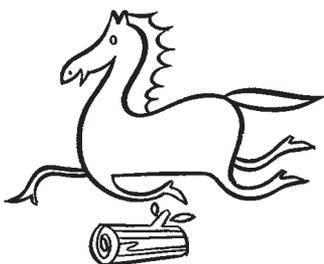


4 Tick the sentence that is more descriptive.

Thick vines hang from tall trees.

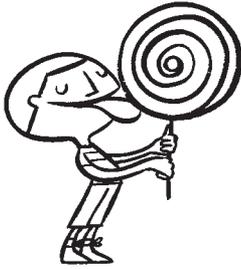
Vines hang from trees.

 5 Write a descriptive sentence about each picture. Remember to use adjectives.



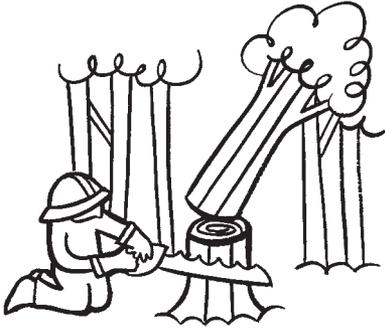
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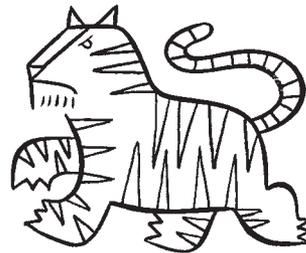
6 Write an adjective to describe each animal. Use the words in the box.

spotty long happy fat cute fierce stripy tiny



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