

Readiwriter

Spelling

Series



Eating out



PEG Spelling
Team Series
Authors

Teacher Book



Eating Out

Word/rule grid	1
Outcomes	2
Assessments	4
Answers	6

Series E – Word/rule grid – Eating Out

Week	Core Words	Theme Words	Phonemes	Word Building	Rule / Phoneme
Unit 1	bee, gone, away, eye, pear, July, dropped, August, welcome, waste	food, soup, flavour, Chinese, stomach, nutrition, utensils, packaging, consistency, experiment		loaf, loaves, leaf, leaves, shelf, shelves, half, halves, wolf, wolves	Words ending in f form plurals by changing the f to v and adding es.
Unit 2	king, new, giant, drink, lunch, bread, cream, whole, September, aquarium	egg, mouth, cater, raw, bake, roast, chef, frying, freezing, tea	famous, nervous, enormous, humorous	scene, scent, science, ascent, muscle, descent	silent c words ous words
Unit 3	cry, bath, ship, child, bucket, chicken, honey, caught, jealous, different	clean, beating, mixing, taste, swallow, healthy, colours, canteen, restaurant, ingredients	air, hair, fairly, flair, pair, stair, repair, dairy, affair, despair		air words
Unit 4	box, duck, fish, brown, smell, biggest, symptom, accommodation, guitar, horizon	cook, mashing, whipping, market, quality, odour, texture, quantity, cafeteria, a la carte	ran, run, write, wrote, go, went	Edward's, Matthew's, Michelle's, Rhiannon's	possessive apostrophe Some words change their form when the tense changes.
Unit 5 Revision					ves words silent c words, ous words air words possessive apostrophe tenses

Series E – Outcomes – Eating Out

Region	Outcomes
NSW	<p>Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</p>
	<ul style="list-style-type: none"> • Discusses strategies used for spelling difficult words. • Writes words containing less common digraphs and letter combinations. • Spells high frequency words correctly.
VIC	<ul style="list-style-type: none"> • 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.
QLD	<ul style="list-style-type: none"> • Essential Learnings: Sound, visual, and meaning patterns, including word functions, are used to spell single-syllable and multi syllable 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. • 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). • 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.
TAS	<ul style="list-style-type: none"> • 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>. • Spell an increasing number of frequently used words; • Explore homophones and common spelling patterns e.g. <i>form generalisations about common ways to pronounce spelling patterns</i>. • Use contractions and some compound words. • Build word families from base words e.g. <i>play, plays, playing, replay</i>. • Spell frequently used words with irregular spelling patterns. • Explore spelling patterns and homophones. • Use compound words. • Use base words to build more extensive word families. • Explore common prefixes e.g. <i>re, un and en</i>. • 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>.
WA	<ul style="list-style-type: none"> • Sound, visual and meaning patterns to spell multi-syllabic words* • Generalisations including using the /j/ phoneme for the grapheme g when it is followed by e, i or y (e.g. giant, general). • Strategies to spell words that include spelling generalisations and sound, visual and meaning patterns. • Strategies to learn to spell high frequency words, personally significant words, topic words and signal words (e.g. Look, Say, Cover, Visualise, Write, Check). • Procedures for using spelling and language tools including wall charts and dictionaries*

Series E – Outcomes – Eating Out

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

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 _____

18 _____

19 _____

20 _____

21 _____

22 _____

23 _____

24 _____

25 _____

26 _____

27 _____

28 _____

29 _____

30 _____

2. Dictation

1 _____

2 _____

3 _____

3. Name the picture.



4. Write the plurals for these words.

duck _____ loaf _____ leaf _____

shelf _____ box _____ wolf _____

hair _____

Write contractions for these words.

it is _____ he is _____ I will _____

we will _____ you are _____ do not _____

who is _____ they are _____

5. Choose the correct word.

- The team lost its/it's mascot. _____
- Whose/who's jumper is this? _____
- There/their/they're going to the football. _____
- Jill wrote in her dairy/diary everyday. _____
- The perfume had a lovely sent/scent. _____

6. Write the capital cities for each state or territory.

N.S.W. _____ QLD. _____

W.A. _____ A.C.T. _____

VIC. _____

N.T. _____

TAS. _____



Indicators:

Indicators:	Activity
Uses known letter patterns when attempting to spell unknown words.	1, 2, 5
Writes words containing less common digraphs and letter combinations.	4, 6
Spells high frequency words correctly.	1, 2, 3

