

Readiwriter

Spelling

Series

B

What's for lunch



PEG Spelling
Team Series
Authors

Teacher Book

What's for lunch?

Word/rule grid	1
Outcomes	2
Assessments	4

Series B – Word/rule grid – What’s for lunch?

Week	Core Words	Theme Words	Word Building	Rule / Phoneme
Unit 1	in, let, his, then, well, bat, pad, hot	tin, roll, cook, wash, eat, dairy, sushi, bread	till, hill, bill, thrill, mill, fill, grill, quill	ill words
Unit 2	her, leg, have, arm, they, bad, pen, will	cut, pizza, food, shop, ate, menu, pasta, recipe	bell, tell, smell, dwell, spell, cell, fell, unwell	ell words
Unit 3	home, lip, if, has, cot, when, down, school	cup, picnic, spoon, chips, meat, fork, juice, supermarket	mate, cake, bake, ice, fake, lace, spade, late	bossy e (a-e) words
Unit 4	into, lot, way, man, men, just, cow, glad	plate, diet, feed, chew, meal, table, sandwich, knife	paw, raw, claw, law, jaw, flaw, lawn, yawn	aw words
Unit 5 Revision				ill, ell, aw, bossy e (a-e) words

Series B – Outcomes – What’s for lunch?

Region	Outcomes
NSW	Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.
	<ul style="list-style-type: none"> Writes words using blends, letter combinations and long vowel sounds. Writes letters for double consonants, as in hopping. Builds word families.
VIC	<ul style="list-style-type: none"> VELS Level 2 - Students accurately spell frequently used words and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.
QLD	<p>Essential Learnings:</p> <ul style="list-style-type: none"> Common spelling patterns of monosyllabic words, two-syllable words and high frequency words, are used to spell familiar and unfamiliar words.
SA	<p>Key Idea: Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</p> <p>This includes such learning as:</p> <ul style="list-style-type: none"> Using a variety of sources for the correct spelling of words. 1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. <p>Examples of evidence include that the child:</p> <ul style="list-style-type: none"> Spells familiar words (e.g. uses environmental print, word lists, classroom texts as resources).
TAS	<ul style="list-style-type: none"> Orally segment words into onset and rime. realise that letters might be pronounced in different ways. Spell some frequently used words and build words where rime has same spelling pattern such as w-ent, s-ent, b-ent. Use a word wall to find correct spelling of familiar words. Recognise and use digraphs and initial consonant blends. Spell some frequently used words, some words of one syllable and explore onset and rime. Build word families. (e.g. play, plays, played, playing)
WA	<ul style="list-style-type: none"> A common representation for each of the 44 phonemes in English in order to represent words in a plausible way in writing (e.g. word families linked to common rimes) and learn high frequency words to use in writing simple sentences (e.g. I, the, he, she, is). Initial two letter blends (e.g. dr, bl, st, tw, sk) final two letter blends (e.g. nt, ft, sk, mp) and digraphs (e.g. ch, sh, th) to develop fluent segmenting of words when writing. Strategies to spell words that include using phonic knowledge and referring to resources around the room. Strategies to learn spelling including Look, Say, Cover, Visualise, Write, Check.

Series B – Outcomes – What’s for lunch?

Region	Outcomes
NT	<p>Band 1</p> <ul style="list-style-type: none"> • Recognised words including one syllable words with common spelling patterns. (e.g. ing, ed, sh) • Initial digraphs (blends). (e.g. pr, tr, fr) • Initial and final digraphs. (e.g. st, ch, sh, th) • Vowel digraphs. (e.g. ea, ue, long e) • Some two syllable words with common spelling patterns. (e.g. compound words) • Use antonyms. (e.g. hot/cold, sad/happy) • Homophones. (e.g. see/sea, by/buy) • Spell the plural of common, regular nouns. (e.g. horse > horses, story > stories, box > boxes) • Highlight words for emphasis. (e.g. HUGE)
ACT	<ul style="list-style-type: none"> • 10.EC.12 Use Spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words and words of two syllables with common spelling patterns. • 10.EC.13 Use accessible resources to check the spelling of unknown words.
NZ	<p>Use language features, showing some recognition of their effects.</p> <p>Indicator:</p> <ul style="list-style-type: none"> • Spells some high frequency words correctly and begins to use some common spelling patterns.

Outcome: Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

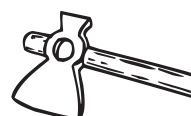
1. Spelling Test

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____

2. Dictation

- 1 _____
- 2 _____
- 3 _____

3. Change one letter to match.



fell _____ men _____ hit _____ ate _____



hot _____ mat _____ cut _____ jig _____

4. Add ed and ing to these verbs.

	ed	ing
ice		
roll		
kick		
cross		
crash		

5. Mark in how many syllables in these words.

ted/dy=2	hollow=____	cream=____	sushi=____
construct=____	school=____	recipe=____	frown=____

Indicators:

Indicators:	Activity
Builds word families.	4
Exchanges one letter in a written word with a different letter to make a new word.	3
Segments words into individual sounds and forms letters that relate to that sound.	5
Writes words using blends, letter combinations and long vowel sounds.	1, 2

Series B – Assessment 2

Outcome: Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

1. Spelling Test

1. in	You go in that door there.	in
2. cut	Cut carefully around the edges.	cut
3. clap	Clap your hands five times.	clap
4. mix	Make sure you mix all the ingredients properly.	mix
5. spin	When you spin too fast you get dizzy.	spin
6. flow	The river used to flow past here but it has dried up.	flow
7. some	Some people catch a bus to school.	some
8. kick	Don't kick the ball near the windows.	kick
9. bake	I like to bake a cake on the weekend.	bake
10. way	Which way to your house?	way
11. shop	Go to the shop and get some milk, please.	shop
12. mash	Can you mash the potatoes for dinner please?	mash
13. then	Do your hair, then clean your teeth.	then
14. meat	Make sure the meat is cooked properly.	meat
15. claw	The cat scratched me with its claw.	claw
16. saw	I saw a movie at the theatre last night.	saw
17. push	Can you push the swing higher?	push
18. below	A number below 10 is 8.	below
19. they	They are all in the same class.	they
20. board	Monopoly is a board game.	board
21. follow	Lets play follow the leader.	follow
22. today	Today is the first day of the week.	today
23. sandwich	I have a ham sandwich for lunch.	sandwich
24. basket	Put your lunch box in the lunch basket.	basket

2. Dictation

1. The pig fell on the log.
2. Look at the truck roll over the hill.
3. Use the winder to make the toy teddy move.

3. Change one letter: fell - bell | men - ten | hit - hat | ate - axe | hot - pot | mat - bat | cut - nut | jig - pig

4. Add ed and ing: ice - iced, icing | roll - rolled, rolling | kick - kicked, kicking | cross - crossed, crossing | crash - crashed, crashing

5. Syllables: hollow = 2 | cream = 1 | sushi = 2 | construct = 2 | school = 1 | recipe = 3 | frown = 1