

A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Why weren't the ants freezing?
2. Who said, "chill out and enjoy the sun"?
3. Why didn't the ants want to let Grasshopper inside?
4. List all the things that Grasshopper said he could do that might interest the ants.
5. What happened when summer arrived?
6. Explain what the 'very good lesson' was at the end of the story.
7. Name all the different types of animals.

D - True or False?



Are the questions/statements True, False or Both? Justify your answer.

1. The Huhu grubs could sing.
2. Grasshopper worked all summer for the ants.

E - Māori



What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. kōhiti
2. hōtoke
3. kai

i - What's Wrong?



What is wrong with the question/statement below? The bees were checking out all the flowers.

J - In Summary...



Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which has as much information as possible.

K - The Impact



Based on the text you have read, what is one thing that either had, or may/could have an impact on either the environment (local, national or international), our community, people, or a combination? Be specific/justify.

L - Picture Cue



Relating unseen images.

What has this image got to do with the story?



B - But this is Reading not Maths



Using Mathematics in Reading.

1. How many pages are there in this story?
2. How many seasons are mentioned?
3. What word in the story has to do with money?

C - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 4, Vowels: 2, On Page: 6
Clue: A hot season
2. Consonants: 3, Vowels: 1, On Page: 4
Clue: Time to ski

F - Verbs, Nouns, Antonyms, Synonyms



Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar)

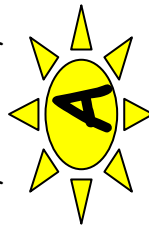
based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



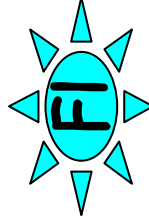
G - I Spy



Using words from the text, find as many words as you can that start with the letter/s...



and / or



H - It's the Scene



This section relates more about scenes rather than themes.

Write down as many words as you can which describe the scene/context (or part of) that the text is set in.

M - I'm the Author



Allowing the student to add into the story/article/play/poem.

Your job is to choose a part of the text, and then write your own paragraph into it. You may do this at the start, end, or anywhere in the middle. It must make sense and fit in to the original text. You are trying to become the author by adding your own paragraph/ideas into someone else's text to make it more factual/interesting by getting your viewpoint.

N - It's Home - New Zealand



These questions relate to NZ things from the text.

Make a list of as many things as you can find from the text that are related to Aotearoa. It may refer to something in NZ but may not actually state it.



O - My Anagrams
Using the following word/s from the text, can you make new words using some/all of the letters?
Grasshopper

P - Cover/Back/Contents Pages
Answer the following questions which are based on the Inside and Outside Cover and Back pages, and using the Contents page of the School Journal.

1. How many people are swimming?
2. What page is the poem on?
3. What is the barcode number?

Q - Chunking
Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words.
E.g. Sometimes = some + times and both of these words can be used separately as well as together.

R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. How many chairs are there altogether?
2. How many animals are sitting on the log?
3. How many fingers does Grasshopper have?
4. How many plates are on the table?
5. What is around the picture of the sun?

S - What's the Q?
(You write the question to the answer given below)

1. Roof
2. Already paid for
3. A few months later

T - Word Study
Write meanings for these words.

1. Bedraggle
2. Colony
3. Prepare
4. Obediently

U - Synonyms + Antonyms
Choose three words from the text and write the following for EACH word chosen.
Synonym = a word which has a similar meaning. E.g. Hot = Boiling. Antonym = another word which is the opposite of the word chosen. E.g. Hot = Cold. You may also like to do this as a Pictionary (drawing a picture of the similar/opposite meaning of the word).

V - Odd One Out
Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.

1	Huhu	2	Grasshopper
3	Bee	4	Wētā

W - My Theme Words
Decide on a theme from the text you are reading. Then write down as many words from the text which are related to that theme.

X - Syllables
Write down 2 words from the text that have 1 syllable, 2 words that have 2 syllables, and 2 words with more than 2 syllables.
E.g. somewhere = some + where, situation = sit + u + a + tion

Y - Who Am I?
Choose any one of the characters in the text and do a mini profile on them. This needs to include as much information about that character you can find.

Z - All Mixed Up
Using a sentence from the text, make up your own mixed up/jumbled sentence where someone has to try to put the sentence in order so it makes sense. Remember to include the answer as well.

AA - What Am I?
Choose any inanimate object (such as a chair etc- something that is not alive), and using descriptive language, try and make it come alive in a way where others have to try and guess what it is. Remember to include the answer. You may also like to do a picture of it.

