

# 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

As well as considering students of differing abilities, **Word Up! Spelling** will appeal to a mix of learning styles. The series contains activities that build:

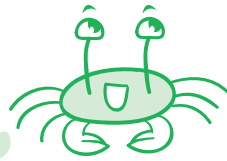
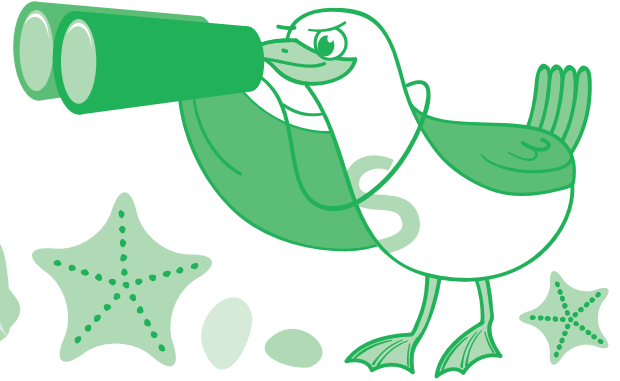
- **phonological and morphemic knowledge**
  - asking students to identify and hear phonemes (individual sounds) in words
  - checking students' understanding of prefixes / suffixes and spelling strategies
- **kinaesthetic knowledge**
  - asking students to say and write words and to see and visualise 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!** smiley snail through each unit. When students have completed all units, they receive a certificate of completion at the end of the book.



# Wish You Were Here

The letters of the alphabet stand for the sounds in words.



## Postcard

Dear Mum,

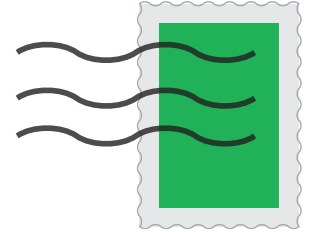
I am having a great holiday at the Gold Coast.

Yesterday I went swimming at the beach. Grandma and I made a sandcastle. A wave came and washed it away!

Tomorrow we are going to the zoo.

Love,

Cara



Ms Angela Rossi

5 Penny Lane

Tully 4584



## List Words

Mum

holiday

beach

Grandma

tomorrow

zoo

wave

dear

love

yesterday



1 Count how many times these letters are used in the postcard.

c

times

t

times

2 Circle each letter **e** in the postcard blue.

Circle each letter **a** in red.

Circle each letter **i** in yellow.

Circle each letter **o** in green.

Circle each letter **u** in pink.

3 Write two words from the postcard that start with these letters.

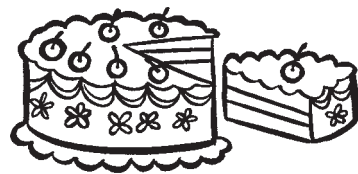
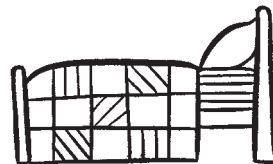
g

\_\_\_\_\_

c

\_\_\_\_\_

4 Draw a line between the things that start with the same sound.





**5 Read the alphabet strip aloud.**

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

**Circle the letter that your name starts with.**

**Write your name here:** \_\_\_\_\_

**6 Draw a picture of something that starts with the same sound as your name. Label your picture.**



**7 Write the name of each animal.**

l \_\_\_\_\_

**Write another word that starts with l.**

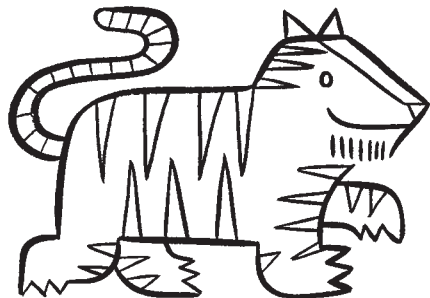
\_\_\_\_\_



t \_\_\_\_\_

**Write another word that starts with t.**

\_\_\_\_\_



**8** Write your own word list. Use the words you have learned today.

**My Words**



**9** Write a postcard to a friend. Pretend you have been to the zoo. Tell your friend about the animals you saw.

Sample pages

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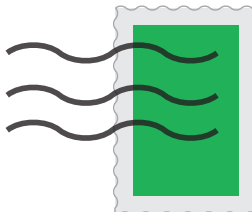
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To: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

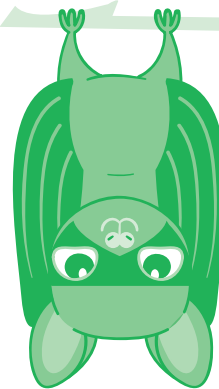
**10** Find the Gold Coast on a map of Australia.

