

# 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. Text annotations point out the structure and features of varying types of texts.

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



# Building a Fort

Some words in the English language are **misspelled** more often than others. For example, words such as *grateful*, *receive* and *surprise*. Spelling can be tricky when words are not spelled as they sound. We can become better spellers by learning more about these words and through practice.



## Procedure – Instructions

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

### Build a Fort!

Goal of the instructions.

#### Equipment:

- wood
- nails
- a saw
- a hammer
- an adult to help you

A list of equipment needed to follow the instructions.

A series of steps to be followed.

#### Instructions:

- 1 Before you begin, decide on a good spot for your fort. Will you build it on the ground or in a tree? Ask an adult to help you.
- 2 Design your fort. Draw a picture of how you want it to look.
- 3 Ask your adult assistant to cut your wood to the correct size.
- 4 Assemble the fort, and nail the pieces of wood together.
- 5 Now, paint your fort. This will help to protect it from the weather.
- 6 If you like, you can also paint the interior of your fort. This is not really necessary, but it will look great!
- 7 It's time to enjoy! You will love your fort – and so will your friends!



Sample pages

## List Words

|           |          |          |           |            |
|-----------|----------|----------|-----------|------------|
| equipment | decide   | design   | assistant | assemble   |
| pieces    | together | weather  | necessary | friends    |
| grateful  | receive  | surprise | recommend | definitely |



1 Say and spell each list word aloud. Underline the list words in the instructions.

2 Complete each sentence with a word from the box.

piece necessary decide together weather friends

a It was annoying to find that a \_\_\_\_\_ of my jigsaw was missing.

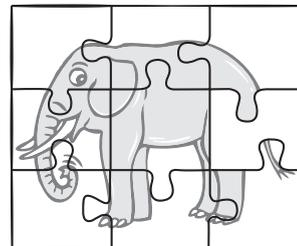
b My \_\_\_\_\_ and I went to the cinema.

c I couldn't \_\_\_\_\_ which book to read.

d I love to walk in the park when the \_\_\_\_\_ is nice.

e Is it really \_\_\_\_\_ to take an umbrella?

f Let's walk to school \_\_\_\_\_.



3 Draw a line to match each word to its meaning.

- |              |                                   |
|--------------|-----------------------------------|
| a assistant  | to advise someone to do something |
| b recommend  | needed                            |
| c definitely | parts                             |
| d grateful   | certainly                         |
| e assemble   | to put something together         |
| f necessary  | thankful                          |
| g pieces     | helper                            |



4 Write the meaning of these words. Use a dictionary to help you.

a equipment \_\_\_\_\_

b decide \_\_\_\_\_

c receive \_\_\_\_\_

d recommend \_\_\_\_\_

5 Circle the correct spelling in each pair of words below. The first one has been done for you.

a grateful / grateful

b definitely / definately

c surprise / supprise

d friends / freinds

e weird / wierd

f February / Febuary



6 Write all the smaller words that you can find in each word.

a recommend \_\_\_\_\_

b grateful \_\_\_\_\_

c weather \_\_\_\_\_

d definitely \_\_\_\_\_

e together \_\_\_\_\_

Sample pages

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

| My Words |
|----------|
|          |





**8 Write your own instructions, using at least three words from your word list.**

**Possible topics:**

- Build a birdhouse
- Plant a tree
- Play a card game



|                        |   |
|------------------------|---|
| <b>Title</b>           | <hr/>   |
| <b>Goal</b>            | <hr/>   |
| <b>Equipment</b>       | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>             |
| <b>Series of steps</b> | <hr/> |

Sample pages

# Wayne's Tall Tale

Australian English is full of colourful and interesting words and phrases. Some words used in everyday Australian language are borrowed from **Aboriginal languages**, for example *billabong*. Others have originated from **European languages**, for example *mate*.



## Recount – Personal

The purpose of a recount is to retell a series of events.

### Wayne's Tall Tale

Yesterday afternoon, I was helping myself to a lamington in the kitchen when I heard my brother, Wayne, talking to his mate. He was showing off, as usual.

“Last year, when I was working as a jackaroo,” he boasted, “I went walkabout. I packed my swag and headed out bush with my matilda over my shoulder. I was gone for days, drinking billy tea and sleeping under the stars. I found a nice billabong, put on my bathers and had a swim. Except for the mozzies, it was grouse!”

I'd heard enough! “Don't listen to that joker,” I said. “He's pulling your leg! He was never a jackaroo! He won't even walk to the milk bar!”

That really made Wayne spit the dummy! He chased me out of the kitchen and wouldn't speak to me for the rest of the arvo, but I didn't care. It was worth it for the look on his face!



Orientation tells who, what, where, when.

Events in the order in which they happened.

Personal ending comment.



