

Readiwriter

Spelling

Series



# National parks



PEG Spelling  
Team Series  
Authors

Teacher Book



# National Parks

Word/rule grid .....	1
Outcomes .....	2
Assessments .....	4
Answers .....	6

# Series E – Word/rule grid – National Parks

Week	Core Words	Theme Words	Phonemes	Word Building	Rule / Phoneme
<b>Unit 1</b>	hill, leg, leaf, farmer, stream, yesterday, thunder, description, medicine, nuisance	river, laws, entry, flora, fauna, native, rubbish, conserve, species, ecosystem	almost, always, already, also, although	Kakadu, Uluru, Kosciuszko, Great Barrier Reef, Kimberleys	proper Nouns When adding all to the beginning of a word, one l is dropped.
<b>Unit 2</b>	drum, cloud, plant, person, wander, adequate, temperature, poisonous, environment, biscuit	heritage, natural, features, Aboriginal, protection, information, tourist, facilities, wild, state		lovely, rudely, bravely, surely, largely, likely, princely, lonely, strangely, nicely	some words keep the e when adding ly
<b>Unit 3</b>	rope, small, heat, finish, October, November, December, survivor, satellite, miscellaneous	fees, Australia, identify, desert, shrubs, garbage, area, local, built, ranger	photo, alphabet, elephant, telephone, phrase, nephew, orphan, phantom, photograph, physique		ph words
<b>Unit 4</b>	been, tent, creek, letter, couldn't, wasn't, uncle, fares, cemetery, aerial	rules, forest, development, logging, national, habitat, subscription, ecotourism, guide, without		ease, easy, ice, icy, noise, noisy, rose, rosy, smoke, smoky	When adding a y to a word ending in e, drop the e before adding y.
<b>Unit 5 Revision</b>					proper Nouns ly words ph words adding y

## Series E – Outcomes – National Parks

Region	Outcomes
NSW	<p><b>Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.</b></p>
	<ul style="list-style-type: none"> <li>• Writes words containing less common digraphs and letter combinations.</li> <li>• Uses known letter patterns when attempting to spell unknown words.</li> <li>• Discusses strategies used for spelling difficult words.</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 – National Parks

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 \_\_\_\_\_

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

21 \_\_\_\_\_

22 \_\_\_\_\_

23 \_\_\_\_\_

24 \_\_\_\_\_

25 \_\_\_\_\_

26 \_\_\_\_\_

27 \_\_\_\_\_

28 \_\_\_\_\_

29 \_\_\_\_\_

30 \_\_\_\_\_

**2. Dictation**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**3. Write rhyming words.**

leg \_\_\_\_\_ tent \_\_\_\_\_ ring \_\_\_\_\_ age \_\_\_\_\_

west \_\_\_\_\_ heat \_\_\_\_\_ pool \_\_\_\_\_ ease \_\_\_\_\_

been \_\_\_\_\_ brush \_\_\_\_\_ state \_\_\_\_\_ dice \_\_\_\_\_

knew \_\_\_\_\_ small \_\_\_\_\_ short \_\_\_\_\_ south \_\_\_\_\_

**4. Word building - remember the rules!**

Add ed to these words.

level \_\_\_\_\_ pedal \_\_\_\_\_

label \_\_\_\_\_ travel \_\_\_\_\_

Add ly to these words.

love \_\_\_\_\_ nice \_\_\_\_\_ like \_\_\_\_\_

Add y to the words.

ice \_\_\_\_\_ noise \_\_\_\_\_ rose \_\_\_\_\_ smoke \_\_\_\_\_

**5. Write 3 words for each group.**

tion words	age words	silent n words	ph words	proper nouns
eg. action	eg. stage	eg. hymn	eg. photo	eg. Sydney

**Clue: I am a season**

What am I? My first is a vowel in hat. My second is the letter after t. My third is in west, best and plant. My fourth is in the plural of lice. My fifth is in model, metal and almost. My last is a silent letter.

