

# 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

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



# Unit 1

# Arctic Life



The /air/, /ear/, /er/ and /ar/ sounds can be made by different groups of letters.

/air/ as in pair, careful, bear, there

/ear/ as in appear, here, steer, pier, souvenir

/er/ as in iceberg, firm, fur, earth, worm

/ar/ as in car, grass, laugh, galah

## Travel Brochure – Persuasive

### Arctic Life

Be part of this unique five-day adventure!

**Day 1:** Set up camp on firm land ice and enjoy a laugh with your fellow travellers.

**Day 2:** Using snowmobiles, steer an inland path through the ice and snow. Under the careful eye of our experienced guide, watch as polar bears hunt for seals.

**Day 3:** Spend the morning taking photos of jagged icebergs. Your photos will be an amazing souvenir of the Arctic's stark beauty.

**Day 4:** In the afternoon, take a half-day boat trip to watch narwhals appear through the melting sea ice, chasing after Arctic char.

**Day 5:** Visit coastal colonies of Arctic terns – the noise there will astound you!

Contact us today! Arctic life is not to be missed!

The purpose of a persuasive text is to argue or give an opinion.

Statement of position.

A series of supporting arguments.

The ending restates the position.



Sub-headings help organise the information for the reader.

## List Words

polar	firm	laugh	steer	careful
icebergs	souvenir	stark	afternoon	narwhals
appear	Arctic	pairs	tern	there



- 1 Shade the words with the /air/ sound in green and the words with the /ear/ sound in blue in the brochure. Say and spell each word aloud.
- 2 Shade the words with the /er/ sound in yellow and the words with the /ar/ sound in red in the brochure.

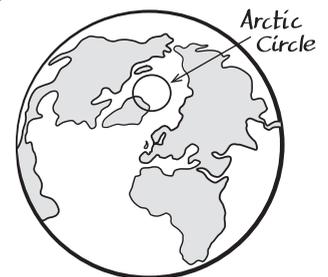
- 3 Complete the sentences using the correct list word.

careful polar there icebergs

- a Be \_\_\_\_\_ when boiling water on the stove.
- b \_\_\_\_\_ are made of frozen fresh water, yet they float in sea water!
- c The powerful \_\_\_\_\_ bear pounced on the seal.
- d At last, we are nearly \_\_\_\_\_.

- 4 Match each list word to its meaning. Use your dictionary to help you.

- |            |                                                          |
|------------|----------------------------------------------------------|
| a Arctic   | to express amusement at something by making a noise      |
| b souvenir | harsh and desolate                                       |
| c laugh    | the region located at the northernmost part of the world |
| d stark    | two of something                                         |
| e pairs    | something kept or taken to remember a place or event     |





5 Write these list words in the correct sound column.

laugh    firm    steer    pairs    careful    tern  
narwhals    appear    path    year    learn    there

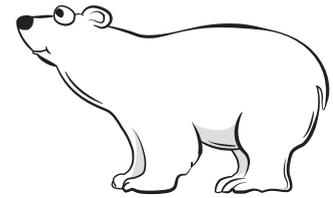
/air/	/ear/	/er/	/ar/

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

- a narwhals \_\_\_\_\_
- b steer \_\_\_\_\_
- c appear \_\_\_\_\_
- d stark \_\_\_\_\_

7 Write three other words that have the /air/ sound.

\_\_\_\_\_



8 Write your own word list using words you have learned today.

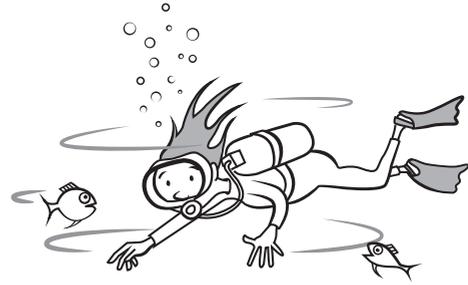
My Words



9 Write your own travel brochure. Include at least three of your own list words.

Possible topics:

- Dive on the Great Barrier Reef, Australia
- Explore the Taj Mahal in Agra, India
- Go on safari in Kenya