## List Words

|           |         |          |          |          |
|-----------|---------|----------|----------|----------|
| lamington | mate    | jackaroo | swag     | matilda  |
| billabong | bathers | grouse   | milk bar | guernsey |
| barrack   | g'day   | mozzies  | larrikin | jillaroo |



1 Circle the list words in the recount. Say and spell each one aloud.

2 Complete the sentences with a word from the box.

larrikin g'day milk bar guernsey bathers

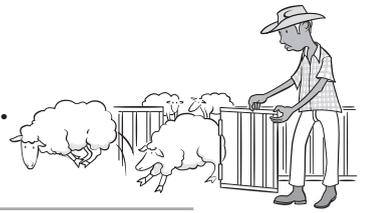
- a My mum gave me new \_\_\_\_\_ for my birthday.
- b Uncle Jack is very funny. He's a real \_\_\_\_\_.
- c "Come and say \_\_\_\_\_ to the rest of the group," said the tour guide.
- d I hope I get a \_\_\_\_\_ in the match this Saturday!
- e My friends and I like to go to the \_\_\_\_\_ after school.

3 Draw a line to match each word to its meaning.

- |             |  |
|-------------|--|
| a mate      | role of bedding, carried on the shoulder                   |
| b grouse    | waterhole in a river or creek                              |
| c barrack   | small shop that sells drinks, sandwiches, newspapers, etc. |
| d billabong | friend   |
| e swag      | excellent  |
| f milk bar  | support a sports team                                      |



4 Write the meaning of these words. Use a dictionary to help you.



- a walkabout \_\_\_\_\_
- b matilda \_\_\_\_\_
- c lamington \_\_\_\_\_
- d jackaroo \_\_\_\_\_

5 Use each word in a sentence.

jillaroo swag mate larrikin

- a \_\_\_\_\_  
\_\_\_\_\_
- b \_\_\_\_\_  
\_\_\_\_\_
- c \_\_\_\_\_  
\_\_\_\_\_
- d \_\_\_\_\_  
\_\_\_\_\_

Sample pages

6 Circle the correct spelling in each pair of words.

- a barrik / barrack
- b larrikin / larrakin
- c grouse / growse
- d baythers / bathers



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

| My Words |
|----------|
|          |



8 Write your own recount. Include some colourful Australian phrases you have learned.

Possible topics:

- A bushwalk that went wrong
- The school talent quest
- The best match of the season



|  |  |
|--|--|
| <b>Title</b>                             |  |
| <b>Orientation</b>                       |  |
| <b>Events in the order they happened</b> |  |
| <b>Personal ending comment</b>           |  |

Sample page

# Space Expedition

A **prefix** is a letter or group of letters that is placed at the beginning of a base word or word stem to change its meaning. Many common prefixes come from the Greek or Latin languages.



## Recount – Journal Entry

Journal entries contain a date.

### 17 March – Launch day!

What an extraordinary day! I've been waiting for this for years.

The countdown began. "10, 9, 8, 7, 6, 5, 4, 3, 2, 1 – and lift-off!"

The spacecraft shot into the air at lightning speed. I could hardly breathe. This was not the time to develop acrophobia!

Events in the order in which they happened.

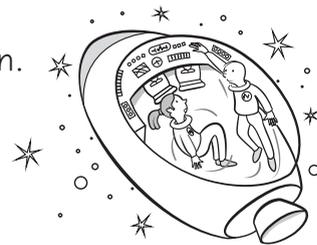
We finally exited Earth's atmosphere and I exhaled. We sped towards the International Space Station, which is often referred to by its acronym, the ISS.

For years, I have studied geology and astronomy, and I'm now working with an exclusive group of geographers and other experts. This is a dream come true!

Personal ending comment.

I opened my seatbelt and floated up into the cabin. My colleagues and I tumbled around like acrobats!

I can hardly believe it – I'm an astronaut at last!



The purpose of a recount is to retell a series of events.

Orientation tells who, what, where, when.



## List Words

|            |            |           |            |               |
|------------|------------|-----------|------------|---------------|
| expedition | acrophobia | exit      | exhale     | extraordinary |
| acronym    | geology    | astronomy | exclusive  | geographers   |
| experts    | acrobats   | astronaut | colleagues | companion     |



1 Say each list word aloud. Underline all the list words in the journal entry.

2 Write a list word for each Latin prefix.

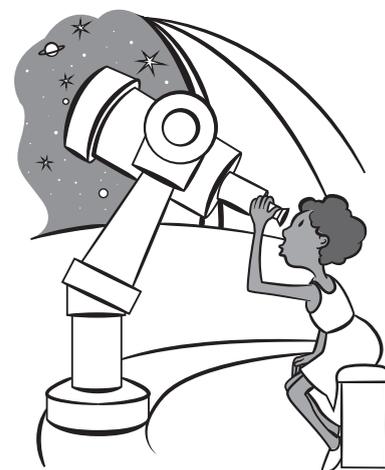
a ex \_\_\_\_\_ b extra \_\_\_\_\_ c com \_\_\_\_\_

3 Write a list word for each Greek prefix.

a acro \_\_\_\_\_ b astro \_\_\_\_\_ c geo \_\_\_\_\_

4 Draw a line to match the prefix with its meaning.

- |          |                  |
|----------|------------------|
| a acro   | together         |
| b astro  | the Earth        |
| c geo    | star             |
| d ex     | beyond           |
| e extra  | out of or from   |
| f co/com | tip, top or edge |



