

Readiwriter

Spelling

Series



# Communities



PEG Spelling  
Team Series  
Authors

Teacher Book



# Communities

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## Series E – Word/rule grid – Communities

Week	Core Words	Theme Words	Phonemes	Word Building	Rule / Phoneme
<b>Unit 1</b>	home, nest, green, street, valley, between, somewhere, remember, everywhere, quarrelsome	mall, shops, people, friends, family, groups, events, culture, rural, urban		herd, class, pack, team, school, flock, litter, pride, gaggle, punnet	collective nouns
<b>Unit 2</b>	wind, grass, free, chase, sugar, pencil, expect, strange, captain, jewellery	place, public, world, lifestyle, customs, charity, religion, ethnic, background, community		joyful, useful, hopeful, cupful, spoonful, careful, graceful, wonderful, thoughtful, successful	when adding full to a word, one l is dropped
<b>Unit 3</b>	dog, jump, little, thank, butter, morning, brother, business, separate, admittance	hall, old, oval, garden, event, action, origin, venue, traditions, celebrations	itch, match, patch, catch, watch, fetch, scratch, snatch, sketch, kitchen		after a short vowel sound we put t before the ch to keep the vowel short
<b>Unit 4</b>	park, head, bird, league, treat, strong, mistake, committee, bachelor, exhibition	sport, live, guilt, temple, disabled, emergency, language, neighbours	fight, right, light, might, bright, knight, lightening, midnight, twilight, height		ight words
<b>Unit 5 Revision</b>					collective nouns words ending in ful tch words ight words

## Series E – Outcomes – Communities

Region	Outcomes
NSW	<b>Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</b>
	<ul style="list-style-type: none"> <li>• Spells high frequency words correctly.</li> <li>• Discusses strategies used for spelling difficult words.</li> <li>• Writes words containing less common diagraphs and letter combinations.</li> </ul>
VIC	<ul style="list-style-type: none"> <li>• VELS –Level 3. Students spell most one-and-two syllable words with regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</li> </ul>
QLD	<ul style="list-style-type: none"> <li>• Essential Learnings: Sound, visual, and meaning patterns, including word functions, are used to spell single-syllable and multi syllable words.</li> </ul>
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"> <li>• Using a variety of sources for the correct spelling of words.</li> <li>• Spelling (e.g. using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling).</li> <li>• 3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.</li> </ul>
TAS	<ul style="list-style-type: none"> <li>• Explore sounds and groupings according to letters representing the sound e.g. /a/-ay, a-e, ai, eigh and form generalisations e.g. <i>the most common ways to represent a sound</i>.</li> <li>• Spell an increasing number of frequently used words;</li> <li>• Explore homophones and common spelling patterns e.g. <i>form generalisations about common ways to pronounce spelling patterns</i>.</li> <li>• Use contractions and some compound words.</li> <li>• Build word families from base words e.g. <i>play, plays, playing, replay</i>.</li> <li>• Spell frequently used words with irregular spelling patterns.</li> <li>• Explore spelling patterns and homophones.</li> <li>• Use compound words.</li> <li>• Use base words to build more extensive word families.</li> <li>• Explore common prefixes e.g. <i>re, un and en</i>.</li> <li>• Use a range of strategies to generate plausible attempts at spelling unfamiliar words when writing e.g. <i>use syllabification knowledge; use visual strategies such as knowledge of common letter patterns and vowel digraphs; use knowledge of simple base words; use an increasing range of resources to check spelling</i>.</li> </ul>
WA	<ul style="list-style-type: none"> <li>• Sound, visual and meaning patterns to spell multi-syllabic words*</li> <li>• Generalisations including using the /j/ phoneme for the grapheme g when it is followed by e, i or y (e.g. giant, general).</li> <li>• Strategies to spell words that include spelling generalisations and sound, visual and meaning patterns.</li> <li>• Strategies to learn to spell high frequency words, personally significant words, topic words and signal words (e.g. Look, Say, Cover, Visualise, Write, Check).</li> <li>• Procedures for using spelling and language tools including wall charts and dictionaries*</li> </ul>