\_\_\_\_\_

**Indicators:**

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

# Series E – Assessment 2

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

## 1. Spelling Test

1. west	The sun sets in the west.	west
2. cross	Be careful when you cross the road.	cross
3. plant	We are going to plant some lettuce seedlings in the garden.	plant
4. wild	A lion is a wild animal.	wild
5. pretty	The flowers looked very pretty in the vase.	pretty
6. almost	It is almost time for recess.	almost
7. sister	My little sister likes to play Netball.	sister
8. lovely	We had a lovely time at the beach.	lovely
9. garbage	I have to put the garbage out on Tuesday nights.	garbage
10. needle	It can be really hard to thread a needle.	needle
11. ranger	The park ranger showed us where we could go fishing.	ranger
12. where	Do you know where to find Dawson Street?	where
13. strangest	The strangest thing happened to me yesterday.	strangest
14. biscuit	My favourite biscuit is chocolate coated.	biscuit
15. fauna	Australia has some very unusual fauna.	fauna
16. field	The horse galloped around the edge of the field.	field
17. strength	Superman has a lot of strength.	strength
18. autumn	Autumn is the season after summer.	autumn
19. yesterday	Yesterday there was a big snow storm.	yesterday
20. strangely	It was strangely quiet after the cyclone.	strangely
21. surely	Surely you're not going out at 11 o'clock at night!	surely
22. description	The witness gave a description of the thief to the police.	description
23. November	There are 30 days in November.	November
24. platypus	A platypus has a bill and webbed feet like a duck.	platypus
25. throat	When I had tonsillitis I had a sore throat.	throat
26. suction	The poster was stuck to the window by suction caps.	suction
27. sausage	At the barbecue, we had a sausage and onion sandwich.	sausage
28. solemn	The funeral was a solemn occasion.	solemn
29. miscellaneous	There was a miscellaneous range of questions at the quiz night.	miscellaneous
30. Kosciuszko	Mount Kosciuszko is the highest mountain in Australia.	Kosciuszko

## 2. Dictation

1. We put the tent on the hill near the creek to the north.
2. We paid the entry fee to the ranger who knew where to conserve the native flora and fauna.
3. Ecotourism is popular in National parks in Australia because it offers protection to many Aboriginal heritage sites.

## 3. Rhyming words: teacher

**4. world building:** levelled, pedalled, labelled, travelled | lovely, nicely, likely | icy, noisy, rosy, smoky

**5. 3 words:** teacher | **What am I?** - autumn

# Series E – Answers - National Parks

## National Parks

### Unit 1

**Word Shapes:** also, entry, hill, river, always

**First Part:** leaf, laws, also, almost, always, farmer, entry, leg

**Rule words:** always, almost, already, although, also

**Write 5 places:**

**Northern Territory** - 1. Kakadu | 2. Uluru

**Queensland** - 3. Great Barrier Reef

**Western Australia** - 4. Kimberleys

**New South Wales** - 5. Kosciuszko

**Change one letter:** 1. log | 2. hall | 3. loaf | 4. paws

**Word squeeze:** rubbish, hill, leaf, farm, farmer, river

**Unjumble/Extra letters:** stream, o | rubbish, r | conserve, a | species, l | farmer, f | flora

**How many words:** red, read, rest, dear, reed, ready, yes, deer | **Using all the letters:** yesterday

**Finding list words:** flora, fauna, entry, Uluru, river

**Unjumble:** pidrestncio - description | rtmase - stream | deseartsy - yesterday | aduKka - Kakadu | versenoc - conserve | bishbur - rubbish | ceaisunn - nuisance | Kilysmbere - Kimberleys

**Choose the list words:** entry, always, fauna, stream

**Alphabetical order:** 1. almost | 2. always | 3. description | 4. fauna | 5. flora | 6. Kosciusko | 7. medicine | 8. rubbish | 9. Uluru | 10. yesterday

### Unit 2

**Unjumble:** udloc - cloud | lwid - wild | opnres - person

**Missing Letters:** state, plant, wander

**Word Shapes:** wander, wild, state, nicely

**Dictionary meanings:** See teacher

**Rule words:** rudely, lovely, strangely, nicely, princely, surely, lonely, largely, likely

**Puzzle:** 1. person | 2. wander | 3. plants | 4. state

**Sentences:** 1. lovely | 2. bravely | 3. lonely | 4. rudely | 5. surely

**Wander | wonder:** The lost child was seen to wander passed the playground. | I wonder what presents I'll get for my birthday.

