

Why Do We Need Word Up!?

Word Up! Spelling 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.

Spelling skills are best learned when integrated with other areas of language. **Word Up!** promotes listening, speaking, reading and writing through a diverse range of open and closed activities. Each skill is introduced through varied and engaging texts that stimulate critical and imaginative thinking.

What's in it for teachers?

Word Up! is a dynamic student activity series anchored by a sound learning scope and sequence. The series is a structured and sequential spelling program that caters for differentiated student learning. It supports learning about sounds and words and how they are spelled.

Each unit provides a word list containing words that support the learning objective or strategy, as well as high frequency and topic words. Use the My Words box in each unit to allow students to practise their new words or as a space for regular spelling tests. We recommend integrating one unit per week into your current literacy program.

What's in it for students?

Topics are interesting, varied and level appropriate. The series engages students by showing them how learning to spell is integral to self-expression in their writing.

Students learn about the varying structures of different types of text. They recognise, for example, sound-letter matches through exciting narratives, learn about onomatopoeia through colourful haikus and identify prefixes and suffixes in instructional texts.

Series overview

Each book contains 25 four-page weekly units of work. Each unit introduces one or two spelling skills and/or concepts in simple language, supported by examples.

Word Up! Lower (books 1 and 2) has a special focus on visual literacy for younger learners. Lower promotes phonemic awareness as students build their knowledge of sounds and sound-letter relationships.

Word Up! Middle and Upper (books 3–6) include annotated sample texts that point out the structure

of each text type. Books 3–6 continue to promote phonemic awareness while progressing students to more complex spelling strategies.

Each book also contains a scope and sequence map and a helpful sound chart at the end of the book.

Because we're all different

All students access learning through gradually increasing levels of difficulty. Each **Word Up!** unit defines the skill, provides examples, models the skill (one has been done for you) and paces activities. Key spelling strategies are revised and built upon from unit to unit to consolidate the teaching aim.

Differentiated student learning is indicated by three icons. Students receive a decreasing level of support as they progress with learning and practice.



Basic, closed activities, with a high level of student support



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



Student-led activities that are writing-centred and open response

Word Up! Spelling will appeal to a mix of learning styles. The series contains activities that build:

- **phonological and morphemic knowledge**
 - asking students to identify and hear phonemes (individual sounds) in words
 - checking students' understanding of prefixes / suffixes and spelling strategies
- **kinaesthetic knowledge**
 - asking students to say and write words, to see and visualise letter combinations and to understand letter-sound relationships
- **etymological knowledge**
 - checking students' understanding of word histories and origins, word families and related spelling strategies.

Students can follow the **Word Up!** magic mouse through each unit. When students have completed all units, they receive a certificate of completion at the end of the book.



My Favourite Grandpa



The long vowel sounds /a/, /e/, /i/ and /o/ can be shown by different letter groups.

/a/ as in **play**, **pain**, **take**

/e/ as in **street**, **meat**, **key**, **only**

/i/ as in **ice**, **try**, **high**

/o/ as in **coat**, **bone**, **slow**, **open**

Character Description

My Favourite Grandpa

I only have one grandpa, so he is my favourite!

My grandpa is hard to beat. He is well known in his street for playing practical jokes. He goes for long walks every day and everyone greets him along the way.

Grandpa is tall and thin. His hair used to be blond, but now it is grey. His nose is slightly bent from being hit with a cricket ball a long time ago. When he was young, he played the violin. He worked as a horse trainer but now he is retired. He can be a bit forgetful and is always losing his keys. He says his bones sometimes ache. He's got a green thumb and spends hours in the garden with his roses.

I love it when Grandpa takes me to the shop and spoils me with lollies.

The purpose of a description is to describe the features of a person or thing.

Introduction.

Paragraphs that describe what he looks like and what he does.

Final comment.



List Words

ache	favourite	played	trainer	beat
green	keys	street	time	slightly
violin	ago	bones	jokes	known



- 1 Say and spell the list words aloud.
- 2 Underline any list words you can find in the description.
- 3 Circle any other words in the description with a long vowel sound.
- 4 Fill in the gaps with the long /a/ vowel sound. Choose from **ay**, **ai** or **a_e**.

a pl _____ n

b sp _____ c _____

c g _____ m _____

d d _____ time

- 5 Circle the words with the correct spelling of the long /e/ sound.

a My feet / feat were smelly.

b Summer is my favourite season / season.

c Oh no! I've locked the kees / keys in the car.

d There are only / onley two apples left.

e My house is down this streyt / street.