Series E – Assessment 3

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

1. Spelling Test

1. bee	Some people are allergic to bee stings.	bee
2. year	A year has 365 days in it.	year
3. son	The son of my aunt is my cousin.	son
4. April	The first of April is April Fool's Day.	April
5. honey	Bees collect nectar from flowers to make honey.	honey
6. skate	Some people can skate very fast.	skate
7. high	Mount Everest is a very high mountain.	high
8. bridge	We went for a walk over the Sydney Harbour Bridge.	bridge
9. Sydney	During the holidays I went to Perth.	Sydney
10. don't	I don't know how to play chess.	don't
11. island	Australia is the largest island and the smallest continent.	island
12. wrote	We wrote a letter to the Prime Minister.	wrote
13. roast	My favourite meal is roast chicken.	roast
14. science	In science we looked at the properties of magnets.	science
15. Mark's	Mark's dog barked loudly and scared me.	Mark's
16. tongue	You should not poke your tongue out at anyone.	tongue
17. you're	Are you sure you're going in the right direction.	you're
18. piece	May I have a piece of cake please?	piece
19. September	The ninth month is September.	September
20. quality	The quality of the sound from the speakers was excellent.	quality
21. buried	Our dog buried its bone in the flower garden.	buried
22. who's	Who's going to come to the shops with me?	who's
23. aquarium	At the aquarium we saw a giant stingray.	aquarium
24. Tasmania	In the holidays we went hiking in Tasmania.	Tasmania
25. restaurant	The head cook in a restaurant is called a chef.	restaurant
26. cafeteria	We had lunch at the cafeteria at the shopping centre.	cafeteria
27. plateau	A plateau is a flat area of land at a high elevation.	plateau
28. Macquarie	Governor Macquarie was responsible for a lot of inland exploration in NSW.	Macquarie
29. Melbourne	Melbourne is the capital of Victoria.	Melbourne
30. souvenir	When we went to the Zoo we bought a souvenir.	souvenir

2. Dictation

1. I hope we'll be going on a trip to Perth in June.
2. In September, Edward's family is moving to the coast.
3. The enormous aquarium in Sydney is popular with tourists from Darwin, Hobart, Canberra, Brisbane, Adelaide and Melbourne.

3. Name the picture: fish, box, bath, bridge, stair, duck, key, knife, swan, bucket, snake, egg

4. Plurals: ducks, loaves, leaves, shelves, boxes, wolves, hairs

Contractions: it's, he's, I'll, we'll, you're, don't, who's, they're

5. Correct word: 1. its | 2. whose | 3. they're | 4. diary | 5. scent

6. Capital cities: Sydney, Brisbane, Perth, Canberra, Melbourne, Darwin, Hobart

Series E – Answers - Eating Out

Eating Out

Unit 1

Missing words: 1. half, food | 2. bee | 3. loaf | 4. soup | 5. pear

Missing vowels: bee, half, pear, soup, July, away, food, gone

Unjumble: pous - soup | yawa - away | ebe - bee | onge - gone | reap - pear | oafi - loaf | alfh - half | fodo - food

Rule: loaf - loaves | calf - calves | shelf - shelves | elf - elves | half - halves | knife - knives | wolf - wolves | wife - wives

Order of size: on, bee, away, waste, August, welcome

Syllables: Au/gust - August | wel/come - welcome | stom/ach - stomach | Chin/ese - Chinese | Ju/ly - July | a/way - away | Lea/vs - leaves

Homophones: 1. pair | 2. bee | 3. eye | 4. pear | 5. be

Proofreading: The wolf had an eye on the Chinese food. He needed a pear to eat but the bee stung him. The flavour of the utensils was delicious.

Anagrams: loaf - foal | leaf - flea | wolf - fowl | shelf - flesh | lemon - melon | diet - tide

Find-a- word: bee, half, July, eyes, wolf, soup, food, August

A	u	g	u	s	t	e	s
u	a	e	y	e	s	w	t
w	a	l	t	f	o	o	d
h	o	u	p	J	u	l	y
h	a	l	f	a	c	f	p
s	o	u	p	b	b	e	e

Unit 2

Rhyming words: drew, new, brew, stew, flew, few, dew | cake, bake, lake, fake, make, sake, take, flake

Same meanings: 1. cook - bake | 2. sip - drink | 3. uncooked - raw | 4. unused - new | 5. dinner - tea | 6. loaf - bread

Missing vowels: new, cater, drink, egg, tea, lunch, raw, bake, bread

Rule: ascent, scent, muscle, scene, science

What does it mean? 1. Chef | 2. eggs | 3. lunch | 4. September | 5. raw | 6. new

Smaller words: eat - at, a | cream - ream, am, a | drink - rink, ink, in | cater - ate, at | bread - read | spend - end | hair - air | spot - pot | ship - hip | scent - cent

Word Shapes: cater, lunch/ bread, new, egg, bake

Squeezeword: egg, raw, bake, drink, cater

Unjumble: holew - whole | qarumai - aquarium | otmhu - mouth

Syllables: One syllable - bread, whole, eat, egg, raw, chef | Two syllables - muscle, frying, cater, famous, science, nervous | Three or more syllables - September, enormous, humorous, aquarium

Correct word: 1. ascent | 2. freezing | 3. scent | 4. cream | 5. September

Suffix - ous: enormous - very large/ huge | nervous - uneasy | humorous - full of humour | courteous - polite

Sentences: 1. That elephant is enormous. | 2. I was nervous about going to the Principal's office. | 3. The joke teller was a humorous character. | 4. The old man is very courteous.