**Match the smaller word:** rum - drum | ant - plant | loud - cloud | one - bone | ate - state | lone - lonely | tour - tourist | **circles:** c, s t, l y, d, i s t, b, p l

**Using the clues:** plant, wander, surely, nicely, biscuit, tourist

**Solve the clues:** patter, trap, rat, true, repeat, pram, meat, mutter, tear, treat

**Misspelt words:** 1. temperature | 2. poisonous | 3. Aboriginal

**Quiz:** 1. poisonous – petrol, medicines, drugs | 2. Australian Animals - Kangaroo, Emu | 3. Aboriginal word - Monach, means black cockatoo | 4. environment - Don't use plastic bags when shopping. Use a cloth bag. | 5. drink each day - 4/6 glasses each day. | 6. Facilities in a park - Toilets, play equipment, bubblers, seats, shelters

### Unit 3

**Unjumble:** poer - rope | sefe - fees | thea - heat | callo - local

**Rhyming words:** rope - hope | small - fall | heat - beat

**6 words from heat:** He, at, a, hat, tea, eat, ate, hate

**Word squeeze:** fees, shrubs, small

**Rule words:** 1. photo | 2. elephant | 3. orphan | 4. telephone | 5. nephew | 6. phrase | 7. phantom | 8. photograph | 9. physique | 10. alphabet

**Take away one letter:** mall, eat, plan, roe, range

**Opposites:** large - small | cool - heat | clean - litter | start - finish | knocked down - built

**Cross out letters:** built, rope

**Join the parts:** Oc - to - ber: October | ar - e - a: area | Nov - em - ber: November | el - e - phant: elephant

**Word maze:** small, local, litter, ranger, rope, elephant, telephone

r	o	p	l	i	s	m	a	l	→	r	o	p	e	↓
→	s	m	a	l	↓	o	r	p	h	e	a	n	l	
f	e	e	t	o	p	h	o	t	g	o	n	e		
d	e	s	e	c	f	i	n	i	n	i	a	p		
l	o	c	a	a	t	e	l	e	a	t	v	h		
b	u	i	l	→	l	i	t	t	e	r	↑	o	p	a
p	l	a	t	s	n	e	f	e	w	e	n	n		
a	r	e	e	e	n	o	h	p	e	l	e	t	←	

**Words and their meanings:** physique – the shape of someone’s body | miscellaneous – made up of a mixture of different kinds | satellite – an object in space | phantom - a ghost | orphan - someone whose parents have died | phrase - a small group of words that go together

**Adjectives/Nouns:** thick/rope, tall/shrubs, sticky/heat, huge/elephant, young/nephew, dirty/ranger

**Add ed, ing:** litter - littered, littering | finish - finished, finishing | telephone - telephoned, telephoning | identify - identified, identifying | photograph - photographed, photographing

**Alphabet Backwards:** z, y, x, w, v, u, t, s, r, q, p, o, n, m, l, k, j, i, h, g, f, e, d, c, b, a

## Unit 4

**Word shapes:** creek, tent, logging

**Change the first letter:** bent, better, seen

**How many ice words:** dice, lice, mice, advice, nice, rice, vice, twice, notice, police, slice, practice

**Word star:** 1. tent | 2. creek | 3. guide | 4. uncle | 5. ease | 6. fares

**Rule words:** ease - easy | ice - icy | noise - noisy | smoke - smoky | rose - rosy

**3 more:** true - truly | due - duly | noble - nobly

**Unjumble:** gloingn - logging | cfsea - fares | lsrue - rules | ieosn - noise

**What am I?:** Rose

**Squeeze grid:** forest, ecotourism, logging, ice, rosy, aerial

**Solve the clues:** cemetery, national, habitats

**Find 7 List words:** ecotourism, national, guide, cemetery, been, smoky, ice

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

**Correct the passage:** The cemetery was near Uncle’s house. | They couldn’t stop the development of the ecotourism near the national park.

**Smaller words:** develop, peel, pen, led, mop, ment, ten, den, dope, top, deep, men, dent, dole, vent

**Sentences:** 1. We heard the noisy tent in the forest near the cemetery. | 2. My Uncle could see the smoke coming from the logging in the forest. | 3. The letter has been sent due to the development of the natural habitat and ecotourism.

**Contractions:** couldn’t, wouldn’t, wasn’t, won’t, I’ll, who’s