## Series E – Outcomes – Communities

Region	Outcomes
<b>NT</b>	<p>Band 2</p> <ul style="list-style-type: none"> <li>• Attempt to spell unknown words by representing all vowels and consonant sounds in words, placing vowels in every syllable e.g. cumpus (compass).</li> <li>• Use visual knowledge of common letter sequences when spelling unknown words e.g. doller (dollar), thousand (thousand).</li> <li>• Use less common letter patterns and the sounds they represent e.g. -tion, ph.</li> <li>• Include all letters but possibly sequence them inaccurately e.g. thier for their.</li> <li>• Correctly spell meaning linked words e.g. two, twin, twice, twelve, twenty.</li> <li>• Extend word knowledge using simple prefixes e.g. un-, re-, out; simple suffixes, e.g. -ing, -en, -ness.</li> <li>• Use synonyms e.g. cheerful/ happy, tired/ sleepy.</li> <li>• Homonyms e.g. tea: meal/ drink; scale: fish/ music.</li> </ul>
<b>ACT</b>	<ul style="list-style-type: none"> <li>• 10.LC.14 Use sound, visual and meaning patterns to spell words and use resources to check spelling and meanings.</li> </ul>
<b>NZ</b>	<p>Use language features appropriately, showing some understanding of their effects. Indicators:</p> <ul style="list-style-type: none"> <li>• Spells most high-frequency words correctly and shows growing knowledge of common spelling patterns.</li> <li>• Uses a range of strategies to self monitor and self-correct spelling.</li> </ul>

**Outcome:** Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

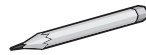
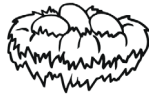
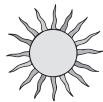
## 1. Spelling Test

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_
- 17 \_\_\_\_\_
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- 23 \_\_\_\_\_
- 24 \_\_\_\_\_
- 25 \_\_\_\_\_
- 26 \_\_\_\_\_
- 27 \_\_\_\_\_
- 28 \_\_\_\_\_
- 29 \_\_\_\_\_
- 30 \_\_\_\_\_

## 2. Dictation

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## 3. Name the picture.



## 4. Use the clues to answer the questions.

1. A group of puppies is called a \_\_\_\_\_
2. A group of sheep is called a \_\_\_\_\_
3. Someone who takes care is very \_\_\_\_\_
4. Room where meals are cooked \_\_\_\_\_
5. 12 a.m. is \_\_\_\_\_
6. You use this on your skin to protect against sunburn  
\_\_\_\_\_
7. The back part of your foot \_\_\_\_\_
8. A container of strawberries \_\_\_\_\_



## 5. Write homophones (words that have the same sound but different spelling and meaning) for these words.

berry \_\_\_\_\_ heal \_\_\_\_\_ write \_\_\_\_\_  
 court \_\_\_\_\_ bare \_\_\_\_\_ guest \_\_\_\_\_  
 aren't \_\_\_\_\_ where \_\_\_\_\_ threw \_\_\_\_\_

## Rewrite this sentence using the correct homophones.

My aren't eight a bury and through sum at her guessed.

### Indicators:

Uses known letter patterns when attempting to spell unknown words.	Activity	3
Writes words containing less common digraphs and letter combinations.		4, 5
Spells high frequency words correctly.		1, 2, 3

## Series E – Assessment 4

**Outcome:** Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

### 1. Spelling Test

1. free	We got a free ticket to the movies.	free
2. wind	The wind blew the leaves everywhere.	wind
3. live	Where do you live?	live
4. little	My little sister can be very annoying.	little
5. strong	That cheese has a strong smell.	strong
6. swim	It is important to know how to swim.	swim
7. world	The world is a very big place.	world
8. class	Our class is 4W.	class
9. touch	One of our five senses is the sense of touch.	touch
10. school	We can learn lots of interesting things at school.	school
11. beach	At the beach we made a giant sandcastle.	beach
12. public	Members of the public are invited to attend the musical performance.	public
13. light	Remember to turn the light off when you leave the room.	light
14. sunscreen	Sunscreen protects your skin from getting sunburnt.	sunscreen
15. mistake	If you make a mistake, just cross it out and do it again.	mistake
16. patch	There was a patch of weeds in the grass.	patch
17. friends	My friends and I like to play in the park.	friends
18. knight	The knight in silver armour rode up on his horse to do battle.	knight
19. guard	The armed guard escorted the money to the bank.	guard
20. holidays	In the holidays we went to the beach.	holidays
21. kitchen	Mum gets dinner ready in the kitchen.	kitchen
22. aunt	I went to visit my aunt who lives in China.	aunt
23. remember	Did you remember to brush your teeth?	remember
24. sketch	The artist drew a sketch of the people in the crowd.	sketch
25. somewhere	Dad put the sheep somewhere in the top paddock.	somewhere
26. safety	Rules are made for the safety of all the students.	safety
27. religion	Many wars have been started because of religion.	religion
28. lifebuoy	The swimmers swam out around the lifebuoy and back to the wharf.	lifebuoy
29. yacht	During the yacht race, a terrible storm caused a lot of damage.	yacht
30. neighbours	Our neighbours are renovating their house.	neighbours

### 2. Dictation

1. I took the dog for a walk in the park.
2. My family found a strange seahorse on the sand at the beach.
3. Admittance to the emergency exhibition was through a separate entrance near the souvenir shop.