AB - What I Thought - My Assessment/Review
Write a brief assessment/review about the play/story/article that you have been reading. It needs to include at least the following (but it may include more - see your teacher):

1. Your grade/mark (it is up to you how you do this).
2. Who would you recommend this to be best suited for and why?
3. What you liked and disliked about it.
4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item?
(What was the main objective/aim either you or your teacher wanted you to get?)



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. How many breaths did he suck in?
2. What did Dad promise he would do if his son completed the event?
3. How old did Dad say he looked?
4. What has Richie McCaw got to do with this story?
5. How long does he spend with Mum?
6. What is the Orca Group?
7. How many children were in the event?

D - True or False?



Are the questions/statements True, False or Both? Justify your answer.

1. Mum said he had put on some weight.
2. A lot of kids had wetsuits.

E - Māori



What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. 3 months later
2. Kia tere!
3. Kia kaha

F - Verbs, Nouns, Antonyms, Synonyms



Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar)

based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



G - I Spy



Using words from the text, find as many words as you can that start with the letter/s...



and / or

H - It's the Scene



This section relates more about scenes rather than themes.

Write down as many words as you can which describe the scene/context (or part of) that the text is set in.

I - What's Wrong?



What is wrong with the question/statement below? Crossing the line, I get this big table.

J - In Summary...



Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which has as much information as possible.

K - The Impact



Based on the text you have read, what is one thing that either had, or may/could have an impact on either the environment (local, national or international), our community, people, or a combination? Be specific/justify.

L - Picture Cue



Relating unseen images.

What has this image got to do with the text?



M - I'm the Author



Allowing the student to add into the story/article/play/poem.

Your job is to choose a part of the text, and then write your own paragraph into it. You may do this at the start, end, or anywhere in the middle. It must make sense and fit in to the original text. You are trying to become the author by adding your own paragraph/ideas into someone else's text to make it more factual/interesting by getting your viewpoint.

N - It's Home - New Zealand



These questions relate to NZ things from the text.

Make a list of as many things as you can find from the text that are related to Aotearoa. It may refer to something in NZ but may not actually state it.

B - But this is Reading not Maths



Using Mathematics in Reading.

1. What does 018 mean?
2. How many lengths of the pool could he do?
3. How many metres was the swim going to be?

C - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 4, Vowels: 2, On Page: 18
Clue: Tea time
2. Consonants: 3, Vowels: 3, On Page: 21
Clue: A city in NZ



O - My Anagrams
Using the following word/s from the text, can you make new words using some/all of the letters?
Macaroni Cheese

S - What's the Q?
(You write the question to the answer given below)

1. Lean, mean machine
2. Tubby
3. Three kilometres

T - Word Study
Write meanings for these words.

1. Stare
2. Transition
3. Napier
4. Loudspeaker

X - Syllables
Write down 2 words from the text that have 1 syllable, 2 words that have 2 syllables, and 2 words with more than 2 syllables.
E.g. somewhere = some + where, situation = sit + u + a + tion

P - Cover/Back/Contents Pages
Answer the following questions which are based on the Inside and Outside Cover and Back pages, and Using the Contents page of the School Journal.

1. What is the ISBN code?
2. What did Anne Thomas write?
3. What year was this journal published?

U - Synonyms + Antonyms
Choose three words from the text and write the following for EACH word chosen.
Synonym = a word which has a similar meaning. E.g. Hot = Boiling. Antonym = another word which is the opposite of the word chosen. E.g. Hot = Cold. You may also like to do this as a Pictionary (drawing a picture of the similar/opposite meaning of the word).

Y - Who Am I?
Choose any one of the characters in the text and do a mini profile on them. This needs to include as much information about that character you can find.

Z - All Mixed Up
Using a sentence from the text, make up your own mixed up/jumbled sentence where someone has to try to put the sentence in order so it makes sense. Remember to include the answer as well.

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Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words. E.g. Sometimes = some + times and both of these words can be used separately as well as together.

AA - What Am I?
Choose any inanimate object (such as a chair etc- something that is not alive), and using descriptive language, try and make it come alive in a way where others have to try and guess what it is. Remember to include the answer. You may also like to do a picture of it.

R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. What colour was the buoy they had to swim around?
2. What colour was Nanny Mere's hair?
3. How many swimming lane ropes were there?
4. What page is the baby pram on?

