

# 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 other 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 a 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!** crazy crab through each unit. When students have completed all units, they receive a Certificate of Completion at the end of the book.



# Unit 1

# Farm Stay

A **comma** is a mark of punctuation (,) used to separate thoughts and ideas. Commas can be used at the end of a line in a lyric poem. Lyric poems can be written using **past tense verbs**. Verbs in the past tense tell us about actions that happened in the past. Some verbs in the past tense end in *ed*, for example *walked* and *smiled*, and some do not, for example *bought* and *sat*.

## Description – Lyric Poem

A lyric poem is a poem that expresses how the writer feels.

### The Farm Stay



We packed the car,  
And drove for hours,  
The city vanished,  
Replaced by flowers.

The land stretched out,  
The grass was green,  
The animals grazed,  
The air was clean.



I miss those times,  
We packed and went away,  
And wish that I,  
Was back there to stay.

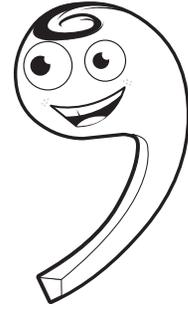
Commas help us to pause in the right place when reading a poem or story.

There are often commas at the end of a line in a poem to show where to pause.





- 1 Circle the commas in the lyric poem.
- 2 Underline the verbs in the lyric poem that end in *ed*.
- 3 Add *ed* to the verbs in these sentences.



- a The wheat crops wav\_\_\_\_\_ in the wind.
- b We cook\_\_\_\_\_ our dinner.
- c She milk\_\_\_\_\_ the cow.



- 4 Change these verbs from the present tense to the past tense by adding *ed*. Rewrite the sentence.

- a pack\_\_\_\_\_
- We pack the car.

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- b play\_\_\_\_\_
- We play great games.

---

- c stretch\_\_\_\_\_
- The land stretches out.

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- 5 Add commas to the verse below.

*We milked the cows  
 And herded sheep  
 We rode the horses  
 On hillsides steep.*



6 Write three past tense verbs from the lyric poem that end in *ed*.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

7 Write three past tense verbs from the lyric poem that do not end in *ed*.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

8 Complete these sentences using the correct verb from the box.

climbed    watched    cooked    played    laughed

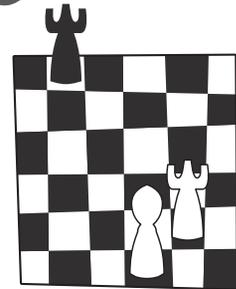
a We \_\_\_\_\_ our dinner.

b We \_\_\_\_\_ the sun go down.

c I \_\_\_\_\_ a great game of chess.

d I \_\_\_\_\_ into my bunk bed.

e They \_\_\_\_\_ at the clown.



9 Rewrite a verse of the lyric poem in the present tense. Remember to add commas.

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10 Underline the verbs in your verse above.





# What Animal Am I?

A **simple sentence** is a group of words that contains a subject and a verb. **Capital letters** show the beginning of a simple sentence and **full stops** show the end. Simple sentences provide information in an information report.



## Description – Information Report

An information report tells us facts about a topic.

An introduction followed by a series of descriptions.

### What Animal Am I?

I am a small marsupial mammal. I live on the east coast of Australia.

I have two thumbs on my front paws. My thumbs help me climb trees. They also help me grip my food. I eat leaves and bark from eucalyptus trees. I have soft, grey, woolly fur. I have a small tail hidden by my fur.

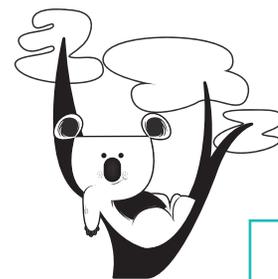
My baby is called a joey. A joey is only 2 centimetres long when it is born. It is blind and hairless.

I can live to be ten years old. I have a great sense of smell. I have excellent balance. I have strong limbs.

I am nocturnal. I sleep in the day and move around at night.

What animal am I?

I am a koala.



A statement of fact.

This is a simple sentence.





- 1 Circle the capital letters at the beginning of sentences in the information report in blue.
- 2 Circle the full stops at the end of sentences in the information report in red.
- 3 Underline the name of a country in the information report.
- 4 Circle only the simple sentences below. Remember, simple sentences are short and have a subject and a verb. For example, *The wombat waddles.*

- a Crocodiles have scales all over.
- b Crocodiles have strong jaws and sharp teeth.
- c A koala eats leaves.
- d A koala can live up to ten years, but may not live that long.



- 5 Add capital letters and full stops to make simple sentences.

- a (koalas) \_\_\_\_oalas live in gum trees
- b (they) \_\_\_\_hey eat eucalyptus leaves
- c (koalas) \_\_\_\_oalas are not bears
- d (they) \_\_\_\_hey hardly ever drink water



- 6 Choose two simple sentences from the information report and write them on the lines below.

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7 Draw a picture of your favourite animal in the box. Write three simple sentences that describe your favourite animal.