<b>Title</b>	<hr/>
<b>Statement of position</b>	<hr/> <hr/> <hr/>
<b>Supporting arguments</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Restate the position</b>	<hr/> <hr/> <hr/>

Sample pages

10 Find the Arctic on an online map. Write three countries that help to form the Arctic.

\_\_\_\_\_

## Unit 2

# Cathy Freeman

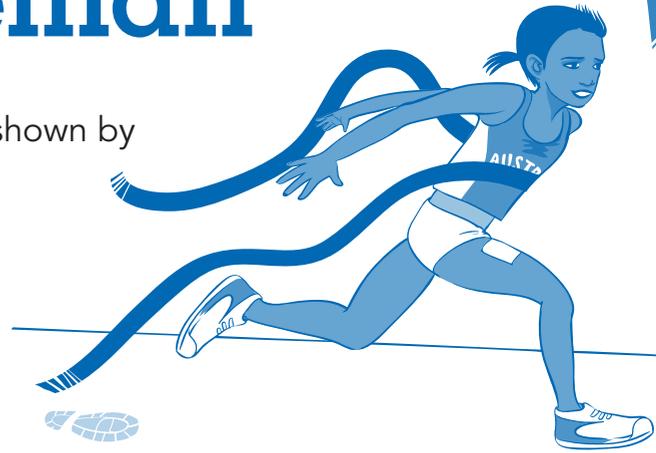
The long vowel sounds /a/, /e/, /i/ and /o/ can be shown by different letter groups.

/a/ as in lady, play, raise, face

/e/ as in me, see, sea, only, key

/i/ as in lion, ice, try, high, pie

/o/ as in open, soap, dough, grow, hope



## Narrative – Biography

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

A sentence introducing the name of the person.

Cathy Freeman, the Aboriginal Australian athlete, was born in Queensland in 1973. She wanted to be a world famous sprinter. Although she had a very happy childhood, she sometimes experienced discrimination. From an early age, she had a great talent for running, but she was not always awarded a trophy.

Cathy was tenacious and refused to fail. She was happy to fight for her dream. Although they did not have much money, her family worked hard to pay for her competitions. By the time she was a teenager, Cathy had won many national and regional titles. Her stepfather, Bruce, coached her until the age of fourteen, when Cathy began to receive professional coaching.

A description of the person's character.

Cathy won gold at the 1990 and 1994 Commonwealth Games. At the 2000 Olympic Games in Sydney, Cathy was chosen to light the Olympic flame at the opening ceremony. She went on to win gold in the 400 metres.

Events in the person's life in chronological order.



## List Words

tenacious	fourteen	Queensland	trophy	family
dream	receive	money	childhood	fight
although	coached	gold	Commonwealth	Olympic



- 1 Write words from the biography that have the long /a/ sound. One has been done for you.

a	ay	ai	a_e
			games

- 2 Write words from the biography that have the long /e/ sound but use different letter groups. One has been done for you.

e	ee	ea	y	ey	ei
be					

- 3 Write words from the biography that have the long /i/ sound. One has been done for you.

i	i_e	y	igh
		by	

- 4 Write words from the biography that have the long /o/ sound. One has been done for you.

o	oa	ough
trophy		

- 5 Circle the correct spelling of these words with long vowel sounds.

a indeed / inead      b Queensland / Queinsland      c trophie / trophy

6 Find the following words with the long vowel sounds in the word search.

- SCREECH
- SPACIOUS
- SPIDER
- THROWN
- DELIGHT

S	P	A	C	I	O	U	S
C	Y	U	U	I	O	P	P
R	D	F	G	H	J	J	I
E	T	H	G	I	L	E	D
E	D	F	G	H	J	K	E
C	X	C	V	B	N	M	R
H	T	H	R	O	W	N	M



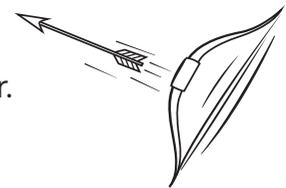
7 Complete the sentences using words with the long /e/ sound. Use the words in the box to help you.