V - Odd One Out
Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.

1	Napier	2	Whānau
3	NZ	4	Wellington

AB - What I Thought - My Assessment/Review
Write a brief assessment/review about the play/story/article that you have been reading. It needs to include at least the following (but it may include more - see your teacher):

1. Your grade/mark (it is up to you how you do this).
2. Who would you recommend this to be best suited for and why?
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4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item?
(What was the main objective/aim either you or your teacher wanted you to get?)

W - My Theme Words
Decide on a theme from the text you are reading. Then write down as many words from the text which are related to that theme.



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. List all the different types of animals mentioned in the article.
2. Explain what a mascot is.
3. How many NZers took part in the war?
4. Which people brought donkeys?
5. Who was Rona?
6. Who would stand on the deck and bark?
7. What did the city of Auckland get at the end of the war?



D - True or False?



Are the questions/statements True, False or Both? Justify your answer.

1. Cairo is in New Zealand
2. Freda was a donkey



E - Māori

What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. Aotearoa
2. Whare tongarewa
3. Museum



i - What's Wrong?

What is wrong with the question/statement below? A regiment gave them something positive to think about.



J - In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which has as much information as possible.



K - The Impact



Based on the text you have read, what is one thing that either had, or may/could have an impact on either the environment (local, national or international), our community, people, or a combination? Be specific/justify.



L - Picture Cue

Relating unseen images.

What has this image got to do with the article?



F - Verbs, Nouns, Antonyms, Synonyms



Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



B - But this is Reading not Maths

Using Mathematics in Reading.

1. How many years between 1914 and 1918?
2. What was on parade in 1918?
3. What happened in December 1915?



C - Vowels and Consonants

Find the words using the clues below.

1. Consonants: 5, Vowels: 3, On Page: 11
Clue: Big city in NZ
2. Consonants: 3, Vowels: 3, On Page: 13
Clue: Where you can visit history/old things



G - I Spy



Using words from the text, find as many words as you can that start with the letter/s...



and / or



H - It's the Scene

This section relates more about scenes rather than themes.

Write down as many words as you can which describe the scene/context (or part of) that the text is set in.



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Allowing the student to add into the story/article/play/poem.

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These questions relate to NZ things from the text.

Make a list of as many things as you can find from the text that are related to Aotearoa. It may refer to something in NZ but may not actually state it.





O - My Anagrams
Using the following word/s from the text, can you make new words using some/all of the letters?
Featherston

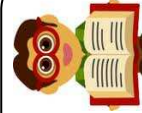


P - Cover/Back/Contents Pages
Answer the following questions which are based on the Inside and Outside Cover and Back pages, and Using the Contents page of the School Journal.



1. What month did this journal come out?
2. What is the item number?
3. Who is the series editor?

Q - Chunking
Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words.
E.g. Sometimes = some + times and both of these words can be used separately as well as together.



R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.



1. How many guns cross over Corporal?
2. What page is the monkey on?
3. How many people are standing by the donkey?
4. How many donkeys are carrying packs?
5. What 2 colours are all the photos shown?

S - What's the Q?
(You write the question to the answer given below)



1. Troops
2. Pelorus Jack
3. Rimutaka Hill

T - Word Study
Write meanings for these words.



1. Mascot
2. Conductor
3. Represent
4. Supply wagons

U - Synonyms + Antonyms
Choose three words from the text and write the following for EACH word chosen.
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V - Odd One Out
Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.



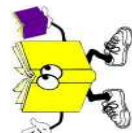
1 Rimutaka Hill

2 Featherston

3 Auckland

4 Wellington

W - My Theme Words
Decide on a theme from the text you are reading. Then write down as many words from the text which are related to that theme.



X - Syllables
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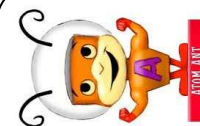
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Using a sentence from the text, make up your own mixed up/jumbled sentence where someone has to try to put the sentence in order so it makes sense. Remember to include the answer as well.



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Choose any inanimate object (such as a chair etc- something that is not alive), and using descriptive language, try and make it come alive in a way where others have to try and guess what it is. Remember to include the answer. You may also like to do a picture of it.



AB - What I Thought - My Assessment/Review
Write a brief assessment/review about the play/story/article that you have been reading. It needs to include at least the following (but it may include more - see your teacher):
1. Your grade/mark (it is up to you how you do this).
2. Who would you recommend this to be best suited for and why?
3. What you liked and disliked about it.