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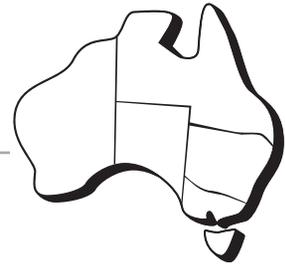
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8 Put the words in these sentences in the correct order. Remember to use capital letters at the beginning and full stops at the end.

a sense I smell have great of a

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b Australia I on east of live coast the

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c have on I my front thumbs paws two

---

d thumbs climb me my trees help

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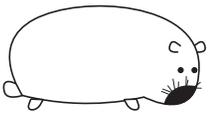
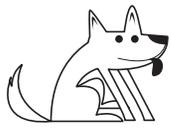
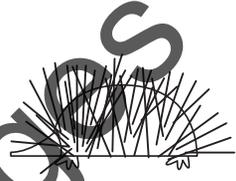
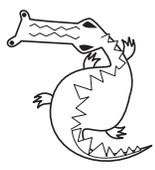
9 Write two simple sentences that describe what you eat and where you sleep.

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10 Write a short information report about an Australian animal. You can choose from the list below. Use the internet to help you.

wombat	dingo	kangaroo	echidna	crocodile
				

<b>Introduction</b>	<hr/> <hr/> <hr/>
<b>Series of descriptions</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Unit 3

# An Unusual Visitor

**Factual sentences** provide information that is true. Factual sentences can contain **action verbs** and **saying verbs**. Action verbs are words that express doing or being. Saying verbs are words used to show speech and are often used instead of the word *said*.



## Recount – News Report

A recount tells us about a series of events.

### NEWS

#### An Unusual Visitor

Yesterday, just after lunch, class 3Z had an unusual visitor. Students were busily working on their maths when it entered the classroom without knocking.

Chloe screamed that she had seen a dragon. Mr Zello told her not to be silly. Michael shouted when he saw it too.

First, the dragon scurried over to a group of girls. The girls jumped onto their desks in fright. Then, the dragon climbed into the bin to hide. Finally, Mr Zello took it outside and guided it with a broom towards the garden.

The dragon turned out to be a poor lizard that had taken a wrong turn. The students breathed a sigh of relief and returned to their maths.

*News report posted 3:13 pm,  
15 March by Drama Girl*

The introduction of a recount tells us the when, where and who of the event.

Paragraphs tell what happened in the correct order.





1 Circle the saying verbs in the recount. Use the words in the box to help you.

told   screamed   shouted

2 Underline the words in the recount that tell what the students and Mr Zellio did when they saw the lizard.

3 Draw a picture to match these factual sentences.

a The lizard climbed into the bin.



b Mr Zellio guided the lizard with a broom towards the garden.



4 Complete these sentences using action verbs from the box.

turned   breathed   returned   entered

a The students \_\_\_\_\_ a sigh of relief and \_\_\_\_\_ to their maths.

b Yesterday in class 3Z, an unusual visitor \_\_\_\_\_ the classroom.

c The dragon \_\_\_\_\_ out to be a poor lizard.



5 Write a sentence with an action verb to match each picture.

a \_\_\_\_\_

\_\_\_\_\_



b \_\_\_\_\_

\_\_\_\_\_



c \_\_\_\_\_

\_\_\_\_\_



d \_\_\_\_\_

\_\_\_\_\_



6 Rewrite these sentences using different action verbs with similar meanings. The action verbs have been underlined. The first one has been done for you.

a The dragon scurried over to a group of girls.

The dragon rushed over to a group of girls. \_\_\_\_\_

b The girls jumped onto their desks in fright.

\_\_\_\_\_

c The dragon climbed into the bin to hide.

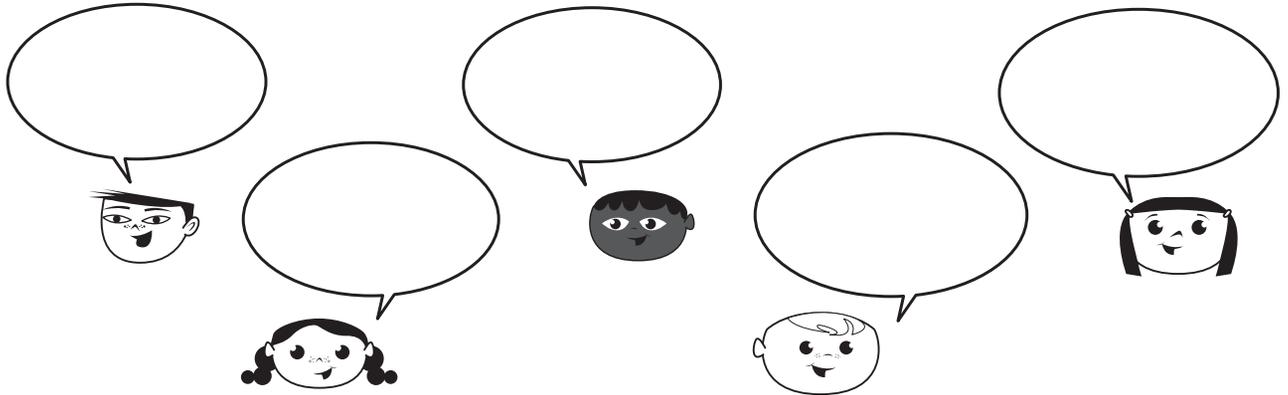
\_\_\_\_\_

d Mr Zellio guided it with a broom towards the garden.

