

# 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, 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!** chirpy chick through each unit. When students have completed all units, they receive a certificate of completion at the end of the book.



# Pets, Pets, Pets

**Short vowel sounds** can be represented by the vowel letters **a, e, i, o** and **u**.

/a/ as in that

/e/ as in pet

/i/ as in pig

/o/ as in dog

/u/ as in puppy

## Survey

### Our Favourite Pets

Emilio wanted to find out which pets the students in his class like the most. He asked his classmates to choose their favourite pet from a list.

**Which is your favourite pet?**

10 Dog (includes puppies)

6 Fish

5 Cat (includes kittens)

2 Mouse

0 Turtle



The most popular pet was the dog, with ten votes.

Six students chose fish as their favourite pet.

Five students chose the cat and two students chose the mouse. No one chose the turtle as their favourite pet.

## List Words

pet

dog

cat

fish

his

in

kittens

puppies

popular

which



1 Circle the list words in the survey.

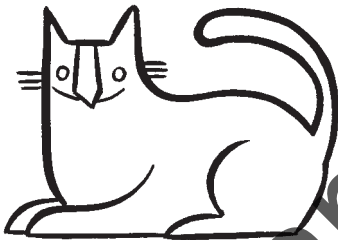
2 Say the list words aloud. Underline the short vowel sound you hear in each word. The first one has been done for you.

3 Write two list words that have the short /i/ sound.

\_\_\_\_\_

4 Write a list word to match each picture. Circle the letter that makes the short vowel sound. The first one has been done for you.

a

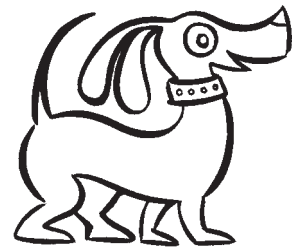


cat

b



c



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

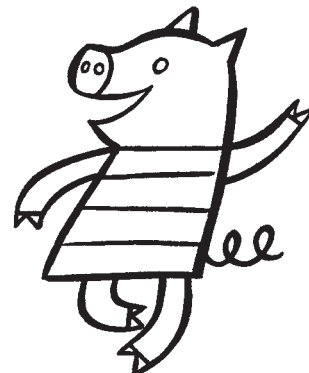


5 Write a word with the same underlined short vowel sound. The first one has been done for you.

a man bat

b bed

c pig



**6** Choose the correct vowel (**a**, **e**, **i**, **o** or **u**) to finish each word.  
Use the pictures to help you.

**a**



c \_ \_ p

**b**



p \_ \_ g

**c**



h \_ \_ p

**d**



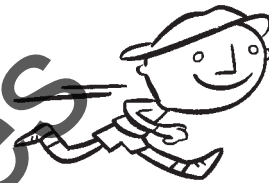
c \_ \_ t

**e**



h \_ \_ t

**f**



r \_ \_ n

**7** Write the words in the box in the correct place in the table.  
The first one has been done for you.

~~log~~

sad

get

then

song

end

shin

but

shut

man

jam

pond

will

brick

pup

Short /a/ sound

Short /e/ sound

Short /i/ sound

Short /o/ sound

log

Short /u/ sound



**8** Circle the words in the box that have a short vowel sound.

rat

chicken

nest

goose

cow

rabbit

bee

slug



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

### My Words

A large rectangular box with a dashed green border, intended for writing a word list.



**10** Write three games in the table. Ask five friends which game they like the most and which they like the least.

### My Friends' Favourite Games

Game	Number of friends who like it best	Number of friends who like it least

**a** The most popular game was \_\_\_\_\_.

**b** The least popular game was \_\_\_\_\_.

# Let's Play Tails!

The long /a/ sound can be made and shown by different groups of letters.

/a/ as in **play**, **waist**, **game**

## Instructions

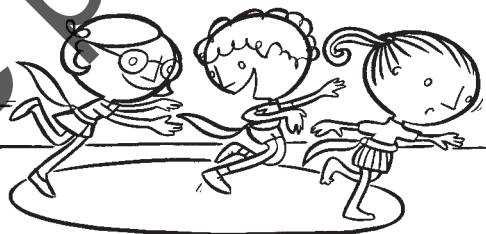
### Let's play tails!

#### You will need:

- masking tape
- 1 scarf per player
- 1 clothes peg per player

#### How to play:

- 1 Make a large circle on the floor with the masking tape.
- 2 Wrap a scarf around your waist. Hold it in place with a clothes peg.
- 3 Hop around inside the circle, trying to grab each other's tails. If you lose your tail, you are out.
- 4 The last person in the circle is the winner of the game.



## List Words

game

make

place

play

tail

player

waist

tape



1 Say the list words aloud.

2 Circle the list words in the instructions.

3 Write four list words. Circle the letters in each word that make the long /a/ sound. The first one has been done for you.

game \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Write the list words in the correct place in the table. The first one has been done for you.