5 Write a word with the same prefix as each of the following. Don't use other list words in your answers.

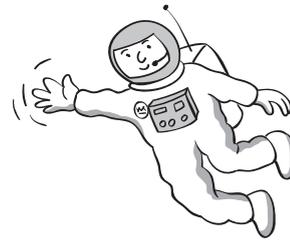
a acrobat \_\_\_\_\_ b expedition \_\_\_\_\_

c colleague \_\_\_\_\_ d extraordinary \_\_\_\_\_

e astronaut \_\_\_\_\_ f geography \_\_\_\_\_

6 Use each word in a sentence.

astronaut    companion



a \_\_\_\_\_  
\_\_\_\_\_

b \_\_\_\_\_  
\_\_\_\_\_

7 The following words have the same Latin prefix. Write the meaning of each word. Then write the prefix and its meaning.

a submarine \_\_\_\_\_

b subzero \_\_\_\_\_

Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

8 The following words have the same Greek prefix. Write the meaning of each word. Then write the prefix and its meaning.

a chronological \_\_\_\_\_

b chronicle \_\_\_\_\_

Prefix: \_\_\_\_\_ Meaning: \_\_\_\_\_

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

**My Words**





# Unit 4

# Dr Victor Chang

A **suffix** is a letter or group of letters that is placed at the end of a base word or word stem. A suffix can change the meaning of the base word. Remember, sometimes the spelling of the base word will change when a suffix is added. For example: *able + ity = ability*; *science + ist = scientist*; *refuse + al = refusal*.



## Narrative – Biography

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

### Dr Victor Chang

A sentence introducing the person.

Dr Victor Chang was born in China in 1936. When he was 12, his mother died of cancer, and this fuelled his curiosity about medicine. After his arrival in Australia at the age of 15, Victor started working towards becoming a surgeon.

At university, he demonstrated great ability and a refusal to give up on his dream. His dedication to his studies enabled him to become a specialist in heart surgery.

Events in the person's life.

In 1984, he successfully operated on Fiona Coote, the youngest Australian to receive a heart transplant. Dr Chang pioneered studies into the development of an artificial heart valve.

A description of the person's character.

Dr Chang was killed in 1991 by two men trying to extort money. He is remembered for his great skill and integrity.

In 1999, Dr Chang was named Australian of the Century by the People's Choice Awards.



## List Words

|           |                |             |            |           |
|-----------|----------------|-------------|------------|-----------|
| curiosity | specialist     | refusal     | ability    | integrity |
| arrival   | activist       | educational | university | scientist |
| activity  | responsibility | chemist     | community  |           |



1 Say and spell each list word aloud.

2 Look at the biography and:

- shade in green the words with the suffix **ity**
- shade in red the words with the suffix **ist**
- shade in blue the words with the suffix **al**.



3 Write list words in the correct place in the table. One has been done for you.

| ity       | ist | al |
|-----------|-----|----|
| curiosity |     |    |
|           |     |    |
|           |     |    |
|           |     |    |
|           |     |    |
|           |     |    |
|           |     |    |

4 How old was Victor Chang when he died? \_\_\_\_\_



**5** These words have the same suffix. Write the meaning of each word. Then write the suffix and its meaning.

a activist \_\_\_\_\_

b specialist \_\_\_\_\_

Suffix: \_\_\_\_\_ Meaning: \_\_\_\_\_

**6** These words have the same suffix. Write the meaning of each word. Then write the suffix and its meaning.

a ability \_\_\_\_\_

b integrity \_\_\_\_\_

Suffix: \_\_\_\_\_ Meaning: \_\_\_\_\_

**7** Find a word in the biography with each suffix.

a -ian \_\_\_\_\_ b -tion \_\_\_\_\_

**8** Write all the smaller words that you can find in each word.

a withdrawal \_\_\_\_\_

b additional \_\_\_\_\_

c functional \_\_\_\_\_

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

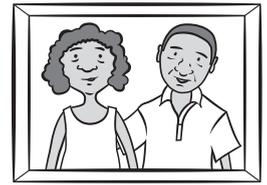
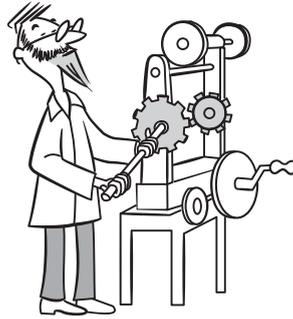




10 Write a biography. Use at least one word with each of the **ist**, **al** and **ity** suffixes.

Possible topics:

- A famous inventor
- A famous scientist
- Your mum or dad



|  |   |
|--|---|
| <b>Title</b>                                     | <hr/>   |
| <b>Introduction of the person</b>                | <hr/> <hr/> <hr/>   |
| <b>Description of the person's character</b>     | <hr/> <hr/> <hr/> <hr/> <hr/>                               |
| <b>Sequence of events in chronological order</b> | <hr/> |

Sample pages