\_\_\_\_\_



7 Write saying verbs in the speech bubbles.



8 Write a short news report about an exciting event that has happened at your school. Circle the action and saying verbs in your recount.

**NEWS**

<b>Introduction</b>	<hr/> <hr/> <hr/>
<b>Series of events</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Conclusion</b>	<hr/> <hr/> <hr/> <hr/>

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# Unit 4

# Bottle Flutes

**Prepositions** are words that show the relationship of a noun to other parts of a sentence. For example, *The frightened dog hid under the table.* **Precise sentences** are short and use words that are easy to understand. Precise sentences are used in this procedure to tell you how to make bottle flutes.



## Procedure – Instruction

### How to make bottle flutes

The purpose of a procedure is to instruct how to make or do something.

The goal.

A list of what is needed.

Steps in order of when they need to happen.

#### You will need:

- 5 or 6 bottles of different sizes (either glass or plastic)
- water

#### What to do:

- 1 Line up your bottles in a row on a table.
- 2 Pour a different amount of water into each bottle.
- 3 Gently blow over the top of a bottle to make a whistling noise.
- 4 Blow across all the bottles and listen to the sounds.
- 5 Try to play a tune with your bottle flutes!



Precise sentences are short and clear.





1 Underline the prepositions in the procedure. Use the words in the box to help you.

in across into on over with of



2 Circle the prepositions in the list below.

car over before running magic  
simple near bee up under

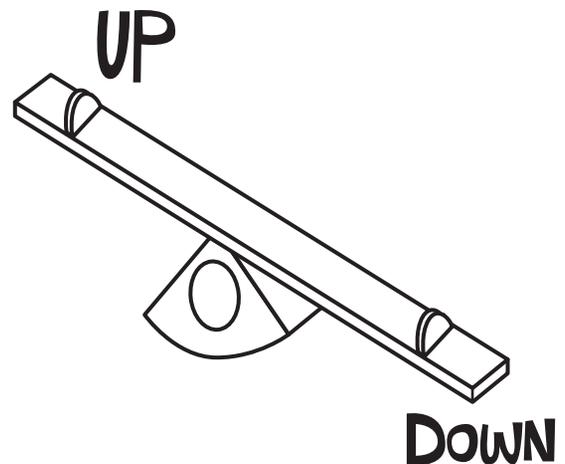
3 Complete these precise sentences using prepositions from the box.

from into with across near

- a You will need a ticket to get \_\_\_\_\_ the cinema.
- b Buy your lunch \_\_\_\_\_ the shop on your way to the park.
- c Put your rubbish into the bin \_\_\_\_\_ the creek.
- d Use the bridge to walk \_\_\_\_\_ the river.
- e Walk to school \_\_\_\_\_ your brother.

4 Draw a line to match the prepositions on the left to their opposites on the right.

- |         |        |
|---------|--------|
| a after | below  |
| b in    | down   |
| c up    | before |
| d above | out    |
| e over  | under  |



5 Complete these precise sentences using prepositions from the box.

between in after over

- a You can play \_\_\_\_\_ you finish your homework.
- b The gold coin fell \_\_\_\_\_ the floorboards.
- c She jumped \_\_\_\_\_ the hurdle.
- d They play hide-and-seek \_\_\_\_\_ the dark.



6 Complete these sentences. The preposition has been underlined for you.

- a \_\_\_\_\_ in the dark.
- b \_\_\_\_\_ at the beach.
- c \_\_\_\_\_ under the ground.
- d \_\_\_\_\_ on my head.

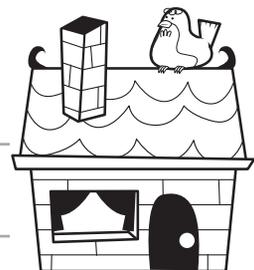
7 Write your own precise sentences using these prepositions.

- a (under) \_\_\_\_\_
- b (over) \_\_\_\_\_
- c (before) \_\_\_\_\_
- d (from) \_\_\_\_\_

8 Write a precise sentence to match each picture.

Underline the preposition.

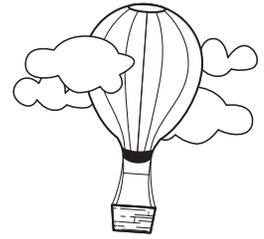
- a \_\_\_\_\_
- \_\_\_\_\_



b

\_\_\_\_\_

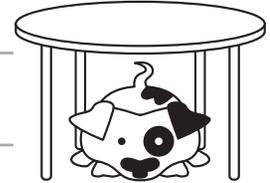
\_\_\_\_\_



c

\_\_\_\_\_

\_\_\_\_\_



9 Write a procedure about how to make a paper hat.  
Use precise sentences. Underline all your prepositions.

### How to make a paper hat

You will need:

- \_\_\_\_\_
- \_\_\_\_\_

What to do:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample pages