# Meet Ben Black

The /a/ and /b/ sounds can be made by different letters or letter groups.

/a/ as in **and**, **cat**, **tap**

/b/ as in **big**, **baby**, **rubber**



## Table

My name is Ben Black. I am seven.

I live at 3 Arrow Street, Bluetown.

I have a brother called Brad.

I have a sister called Bella.

We live with our mum.

Here is a table all about us!



Name	Age	Favourite food	Favourite animal	Favourite colour
Ben	7	bubble gum	bat	black
Brad	9	baked beans	ant	brown
Bella	11	bananas	crab	blue
Mum	39	bread	butterfly	bright pink

## List Words

brother

about

black

bubble

crab

ant

am

at

have

bat



1 Circle the words in the table that have the /b/ sound.

2 Underline the words that have the short /a/ sound.

Brad sister Bella mum at some us live

3 Say and spell the list words aloud.

Circle in red the letters that make the /b/ sound.

Circle in blue the letters that make the short /a/ sound.

4 Look at the picture. Write down the words that have the /b/ sound.



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5 Look at the picture. Write down the words that have the short /a/ sound.



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6 Look at the picture. Write down one word that has the /b/ sound or the short /a/ sound.



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- 7** Fill in the table with words that have the /b/ sound. Some words will go in more than one place.

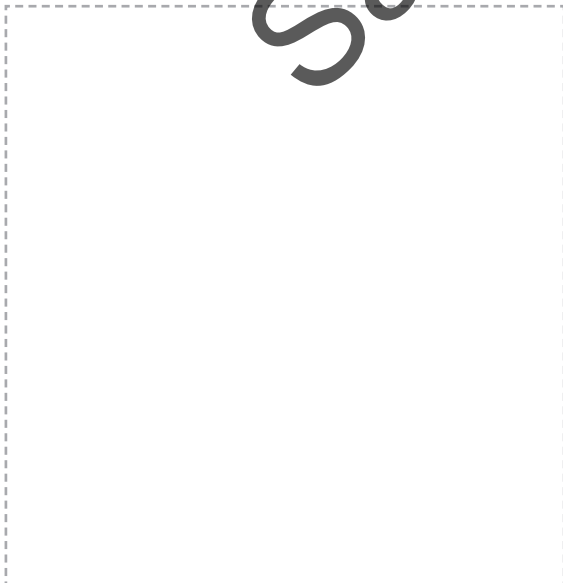
Words with the /b/ sound at the start	Words with the /b/ sound in the middle	Words with the /b/ sound at the end

- 8** The word “at” has the letter **a**. This letter makes the short /a/ sound.

Add a letter in front of “at” to make a new word. Draw a picture of your new word.

\_\_\_\_ at

\_\_\_\_ at





9 Write your own word list. Use the words you have learned today.

My Words



10 Write a description about your family.

Fill out the table. Then draw a picture of your family.

My Family		
Name	Age	Favourite colour

Sample pages

# Magic Mountain

The /g/ sound and the short /e/ sound can be made by different letters or letter groups.

/g/ as in **g**et, **g**one, **dig**, **jiggle**

/e/ as in **bet**, **egg**, **jet**, **when**



## Poem

### Magic Mountain

I get to the top of the step.  
 My legs are like jelly.  
 I keep going; I can't stop.  
 There are butterflies in my belly!  
 Off we fly!  
 Big bends and twists.  
 I giggle, I scream and I shake.  
 I hold on to the bar with two fists.  
 Then at last, on goes the brake.  
 The end! I will do that again!