**3. Name the picture:** sun, hat, flag, shark, dog, nest, pencil, bird, bear, cage

**4. Use the clues:** litter, flock, careful, kitchen, midnight, sunscreen, heel, punnet

**5. Homophones:** bury, heel, right, caught, bear, guessed, aunt, wear, through.

**Rewrite** - My aunt ate a berry and threw some at her guest.

# Series E – Answers - Communities

## Communities

### Unit 1

**Wordshapes:** street, school, shops, nest, green, mall, pack

**Rhyming words:** mall - tall, wall, ball | nest - best, pest | pack - rack, sack, tack | flock - sock, block, clock

**Choose the correct word:** 1. mall | 2. pack | 3. flock | 4. class | 5. school | 6. pride

**Missing vowels:** class, pack, home, shops, mall, nest

**Smaller words:** mall - all, a | shops - shop, hop | flock - lock | class - ass, as, a | pride - ride | team - tea, am, a | herd - her, he | events - vents, vent | friends - ends, end

**Change one letter:** chops, clock, tall, sack, best

**Collective nouns:** 1. elephants | 2. wolves | 3. birds | 4. fish

**Rewrite the words:** endsfri - friends | weenbet - between | ventse - events | milyfa - family | oupsgr - groups | terlit - litter | amte - team | leyval - valley | plepeo - people | eetstr - street

**Word search:** 1. family | 2. valley | 3. friends | 4. green | 5. team | 6. herd | 7. between | 8. rural | 9. urban | 10. nest

f	a	m	i	l	y	a
r	o	g	r	e	e	n
i	t	e	a	m	l	h
e	r	u	r	a	l	e
n	e	s	t	o	a	r
d	b	e	s	t	v	d
s	u	r	b	a	n	k
b	e	t	w	e	e	n

**Word meanings:** litter - things scattered about eg- rubbish/ A number of baby animals born at once. |

School – a place where instructions are given, especially for children/ a large number of fish

**Unjumble:** punnet, culture | gaggle, people | somewhere, remember | quarrelsome, rural

**Groups:** punnet - flowers | swarm - bees | gaggle - geese | fleet - ships | pod - whales | convoy - trucks | pride - lions | rookery - penguins/ seals

**3 Letter words:** her, here, hem, hems, hero, where, home, whore, more, sore | **Uses all the letters:** somewhere

**List word:** culture

### Unit 2

**Unjumble:** ragss - grass | cepnil - pencil | inwd - wind | lowrd - world

**Missing words:** 1. wind | 2. sugar | 3. pencil | 4. grass

**Word search:** 8 | strange, sugar, grass, world, place, wind, free, expect

s	t	r	a	n	g	e
g	s	u	g	a	r	x
r	w	o	r	l	d	p
a	i	p	l	a	c	e
s	n	f	r	e	e	c
s	d	r	i	n	d	t

**Rule:** joyful, cupful, graceful, spoonful, hopeful, useful



**Match the noun:** 1. graceful | 2. spoonful | 3. useful | 4. cupful | 5. joyful | 6. hopeful

**Missing letters:** expect, public, joyful, careful, strange, customs, captain

<u>e</u>	<b>x</b>	<u>p</u>	<u>e</u>	<u>c</u>	<u>t</u>	
<u>p</u>	<b>u</b>	<u>b</u>	<u>l</u>	<u>i</u>	<u>c</u>	
<u>j</u>	<u>o</u>	<b>y</b>	<u>f</u>	<u>u</u>	<u>l</u>	
<u>c</u>	<u>a</u>	<u>r</u>	<u>e</u>	<u>f</u>	<u>u</u>	<b>l</b>
<u>s</u>	<u>t</u>	<b>r</b>	<u>a</u>	<u>n</u>	<u>g</u>	<u>e</u>
<b>c</b>	<u>u</u>	<u>s</u>	<u>t</u>	<u>o</u>	<u>m</u>	<u>s</u>
<u>c</u>	<u>a</u>	<b>p</b>	<u>t</u>	<u>a</u>	<u>i</u>	<u>n</u>

**Missing vowels:** place, pencil, expect, strange, public, customs

**List words:** 1. lifestyle | 2. customs | 3. pencil | 4. pencil, sugar, captain | 5. chase | 6. custom | 7. wind, grass, world | 8. sugar

**Same meanings:** joyful - happy, merry, cheerful | public - general, common | useful - helpful, handy | strange - odd, weird, unusual | place - spot, position, site

