

Word Up!



Differentiated Grammar and Spelling for the Australian Curriculum



Teach Australian Curriculum English grammar and spelling to students of all abilities

Word Up! Grammar is a student activity book series that teaches grammar skills through engaging text types that stimulate critical and imaginative thinking.

Word Up! Spelling is a structured and sequential spelling student activity book series that supports learning about sounds and how words are spelled.

Browse sample pages and order online at www.pearson.com.au/primary/wordup

Word Up! offers a clear and simple teaching and learning structure that securely embeds spelling and grammar skills within a literacy block.

At Pearson, we believe that grammar and spelling skills are best learned when integrated with other areas of English. **Word Up!** is a flexible student activity series that promotes listening, speaking, reading and writing through a diverse range of open and closed activities. Each skill is introduced through varied and engaging texts stimulating critical and imaginative thinking.

Word Up! Grammar demonstrates how grammar features and structures work at a word, sentence and text level. **Word Up!** Spelling is a structured and sequential spelling program that supports learning about sounds and how words are spelled. Each book is anchored to a clear teaching and learning scope and sequence.

Students learn about the varying structures of different types of texts. They recognise, for example, sound-letter matches through exciting narratives, learn about onomatopoeia through colourful haiku and learn the art of persuasion through modal verbs and emotive language.

Each **Word Up!** book contains an annotated unit, scope and sequence chart and 25 units of work. Each **Word Up!** Grammar book includes a glossary and each **Word Up!** Spelling book includes a sound chart. Improving grammar and spelling results within the context of the Australian Curriculum is now achievable, through integrating one unit of both Grammar and Spelling per week into your current literacy program.

Word Up! is designed to make teaching grammar and spelling easier.

- **Created to align specifically to the Australian Curriculum English.** **Word Up!** is written specifically for the Australian Curriculum, so your spelling and grammar curriculum requirements are covered. Each unit includes a sample text with pointers to text type structures and features. The scope and sequence charts at the start of each book links these sample texts to the key content descriptions, the general capabilities and cross-curriculum priorities, so you can see specifically which areas of the curriculum you're covering. The series also addresses other relevant learning areas within each unit.
- **Unique Writing Focus.** At the end of each unit students are asked to create their own texts, so **Word Up!** acts as a writing log. Text structure prompts are provided to help students develop their writing.
- **Differentiation.** Catering for differing abilities within the same class was a key priority in the creation of **Word Up!** Throughout each four-page unit, a simple icon system is used to identify differentiated learning. All students access learning through activities that gradually become more open, requiring less support.
- **Relevant content and visual appeal.** Topics are broad and pitched at specific age levels. Students are shown how grammar lives and breathes in their world, with units that include blogs, treasure maps, film reviews, ballads and interviews. Humour is ever present throughout, with units featuring parody in narratives ('Little Rude Riding Hood') and alliteration in poetry (e.g. 'Dreamy Dusty Dangerfield').



What's in a Unit?

Unit anchor

Defines the "skill in focus" and provides examples

Unit icons

Indicate the question type and level of difficulty

Sunshine activities

Basic, closed questions with extra student support

Text type sample

Short sample texts provide a learning context

Moon activities

Closed and open questions

Lightning bolt activities

Student-led, writing-centred, open-response activities

Unit 2 The Magic Cape

A **complex sentence** is a sentence with a main clause and at least one subordinate clause, for example, I loved the cake (main clause) because you baked it (subordinate clause). Complex sentences often contain joining words called **subordinate conjunctions** (after, as, and). A **noun group** is a group of words on a noun.

Narrative – Legend

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

The Magic Cape

There once was a glamorous young girl. She lived alone in a penthouse on a hill. Her wardrobe was full of clothes but her next prized possession was a tailored red cape.

As she was out on the town one day, the cape turned gold and granted one wish. It kept the way until sunset.

A boy in a nearby village tried to convince the girl to allow him to try the cape, but every year she refused.

The boy wanted for the rising sun and distracted the girl with his humming music. Climb on a cliff, the cape was his. The walls made him rich and famous and he moved into the penthouse next door.

The magic cape became known throughout the town.

Questions – Who, what, where, when

Complex sentences with a subordinate clause

- Underline three noun groups in the legend. The first one has been done for you.
- Complete the sentences using subordinate conjunctions to make complex sentences.

after	because	before
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 - I went to school _____ I ate breakfast.
 - We visited the zoo _____ it closed.
 - The old lady smiled _____ the boy helped her across the street.
- Draw a line to match the main clause to the correct subordinate clause.

I went to the doctor	since she was five years old.
Jane has played tennis	before he went to bed.
Henry brushed his teeth	because I was sick.
- Complete the sentences below to make noun groups.
 - The _____ cattle.
 - A _____ fish.
 - _____ shipy scarf.

- Complete these precise sentences using prepositions from the box.

between	in	after	over
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 - You can play _____ you finish your homework.
 - The gold coin fell _____ the floorboards.
 - She jumped _____ the hurdle.
 - They play hide-and-seek _____ the dark.
- Complete these sentences. The preposition has been underlined for you.
 - _____ at the dark.
 - _____ at the beach.
 - _____ under the ground.
 - _____ on my head.
- Write your own precise sentences using these prepositions.
 - (under)
 - (over)
 - (below)
 - (toward)
- Write a precise sentence to match each picture. Underline the preposition.
 -

- Write a procedure about how to make a paper hat. Use precise sentences. Underline all your prepositions.

How to Make a Paper Hat

You will need:

 - _____
 - _____

What to do:

 - _____
 - _____
 - _____
 - _____