- 6 Circle the letter or letters that make the long /i/ sound in these words.

a mice

b white

c tight

d cry

e highly

f kite

g trying

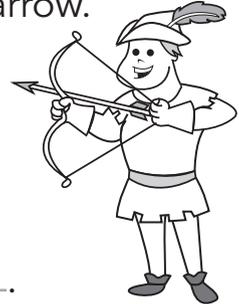
h fright



7 Complete these sentences with a word that has the long /o/ sound. Choose from the words in the box.

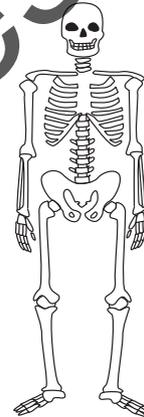
phone boat bow ago

- a Robin Hood was deadly with a _____ and arrow.
- b I had my appendix out two years _____.
- c Jana spoke to her grandma on the _____.
- d On the holidays, we went sailing in a _____.



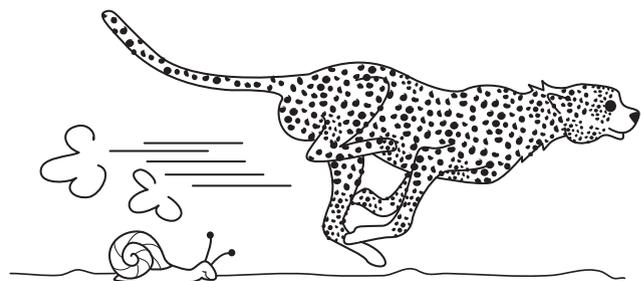
8 Write list words to match these meanings.

- a stringed instrument _____
- b constant pain _____
- c parts of a skeleton _____
- d used to open locks _____



9 Write the opposite of each word. Choose words with a long vowel sound and underline these sounds.

- a give _____
- b closed _____
- c fast _____
- d black _____
- e night _____
- f asleep _____



10 Build your own word list using words you have learned today.

My Words



11 Write your own character description. Choose a favourite relative and write a description of this person.

Name	<hr/> <hr/>
Introduction	<hr/> <hr/>
Description	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Final comment	<hr/> <hr/>

Sample pages

Making Bubbles

Spelling mnemonics is a method of helping you spell through memory aids. A memory aid might be a rhyme, a rule or a phrase. For example, the spelling of the word *because* can be remembered by the learning the phrase **big elephants can always understand small elephants**. Dictionaries and thesauruses can also help us with spelling and spelling rules.



Procedure – Instruction

An instructional text describes, or tells, how something is done.

Making Bubbles

Goal:

To make your own bubble solution.

Goal of the instruction.

You will need:

- 1 cup water
- 4 tablespoons dishwashing liquid
- 2 tablespoons sugar
- a container
- some wire

A list of things you need for the instruction.

What to do:

- 1 Measure your ingredients carefully.
- 2 Mix the ingredients together in the container.
- 3 Bend the wire into a circle to make a bubble wand.
- 4 Dip the bubble wand into the mixture and slowly lift it out again.
- 5 Gently blow into the mixture on the wand to make bubbles.
- 6 Keep practising until you can blow the best bubbles!



A series of steps that must be followed.



List Words

circle	carefully	ingredients	liquid	measure
mixture	practising	solution	together	wand

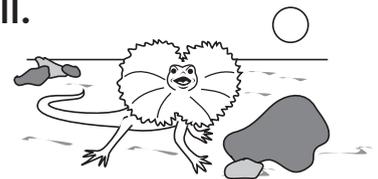


- 1 Say and spell the list words aloud.
- 2 Underline any list words you can find in the procedure.
- 3 Draw a line to match each word to a word with a similar meaning. Use a thesaurus to help you.

- | | |
|---------------|------------|
| a together | needed |
| b liquid | jointly |
| c necessary | components |
| d ingredients | fluid |

- 4 Write the word that these phrases help you to spell. The first one has been done for you.

- a mix to use resources evenly _____ mixture _____
- b big emus can always understand small emus _____
- c lizards in Queensland in deserts _____
- d camels in red coats like elephants _____
- e weary acrobats need directions _____



- 5 Use a dictionary to write the meaning of each word.

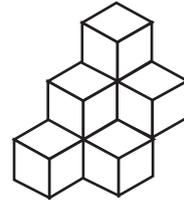
- a stationary _____
- b stationery _____

6 Write down a rule to help you remember the difference between the words in question 5.

7 Use a thesaurus to write a word with a similar meaning to each word.

a problem _____

b pattern _____

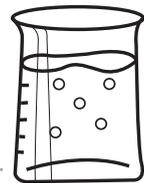


8 Write a mnemonic to help you remember how to spell each word.

a solution _____

b principal _____

c occasion _____



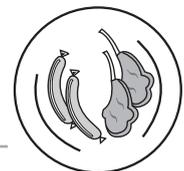
9 Use a dictionary to write the meanings of each word.

a meat _____

b address _____

c separate _____

d loose _____



10 Use a thesaurus to find two words that mean the same as each word.

a piece _____

b peace _____



11 Build your own word list using words you have learned today.

My Words



12 Write your own instruction. Include some new words you have learned today. Here are some topics to help you.

- How to ride a scooter
- How to play table tennis
- How to make a cubby

Title: _____

What you need:

What to do:

Sample pages

Unit 3

Farmer Harry

A **homophone** is a word that sounds the same as another word but has a different meaning and spelling. For example: *knew/new*, *heard/herd* and *passed/past*.