**Dictionary meanings:** lifestyle - a way of life chosen by a person or group | Charity - private or public help to needy people

**Star words:** 1. religion | 2. jewellery | 3. beautiful | 4. thoughtful | 5. community | 6. charity

**Back words:** backed, backlog, backyard, backblock, backstroke

### Unit 3

**Unjumble:** chit - itch | tenve - event | chamt - match | ltlei - little | rebtut - butter | pumj - jump

**Smaller words:** vent, ten, net, teen, TV

**Rhyming words:** dog - hog, log | hall - wall, ball | jump - lump, bump | match - batch, scratch

**Opposites:** old - new | little - big | catch - throw | brother - sister

**Missing words:** 1. thank | 2. hall | 3. itch | 4. jump | 5. butter | 6. catch

**Rule:** match, patch, catch, snatch, watch, fetch, scratch, kitchen, sketch

**Sentences:** Mum put a patch on my jeans. | I played in the soccer match. | Dad gave me a watch for my birthday

**Missing vowels:** catch, garden, oval, action, watch, fetch, kitchen

**Extra letter:** oval, e | action, t | watch, r | brother, t | fetch, b | **Answer:** butter

**Masculine - Feminine:** brother - sister | father - mother | uncle - aunt | son - daughter | boy - girl

**Match the words:** sketch - draw | watch - look | fetch - grab | match - equal | event - happening | old - ancient

**Word Steps:** dog, thank, kitchen, tradition | oval, sketch, separate, admittance, celebrations

**Word building:** action - actions | admit - admitting, admitted, admission | celebrate - celebrating, celebrated, celebrity, celebrator

**Misspelt signs:** dogs | property, entry | available, for, celebrations

### Unit 4

**Missing vowels:** bird, park, fight, treat, sport, head

**Match the meanings:** 1. strong | 2. park | 3. sport | 4. bird | 5. treat | 6. head

**Rule:** might, sight, right, fight

**Alphabetical Order:** AFL, basketball, baseball, cricket, golf, netball, Rugby League, Rugby Union, soccer, T-ball

**Sentences:** right/ write - I use my right hand to draw./ I can write my name. | might/ mite - I might go to the disco tonight./ The dust mite was found in the bed. | bight/ bite - We untied the bight in the rope./ Philippa took a big bite of the cake.

**Change on letter:** dead, string, hive, pork, right, spurt

**Smaller words from MISTAKE:** mist, take, stake, make, sake, steak, sit, sat, set, kite, it, is

**Clueless crossword:** right, disabled, mistake, knight, temples, sport, head, might, height, treat, midnight

m	i	s	t	a	k	e	d
i	k	n	i	g	h	t	i
d	t	e	m	p	l	e	s
n	s	p	o	r	t	r	a
i	h	e	a	d	a	i	b
g	m	i	g	h	t	g	l
h	e	i	g	h	t	h	e
t	r	e	a	t	e	t	d

**Smaller words:** bright - right | knight - night | midnight - mid, night | twilight - light | treat - eat, at | height - he, eight | lightening - light, ten | sport - port | park - ark | head - he

**Sentence:** The bright light was hard to see during the twilight.

**Word meanings:** 1. co-operate | 2. committee | 3. bachelor | 4. twilight | 5. neighbours

**Unjumble:** emergency, midnight | exhibition, co-operate | language, height

**Riddle:** T+e+m+p+l+e = Temple

## Unit 5 - Revision

**Correct words:** 1. tree | 2. shop | 3. green | 4. pencil | 5. school

**Groups:** 1. flock | 2. class | 3. herd | 4. team

**Add ful to these words:** cupful, spoonful, useful, hopeful, graceful, joyful

**Rhyming words:** tch - fetch, match, batch, catch | ight - light, bright, night, sight | ack - back, pack, rack, track | alk - talk, walk, stalk, chalk

**Target Word:** 2. fight | 3. sport | 4. event | 5. treat | 6. right | 7. light | 8. sight

**Word find:** garden, oval, litter, knight, sketch, family, captain, friends, public, kitchen, mistake, strange, fetch, temple

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

**Word parts:** strange, disabled, friends, between

**Alphabetical Order:** cupful, customs, family, friends, garden, groups, school, strange, watch, valley

**Word squeeze:** itch, chase, expect, team, mall, little

**Collective nouns:** gaggle, punnet, pod, pride, fleet, school, pack

**Proofreading:** celebrations, urban, jewellery, beautiful, separate, exhibition, region

**Smaller words from Co=operating:** rat, rating, cop, coop, poor, pan, pat, pot, ran, go, gate, get