4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item?
(What was the main objective/aim either you or your teacher wanted you to get?)



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What does it mean, there are 2 sides to cats?
2. What is the first thing it says you would not be proud of?
3. How many cats do we have in NZ?
4. What does Gareth Morgan call cats?
5. How many 'kinds of cats' do we have?
6. Cats aren't native to NZ. What does that mean?
7. Explain what the TNR programme is?
8. What is YOUR view about cats in NZ?

D - True or False?



Are the questions/statements True, False or Both? Justify your answer.

1. We have 1.6 million cats in NZ.
2. Stray cats often live alone.

E - Māori



What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. Ngeru
2. Kaitūao
3. Weka

F - Verbs, Nouns, Antonyms, Synonyms



Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar)

based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



I - What's Wrong?

What is wrong with the question/statement below? The SPCA states there are 3 kinds of cats.



J - In Summary...

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K - The Impact



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L - Picture Cue

Relating unseen images.

What has this image got to do with the text?



B - But this is Reading not Maths



Using Mathematics in Reading.

1. What is the number 120 related to in the article?
2. What is 50% of what DOC spends each year?



G - I Spy



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and / or



M - I'm the Author

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C - Vowels and Consonants

Find the words using the clues below.

1. Consonants: 5, Vowels: 4, On Page: 29
Clue: Pet cats
2. Consonants: 6, Vowels: 4, On Page: 27
Clue: Not many of them left now

N - It's Home - New Zealand

These questions relate to NZ things from the text.

Make a list of as many things as you can find from the text that are related to Aotearoa. It may refer to something in NZ but may not actually state it.



H - It's the Scene

This section relates more about scenes rather than themes.

Write down as many words as you can which describe the scene/context (or part of) that the text is set in.



O - My Anagrams
Using the following word/s from the text, can you make new words using some/all of the letters?

Introduced

S - What's the Q?
(You write the question to the answer given below)

1. Native birds
2. Colony Cats
3. Tuatara

T - Word Study
Write meanings for these words.

1. Hiss
2. Mummified
3. Adapted
4. Endangered

X - Syllables
Write down 2 words from the text that have 1 syllable, 2 words that have 2 syllables, and 2 words with more than 2 syllables.
E.g. somewhere = some + where, situation = sit + u + a + tion

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V - Odd One Out
Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.

1	Weka	2	Tuatara
3	Eagle	4	Short-tailed Bat

Q - Chunking
Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words. E.g. Sometimes = some + times and both of these words can be used separately as well as together.

AA - What Am I?
Choose any inanimate object (such as a chair etc- something that is not alive), and using descriptive language, try and make it come alive in a way where others have to try and guess what it is. Remember to include the answer. You may also like to do a picture of it.

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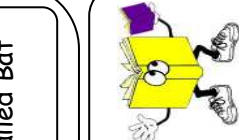
1. Your grade/mark (it is up to you how you do this).
2. Who would you recommend this to be best suited for and why?
3. What you liked and disliked about it.
4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item?
(What was the main objective/aim either you or your teacher wanted you to get?)

R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. What colour is the girls' hair ties?
2. What colour is the cat which is attacking the bird?
3. What page is the mummified cat on?
4. Which page is the cat on that has a bell?

W - My Theme Words
Decide on a theme from the text you are reading. Then write down as many words from the text which are related to that theme.

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Example SJ Reading Assessment Sheet



School Journal Used: Level 2, June, 2014. Title of Text:

(Circle) Story / Article

Key Competencies	Thinking	Using Language, Symbols and Texts	Managing Self	Relating to Others	Participating and Contributing
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Official Languages Used	English	Māori	NZSL (Sign Language)
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Year at School	Year 0/1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Curriculum Levels	Level 1		Level 2		Level 3		Level 4	
National Standards Journals (What Was)			Year 3 Junior Journals	Year 4 Part 1	Year 5 Part 2 and 3 School Journals	Year 6 Part 4 School Journals	Year 7 Part 4 School Journals	Year 8

School: _____ Class: _____ Teacher: _____ Date: _____

Name: _____ Year: _____ Age: _____ Gender: Boy / Girl Ethnicity: _____

After this assessment/note taking, the above child continues to work... (tick the below chart based on the National Standard level in Reading that the child is working at).