Narrative – Legend

A legend is a type of narrative that people tell as a true story.

Orientation – who, what, where, when.

Farmer Harry

Deep in a mysterious forest lived a young boy called Harry. He was the son of a poor farmer. Harry cared for a herd of goats all day long. The people in Harry's village were very poor.

Narratives have a problem.

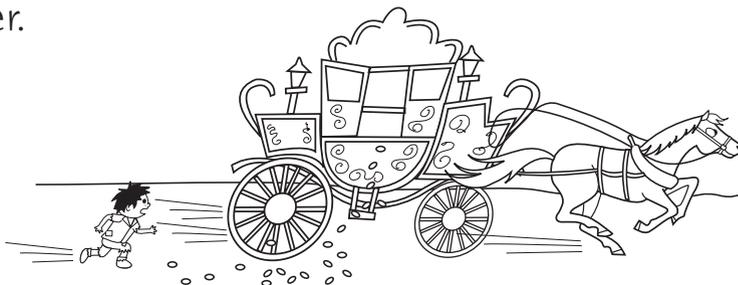
Outside the forest there were two huge castles where the rich and greedy king lived with his family. Sometimes, Harry would wait by the road and watch the king pass by in his golden carriage.

Events in the correct order.

One day, as the carriage passed, the king's horse was bitten by a flea. The carriage turned over and the king fell out. The horse kept running all the way to the village. Harry ran behind it.

Gold poured out of the carriage. The people danced with joy! They knew they would have money to buy food all through the winter.

A solution to the problem.



List Words

heard	herd	flee	flea	knew	new
passed	past	too	two	road	rode
sun	son	wait	weight		



1 Say and spell the list words aloud.

2 Underline any list words you can find in the legend.

3 Draw a line to match each pair of homophones.

a son

two

b new

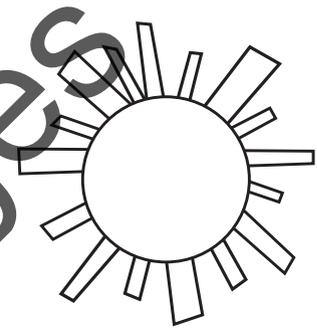
past

c too

knew

d passed

sun



4 Write these words in alphabetical order.

son wait sun two weight too to

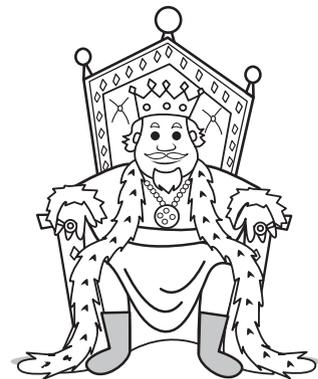


5 Circle the correct word in these sentences.

a The king sat on his thrown / throne.

b I would / wood love you to help me chop wood / would.

c There / Their coats are there / their on the table.



6 Fill in the gaps with the correct list word.

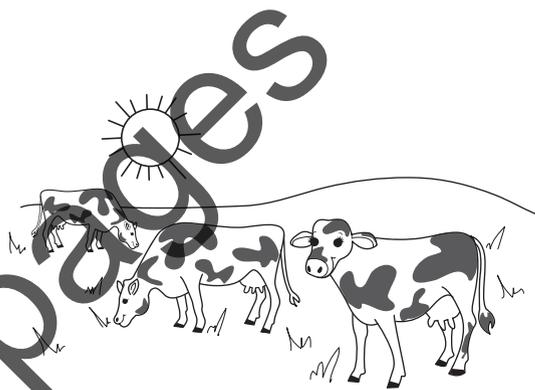
- a My mum lost _____ from running.
- b He had to _____ for an hour for the bus.
- c On the way to the shop we _____ the school.
- d History describes events from the _____.