Words with ai making /a/	Words with a_e making /a/	Words with ay making /a/
	game	



5 Write a word with the same underlined long /a/ sound. The first one has been done for you.

a rain    train \_\_\_\_\_

b same \_\_\_\_\_

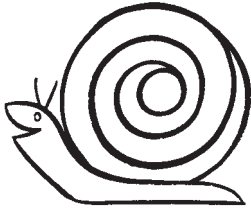
c clay \_\_\_\_\_

d today \_\_\_\_\_

6 Write a word from the box to match each picture. Circle the letters that make the long /a/ sound. The first one has been done for you.

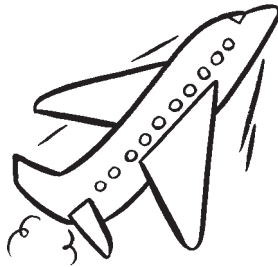
~~snail~~ Monday cake train stingray plane

a

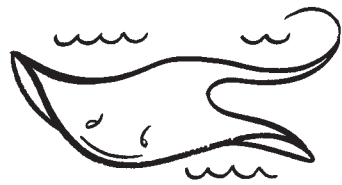


snail

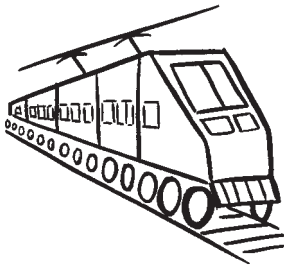
b



c



d



e



f



7 Fill in the gaps with a word that has the long /a/ sound. Use the pictures to help you. The first one has been done for you.

a

The camp fire had flames reaching high into the sky.



b

The girl had a party for her \_\_\_\_\_.



c

Soccer was cancelled because of the \_\_\_\_\_.





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

### My Words



**9** Write your own game instructions. Use some words with the long /a/ sound. Here are some games you might like to write about.

- Hopscotch
- Noughts-and-crosses
- Hide-and-seek

### Let's play

You will need:

\_\_\_\_\_

How to play:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Our Wonderful World

The long /e/ sound can be made and shown by different groups of letters.

/e/ as in **feet**, **beach**, **key**, **sorry**



## Haiku

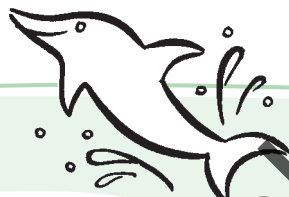
### Our Wonderful World

#### Dolphin

(Leaping) in the air

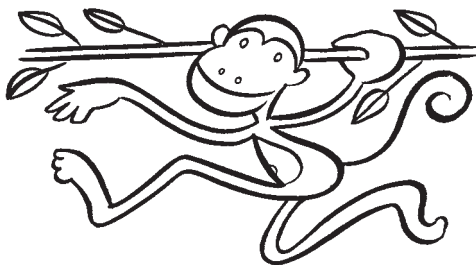
Gracefully swim in a pod

Shimmer through the sea



A haiku is a type of poem.  
It is made up of three lines:

- Line 1 = 5 syllables
- Line 2 = 7 syllables
- Line 3 = 5 syllables



#### Monkeys

Monkeys swing in trees

Angry, they chatter and screech

Hungry, feed on fruit



## List Words

leaping

sea

feed

trees

monkeys

angry

hungry

screech



**1** Circle the words in the haiku that have the long /e/ sound.  
The first one has been done for you.

**2** Say the list words aloud. Underline the letter or letters in each word that make the long /e/ sound. The first one has been done for you.

**3** Write a list word for each letter combination.

**a** **ea** making the long /e/ sound \_\_\_\_\_

**b** **ee** making the long /e/ sound \_\_\_\_\_

**c** **ey** making the long /e/ sound \_\_\_\_\_

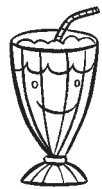
**d** **y** making the long /e/ sound \_\_\_\_\_

**4** Write a list word to complete each sentence.

**a** We went to the zoo and saw \_\_\_\_\_ swinging on a rope.

**b** My mum was \_\_\_\_\_ when I spilled my milk.

**c** We were still \_\_\_\_\_ after dinner, so we ate a snack.

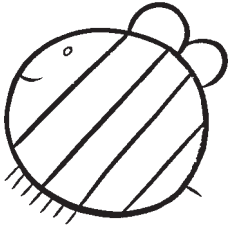




5 Write a word from the box to match each picture. Circle the letters that make the long /e/ sound. The first one has been done for you.