- cheat
- breathe
- family
- teenager

- a Unlike humans, fish can \_\_\_\_\_ under water.
- b When I turn 13, I'll be a \_\_\_\_\_.
- c If you \_\_\_\_\_ on your test, you get expelled from school.
- d I'm the oldest in my \_\_\_\_\_.

8 Complete the sentences using words with the long /o/ sound.

- a To join the archery team, you will need to buy a \_\_\_\_\_ and some \_\_\_\_\_.
- b As soon as I \_\_\_\_\_ the medicine I felt better.
- c I \_\_\_\_\_ the answer to this question.



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

**My Words**



10 Write a biography about a sportsperson you admire. Include at least three words with long vowel sounds.



<b>Introduce the person</b>	<hr/> <hr/>
<b>Description of person's character</b>	<hr/> <hr/> <hr/> <hr/>
<b>Events in the correct order</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Sample pages

# Shadowspell



A base word is a word in its simplest form that makes sense on its own. A **prefix** is a series of letters added to the beginning of a base word to change its meaning. For example:

<b>dis</b>	as in <b>dis</b> own	<b>il</b>	as in <b>il</b> legal
<b>im</b>	as in <b>im</b> mortal	<b>in</b>	as in <b>in</b> secure
<b>ir</b>	as in <b>ir</b> rational	<b>un</b>	as in <b>un</b> real

## Narrative – Fantasy

The purpose of a narrative is to tell a story.

Deep within the mountains of Terramond, disorder reigned. An army of wild trolls – fierce and irrational – poured out of the mountains and headed for the village of Shadowspell.

Orientation – who, what, when, where.

Shadowspell was home to the Magi – immortal wizards whose power was immeasurable. Throughout the ages, these Magi had performed incredible, unbelievable spells of terrible power against those who threatened their normally peaceful existence.

Narratives present a problem.

Undeterred, the trolls marched on. The Magi waited with great calm. Suddenly, chants of ancient spells filled the silence.

Magic burst forth. Green lights flashed and red lights blazed! Soon, the Magi had the troll army at a huge disadvantage. The trolls had no choice but to discontinue their attack. Dissatisfied, they fled, defeated, back to their mountain home.

Solution to the problem.

Once again, the Magi had brought peace to the village of Shadowspell and to Terramond.



## List Words

disadvantage	discontinue	disorder	illegal	illiterate
immeasurable	immortal	improbable	incomplete	inconvenient
incredible	irrational	irrelevant	unbelievable	unreal

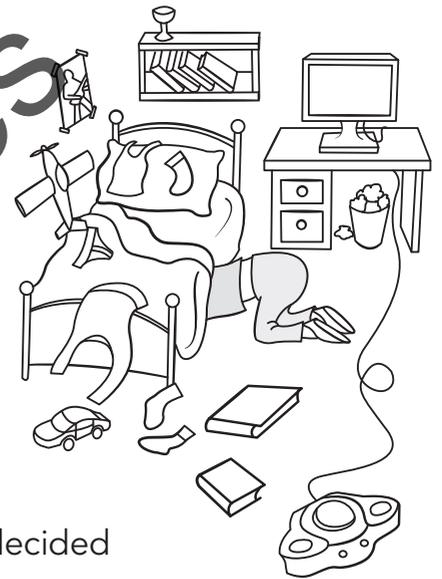


- 1 Shade in green the **dis** prefix words in the narrative, and shade in blue the **il** prefix words.
- 2 Shade in yellow the **im** prefix words in the narrative, and shade in red the **ir** prefix words.
- 3 Say and spell the list words aloud.

- 4 Complete the sentences using the correct list word.

incredible    discontinue    disorder    incomplete

- a He couldn't find his book because his bedroom was in a state of \_\_\_\_\_.
- b Our trip to Tasmania was so \_\_\_\_\_ we decided to return next year.
- c Oh no, they are going to \_\_\_\_\_ my favourite TV show!
- d Her homework was \_\_\_\_\_ because the dog ate half of it.