7 Write a word from the box to match the following meanings.

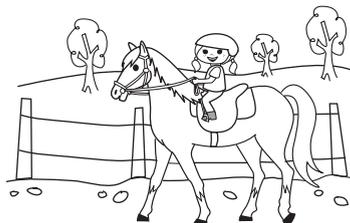
weak new son herd two

- a not old _____
- b male child _____
- c group of animals _____
- d between one and three _____
- e not strong or fit _____



8 Write a sentence using these words.

- a road _____
- b rode _____
- c lead _____
- d led _____



9 Build your own word list using words you have learned today.

My Words

10 Write your own legend. Underline any homophones in your legend. Here are some topics to help you.

- The longest journey
- The silver river
- The magical horse

Orientation	<hr/> <hr/>
Events in the correct order	<hr/> <hr/> <hr/> <hr/>
Complication or problem	<hr/> <hr/> <hr/> <hr/>
Resolution	<hr/> <hr/> <hr/> <hr/>

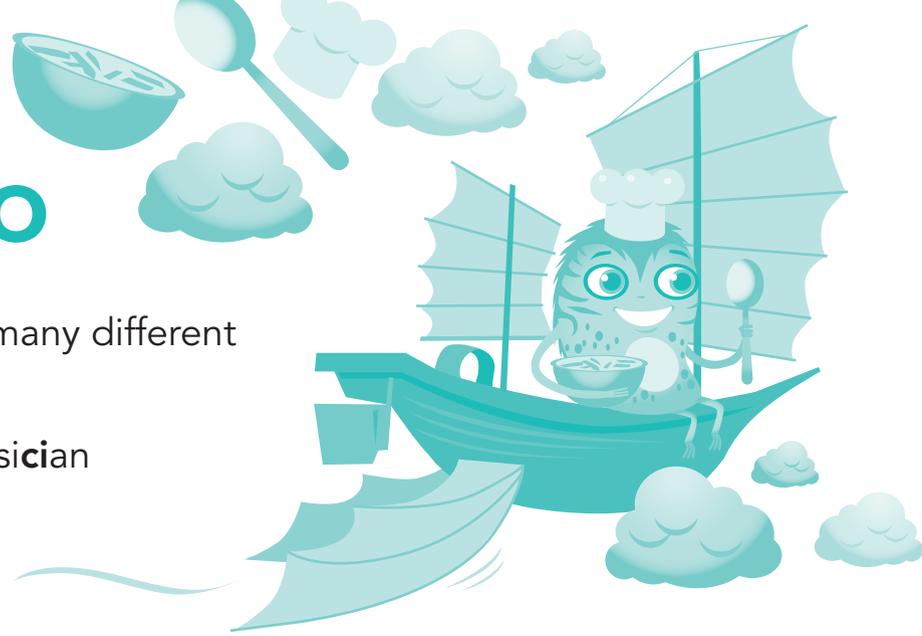
Sample pages

Sounds can be represented by many different **letter combinations**.

/sh/ as in **ship**, **chef**, **portion**, **musician**

/air/ as in **pair**, **square**

/ear/ as in **fear**, **deer**



Narrative – Biography

A biography is an account of someone else's life.

Anh Do

Anh Do is a comedian who was born in Vietnam in 1977. When he was two years old, Anh's family left Vietnam in a ship bound for Australia. They were attacked by pirates, but the boat was rescued.

A sentence introducing the name of the person.

A description of the person's character.

Anh cared about his family and always showed ambition. He started a fish business at 14. His family didn't have a lot of money, but he has helped them out over the years.

After completing a law degree, Anh changed career and shot to success as a well-known comedian. He has appeared in several films and has written a book.

Events in the person's life in order.

Anh shares his life through his jokes. He always gets a laugh and a cheer.



List Words

ambition	fish	ship	showed	shot	cared
shares	appeared	career	cheer	years	



1 Say and spell the list words aloud.

2 Underline any words with the /ear/ sound in the biography.

3 Complete each word using the correct letters for the /sh/ sound. Choose from **sh**, **ch**, **ti** or **ci**.

a _____ andelier

b crea _____ on

c _____ ip

d spe _____ al



4 Unjumble the following words. Each one has the /sh/ sound.

a hsup _____

b shsera _____

c fehc _____

d poniot _____



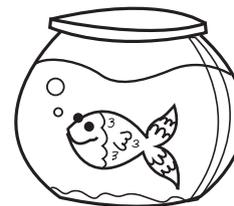
5 Write a list word to match the meaning.

a an animal that lives in water _____

b twelve months _____

c a job or profession _____

d became visible _____



6 Write the meaning for each word. Use a dictionary to help you.

a commotion _____

b magician _____

c flair _____

d blare _____

e sear _____

f pear _____



7 Write two words that rhyme with each word. Remember, they may have parts that sound the same but are spelled differently.

a rush _____

b stare _____

c peer _____

d potion _____



8 Write a sentence using two words with the /sh/ sound.

9 Build your own word list using words you have learned today.

My Words





10 Choose a famous person that you admire and write a short biography about them.

Title	<hr/>
Introduce the person	<hr/> <hr/> <hr/>
Sequence of events in the correct order	<hr/> <hr/> <hr/> <hr/> <hr/>
Description of the person's character	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Sample pages