Word Circles: famous, ascent | nervous, enormous | scent, scene | freezing, decent

Unit 3

Rhyming words: 1. ship, whip | 2. cry, my | 3. hair, pair | 4. honey, money

What does it mean?: 1. Air | 2. hair | 3. honey | 4. bath | 5. ship

Incorrect words: 1. hair | 2. honey | 3. child | 4. pair | 5. ship | 6. bucket

Rule words: fair, fairly, hair, repair, pair, flair, stair

a	f	f	a	i	r	f
f	a	i	r	l	y	l
h	a	i	r	a	l	a
r	e	p	a	i	r	i
r	i	a	p	a	i	r
a	l	s	t	a	i	r

Homophones: 1. stare | 2. stair | 3. hair | 4. pear | 5. hare | 6. pair

Unjumble: eubckt - bucket | lairf - flair | driay - dairy | cneal - clean | yeohn - honey | ettsa - taste | tsrai - stair | imingx - mixing

Word shapes: child, stair, pair, mixing

Alphabetical Order: air, bucket, caught, child, clean, cry, dairy, fairly, flair, flavour, hair, honey

Riddle: c+a+n+t+e+e+n = canteen

Dictionary meanings: swallow - to allow food to go down the throat | taste - the sensation caused in the tongue by things placed upon it | cry - loud wordless sound expressing pain, grief or joy | canteen - a school shop selling lunches and snack food.

Questions: 1. Is there a hole in the bucket? | 2. Do you like honey sandwiches? | 3. Did you wash your hair today? | 4. Do you own those chickens? | 5. What are your favourite colours? | 6. What are the ingredients for that cake?

Word Puzzle: swallow, different, chicken, canteen

Unit 4

Word Shapes: go, run, fish, smell, duck, went, box

Missing vowels: church, go, brown, box, run, duck, fish, went, smell

Rule: 1. Michelle's - We took the cake to Michelle's birthday party. | 2. Rhiannon's - We went to watch Rhiannon's soccer game. | 3. Matthew's - Tomorrow is Matthew's party.

Rhyming words: fan, man, nan, pan, ran, tan, van, can, flan | run, pun, sun, nun, bun, fun, stun

Verbs in sentences: I can write my name. | Yesterday I wrote a letter to my Nan. | We will go to the park at 1pm. | We went to the zoo on the weekend.

Proofreading: The fish and the duck went to run in the market. | It was Rhiannon's biggest marketing exercise. | The quality of the a la carte from Michelle's was excellent.

Alphabetical order: biggest, cafeteria, cook, duck, fish, quality, symptom, texture, went, whipping, write, wrote.

Sentences: The duck and the fish went to smell the biggest guitar. | Edward's mother wrote a brown letter to Rhiannon's mother regarding the accommodation. | At the cafeteria the texture of the food was smooth after the mashing and whipping done by the chef.

Circle words: write, wrote | texture, smell | run, ran | cook, odour

Unit 5 - Revision

Rhyming words: ew - few, blew, spew, stew, drew | ake - bake, make, cake, wake, flake | ip - bip, tip, lip, sip, whip | an - fan, tan, ban, pan, plan

Write one word: 1. September | 2. mouth | 3. Chinese | 4. bucket | 5. clean

Syllables: One syllable - box, run, duck, fish | Two syllables - mashing, bucket, repair, frying | Three or more syllables - enormous, aquarium, experiment, accommodation

Find-a-word: Teacher

Word Families: ous words - famous, nervous, enormous, furious | Possessive Apostrophe - Edward's, Matthew's, Michelle's, Rhiannon's | air words - hair, stair, pair, repair

Unjumble: dlhci - child | kaeb - bake | irdnk - drink | suop - soup | taswe - waste | uolcors - colours | tegibgs - biggest | evlwos - wolves | uafmos - famous | xttuere - texture | mmsptoy - symptom | yttnqau - quantity

Group words: Change f to v and add es - leaves, loaves, wolves, halves | Silent c - science, muscles, scent, descent | Verbs change when the tense changes - wrote, write, run, ran, go went

Correct words: sene - scene | scienc - science | buket - bucket | duk - duck | wrot - wrote | color - colour | odor - odour | jelous - jealous

Fill list words: Nouns - duck, fish, guitar, box | Verbs - beating, frying, write, mixing | Adjectives - clean, nervous, enormous, humorous

Spelling maze: clean, new, waste, egg, giant, tea, ascent, texture

e	n	→t	e	x	t	u	r	e
y	e	u	e	t←	n	a	i	g←
e	c	s	a←	d	u	c	k	g
a	s	v	r	w→	a	s	t	e↑
t	c	r	a	e	b	o	x	n
→c	l	e	a	n↑	w	r	i	u
i	e	n	o	i	t	i	r	t