### List Words

go	goes	big	again	legs
get	step	end	bends	then





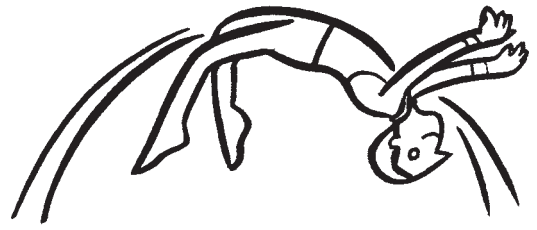
1 Say and spell the list words aloud.

2 Circle the list words in the poem.

3 Look at the words in the box.

Circle the words with the /g/ sound.

Underline the words with the short /e/ sound.



giggle set flips end then give jelly

4 Write a word from the poem with these sounds.

/g/ at the beginning

\_\_\_\_\_

/g/ in the middle

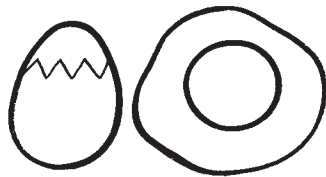
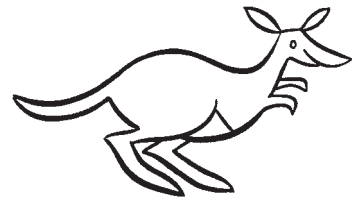
\_\_\_\_\_



5 Label each picture with a word from the box.

Underline the letter (or letters) that make the /g/ sound.

goal egg goat kangaroo



**6** Draw three things that have the short /e/ sound.

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**7** Write your own word list. Use the words you have learned today.  
Draw a picture of one of your words.

My Words

Sample pages





**8** Write three words that rhyme. One of your words should have the /g/ sound. Draw a picture of one of your words. Use each word in a sentence.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Sample pages

# Chocolate Strawberry Dip

The /d/ and /i/ sounds can be made by different letters or letter groups.

/d/ as in **dog**, **good**, **middle**

/i/ as in **pig**, **sink**, **into**



## Recipe

### Chocolate Strawberry Dip

#### You will need:

- 6 strawberries
- 1 large chocolate bar
- a dish
- a spoon
- wax paper

#### What to do:

- 1 Wash the six strawberries.
- 2 Break the chocolate into pieces. Put the pieces into a dish.
- 3 Melt the chocolate in a microwave. Ask an adult to help.
- 4 Stir the chocolate with a spoon to make it smooth.
- 5 Hold each strawberry by its stem. Dip it into the melted chocolate.
- 6 Put each strawberry onto the wax paper. Put them into the fridge for 15 minutes.
- 7 Now they are ready to eat. Yum!



## List Words

six	into	dish	it	with
adult	hold	dip	melted	ready



- 1 Circle words in the recipe that have the short /i/ sound.
- 2 Underline words in the recipe that have the /d/ sound.
- 3 Say and spell the list words aloud.
- 4 Finish each sentence. Use a word from the box.

middle   six   dip   hold   into   ready

Tam is \_\_\_\_\_ years old.



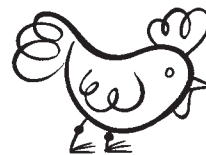
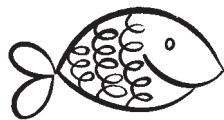
Dad said to \_\_\_\_\_ on tight.



“Are you \_\_\_\_\_ to stir the chocolate?”



- 5 Write the name of each animal.  
Circle the letter that makes the /i/ sound.



\_\_\_\_\_

**6** Write three words that rhyme with “dip”.

Use these letters: **h, s, r.**

\_\_\_ip                      \_\_\_ip                      \_\_\_ip

**7** Write three words that rhyme with “lid”.

Use these letters: **d, k, r.**

\_\_\_id                      \_\_\_id                      \_\_\_id



**8** Write your own word list. Use the words you have learned today.

Draw a picture of one of your words.

My Words

Sample pages

**9** Use one of your words in a sentence.

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## 10 Finish writing this banana split recipe.

- Use some words with the /d/ sound.
- Number the steps.

### Banana Split

#### You will need:

- 1 banana
- ice cream
- chocolate topping
- sprinkles

#### What to do:

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Sample pages