Progress indicators with colored circles:

- Limited progress made** (Red circle)
- Some progress made** (Yellow circle)
- Notable progress made** (Green circle)
- Excellent progress made** (Dark Green circle)

Teacher General Notes:

Teacher Observations/Progress towards goals

Progress against current learning goals

Next Learning Steps (if changes need to be made)

How is help at home going?

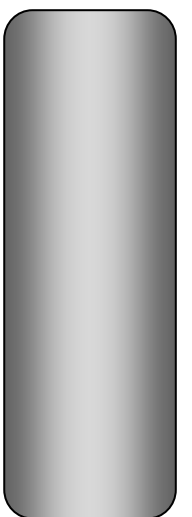


School Journal Month:

School Journal Year:

Genre/s:

Level:



Name:

School:

Date:

Class:

A - Did I Understand?



1

2

3

4

5

6

7

8

B - But this is Reading not Maths



1

2

3

C - Vowels and Consonants



1

2

D - True or False?



1

2

3

E - Māori



1

2

3

F - Verbs+Nouns+Antonyms+Synonyms



My Nouns	My Verbs	My Antonyms	My Synonyms
1 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



If doing a Pictionary, do this on card/paper



G - I Spy



Letter/s I used:

My Words:

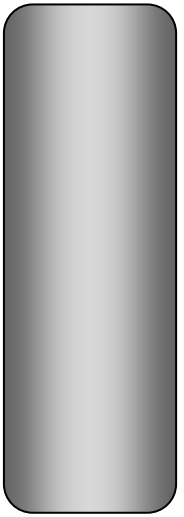


School Journal Month:

School Journal Year:

Genre/s:

Level:

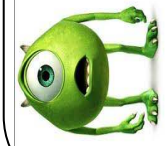


Name:

School:

Class:

Date:



H - Scene Words:
My context is...

My Words...

Large empty rounded rectangle for writing words.

I - What's Wrong?

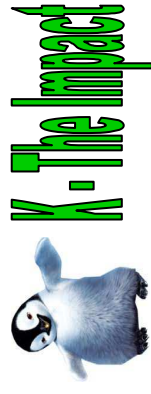


Large empty rounded rectangle for writing an answer.

J - In Summary...



Large empty rounded rectangle for writing a summary.



M - I'm The Author
You will need to do the answer to this one on your own paper/card.

N - It's Home - New Zealand

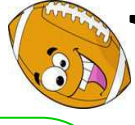
Large empty rounded rectangle for writing an answer.

Large empty rounded rectangle for writing an answer.



O - My Anagrams

Large empty rounded rectangle for writing anagrams.



P - Cover/Back/Contents Pages

L - Picture Cue



Large empty rounded rectangle for drawing a picture.

1.
2.
3.

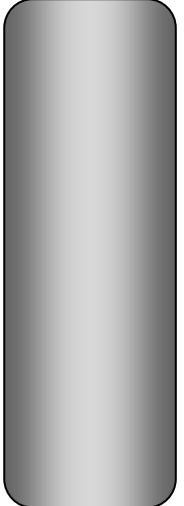


School Journal Month:

School Journal Year:

Genre/s:

Level:



Name:

School:

Class:

Date:

School Journal Student Answersheet, Page 3/4

Q - Chunking



1

2

3

4

5

T - 1 Word Study 2



3

4

U - Synonyms and Antonyms



My Word	Synonym	Antonyms
1 <input type="text"/>	<input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="text"/>	<input type="text"/>

If doing a Pictionary, do this on card/paper

R - Using Text Picture Cues



1

2

3

4

5

S - What's the Q?



1

2

3

V - Odd One Out



The odd one out is:

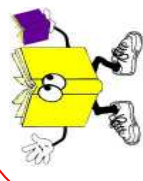
because...



X - Syllables

1 Syllable 2 Syllables 2+ Syllables

W - My Theme Words: My theme is...



My Words...

Z - ANSWER



Y + AA + AB: Do on



separate papercard.





School Journal Month:

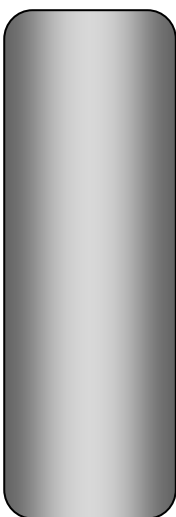
School Journal Year:

Genre/s:

Level:



Titlo



Name:

School: Class:

Date:

School Journal Student Answersheet (4/4), Spare pg.

Spare Page (where extra room is required)