- 5 Write list words in the correct prefix column.

il	im	in	ir

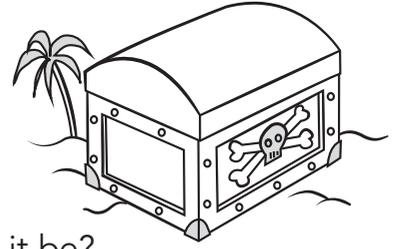




10 Write your own narrative. Remember to include at least three of your own list words.

Possible topics:

- You discover an empty chest on a beach. What's in it?
- A friend's bike has mysteriously disappeared. Why?
- You spot a mysterious light in the night sky. What could it be?



Title	<hr/>
Orientation	<hr/> <hr/>
Problem	<hr/> <hr/> <hr/>
Sequence of events	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Resolution	<hr/> <hr/>

Sample pages

Unit  
**4**

U U U U U  
T T T T T  
**A Racing Legend**



A base word is a word in its simplest form that makes sense on its own. A **suffix** is a series of letters added to the end of a base word to change its meaning. Placing a suffix at the end of a base word changes its meaning and sometimes its spelling.

**ian** as in librarian

**ion** as in education

**age** as in storage

**able** as in believable

## Biography – Information Report

Sample pages

### Racing Legend

Although Phar Lap was born in New Zealand in 1926, he is an Australian racing sensation. Between the years 1928 and 1932, Phar Lap’s record was remarkable. He won a large percentage of his races – 73 per cent! He truly was a great thoroughbred – his heart alone weighed in at 6.35 kilograms.

Phar Lap’s passage to fame began after being named favourite in three Melbourne Cup races and winning the 1930 Melbourne Cup. On the Saturday before his Melbourne Cup win, he was shot at by Melbourne criminals, but showing true courage, he survived.

As a five-year-old, Phar Lap travelled to Mexico and, defying exhaustion after the long trip from Australia, won the Agua Caliente Handicap. He died in the USA in 1932 in circumstances that remain a mystery to this day.

Phar Lap, a racing legend, is still cause for celebration as an Australian hero.

A biography is an account of someone’s (or something’s) life.

A sentence introducing the name of the horse.

A description of the horse’s character.

Events in the horse’s life in chronological order.



## List Words

Australian	sensation	remarkable	distinction	courage
exhaustion	celebration	favourite	circumstances	criminals
Egyptian	sustainable	percentage	passage	drainage



- Underline in blue the suffix words ending with **ion** in the biography, and underline in red the suffix words ending with **ian**.
- Circle in blue the suffix words ending with **age** in the biography, and circle in red the suffix words ending with **able**.
- Complete the sentences using the correct list word.

exhaustion   Australian   percentage   favourite

- Sushi rolls are my \_\_\_\_\_ food.
- Phar Lap fought \_\_\_\_\_ after his long flight from Australia.
- In maths we calculated the \_\_\_\_\_ of people who have dogs as pets.
- Phar Lap was an \_\_\_\_\_ sensation.



- How old was Phar Lap when he died? \_\_\_\_\_
- Match each suffix to its meaning. Use your dictionary to help you.

- |   |      |                  |
|---|------|------------------|
| a | ian  | action           |
| b | ion  | act of; state of |
| c | age  | capable of       |
| d | able | belonging to     |



**6 Match each list word to its meaning.**

- a passage situation; conditions
- b drainage journey
- c circumstances moving water away from a surface

**7 Write these list words in the correct suffix column.**

librarian      sensation      passage      percentage  
 remarkable      Australian      believable      celebration

age	ian	able	ion

**8 Add the suffix **ion** to the following words. Remember, you might need to change the spelling.**

- a educate \_\_\_\_\_
- b celebrate \_\_\_\_\_

**9 Identify the base word and the suffix in each example. Remember, you might need to change the spelling of the base word. The first one has been done for you.**

Word	Base word	Suffix
librarian	library	ian
distinction		
sustainable		
storage		
veterinarian		



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

My Words



11 Write a biography. Remember to use at least three words you learned today.

Possible topics:

- Your favourite sportsperson
- One of your relatives
- Your favourite author or musician



<b>Introduce the person</b>	<hr/> <hr/>
<b>Description of person's character</b>	<hr/> <hr/> <hr/>
<b>Sequence of events</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Sample pages