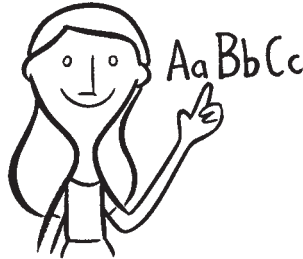
~~bee~~ teacher teapot key steam knee

a



bee

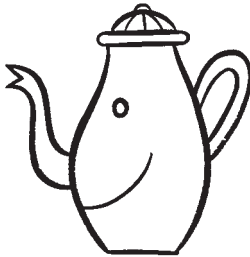
b



c



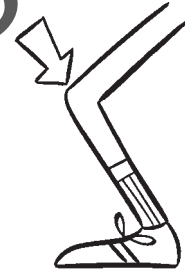
d



e



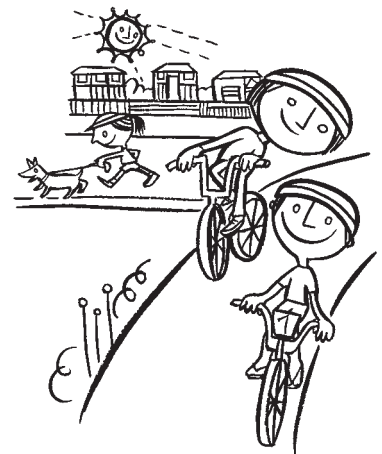
f



6 Find the long /e/ words in the word search.

valley  
street  
steam  
beat  
jolly  
flea

y	a	c	f	i	p	v
s	k	l	l	m	s	a
s	t	r	e	e	t	l
g	j	i	a	l	e	l
b	e	a	t	h	a	e
j	o	l	l	y	m	y



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

### My Words



**8** Write a poem of three sentences about a crocodile. Count the syllables in each sentence and write them in the boxes.

Title of my poem:

Syllables

1

2

3



# Mice Are Nice

The long /i/ sound can be made and shown by different groups of letters.

/i/ as in **mice**, **fly**, **might**, **spider**



## Persuasive Argument

### Mice Are Nice

Do you want a pet that is tiny and friendly?

Mice are fine pets. They only need a small wire cage, hay, food and water, and some toys. They like being in sunlight, so try putting their cage outside.

Mice are great fun to watch. They scurry on their spinning wheel as their feet run and run!

Mice will delight young children. They are light, can be held easily, and can become very friendly.



### List Words

delight

fine

light

like

nice

mice

tiny

try

wire

sunlight





1 Circle the words in the text that make the long /i/ sound.  
The first one has been done for you.

2 Say the list words aloud. Underline the letter or letters in each word that make the long /i/ sound. The first one has been done for you.

3 Fill in the gaps to make words. Use a letter or letters from the box. The first one has been done for you.

i y igh i i\_e

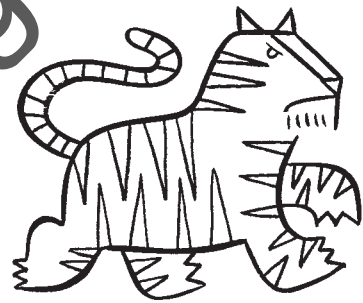
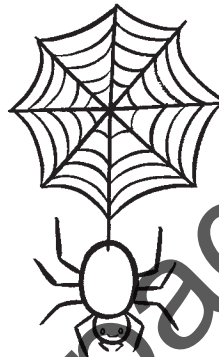
a sp \_i\_ der

b l \_ \_ \_ t

c m \_ \_ c \_ \_

d tr \_ \_

e t \_ \_ ger



4 Write a word with a similar spelling pattern as each of the words below. The first one has been done for you.

a cry \_ my \_

b kite \_

c night \_

d dial \_

e fly \_



**5** Circle the words in the box that have a long /i/ sound.

spider

idea

rely

island

high

hip

dry

lips

climb

two

five

sky

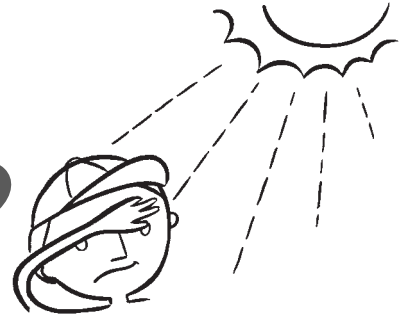


**6** Write a sentence about each picture. Use at least two words that have the long /i/ sound in each sentence. Underline the words that have the long /i/ sound.

**a**

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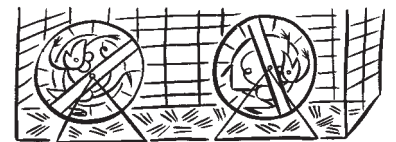
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**b**

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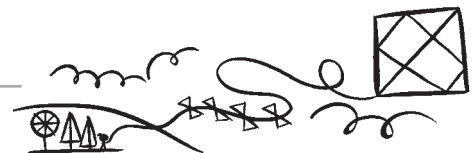
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**c**

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

**My Words**







- 8** Write about your favourite type of pet. Try to convince people that it is the best type of pet to own. Draw a picture of your favourite pet.

**My favourite pet is** \_\_\_\_\_

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Sample pages