



A - Did I Understand?

Comprehension - Knowledge and Understanding.



- How many people lived in NZ when we were a young country?
- How many horses left with the NZEF?
- Who were eventually sent to the 'Western Front'?
- How many NZ soldiers were wounded in the capture of the village of Messines?
- When was the NZ National War Memorial opened?
- List all the countries where NZ soldiers served during the First World War.

D - True or False?



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

- 855 men died in 12/10/1917.
- 20% of NZ's population went to war.

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.

- Pakanga Nui o te Ao Tuatahi
- Wawao
- Aotearoa

i - What's Wrong?



What is wrong with the question/statement below? ANZAC's are NZ and French soldiers.

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?



B - But this is Reading not Maths

Using Mathematics in Reading.



- How many years did WW1 last?
- How many months are listed in the 1915 timeline?
- List all the dates mentioned in the timeline.



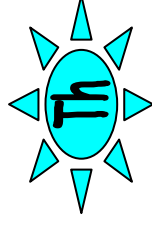
G - I Spy



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



and / or



C - Vowels and Consonants

Find the words using the clues below.



- Consonants: 4, Vowels: 4, On Page: 2
Clue: Really big
- Consonants: 4, Vowels: 3, On Page: 5
Clue: Hurt

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.

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.



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?

Population

△ 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 articles are related to WW1?
2. How many stories/articles have TSM's?
3. What page is the 'glossary' on?

△ 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 flags are attached to the front of the National War Memorial?
2. How many flags are on the front of the pamphlet?
3. What page is the giant bullet on?

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

1. Passchendaele.
2. 11 November, 1918.
3. Some never did.

△ T - Word Study
Write meanings for these words.

1. Resurface
2. Allies
3. Gallipoli landings
4. Conscription

△ 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	Great Britain	2	Egypt
3	Samoa	4	France

△ 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.

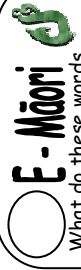
1. What does it mean by we "grew up"?
2. How many Māori soldiers fought in WW1?
3. How young were some boys who enlisted?
4. What did some iwi in Taranaki and Waikato think?
5. Where did the group of 500 soldiers sail to?
6. What happened in 1916 in New Zealand?
7. What has the building of roads got to do with this article?



D - True or False?

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

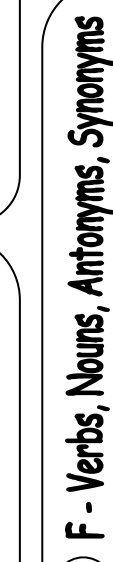
1. The 'Rebels' were from the Auckland area.
2. Conscription was compulsory for Māori 1st.



E - Māori

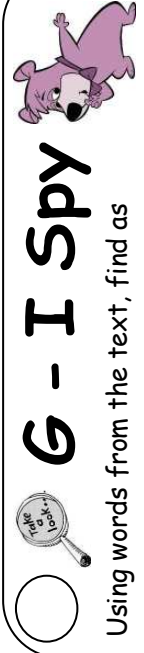
What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. Te kingi
2. Āpirana Ngata
3. Tipuna



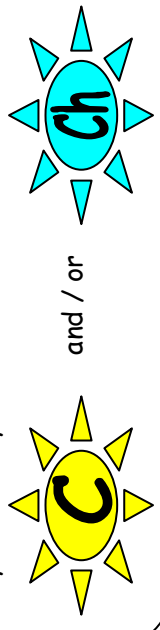
F - Verbs, Nouns, Antonyms, Synonyms

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...



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? The main group of soldiers were called the Rebels.



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.



B - But this is Reading not Maths

Using Mathematics in Reading.
1. Add up all the numbers of soldiers mentioned throughout the article.
2. How many years was it between the year the Māori contingent left and the placing of soil at the Memorial in Whanganui?



C - Vowels and Consonants

Find the words using the clues below.
1. Consonants: 6, Vowels: 3, On Page: 16
Clue: To come back
2. Consonants: 5, Vowels: 3, On Page: 11
Clue: To join



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?

Pioneer Battalion

 **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 does the Ministry of Education logo consist of?
2. What did Robert Sullivan write?

 **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 people are in the trenches?
2. How many vehicles are on the road being built?
3. How many tents are in Egypt?
4. What is the Māori God of War holding?
5. How many medals are shown altogether?

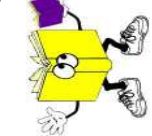
 **S - What's the Q?**
(You write the question to the answer given below)

1. First World War
2. Zeitoun Camp
3. Chunuk Bair

 **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	2500	2	89
3	134	4	500


 **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.


 **T - Word Study**
Write meanings for these words.

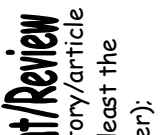
1. Foothills
2. Conscription
3. Malta
4. Contingent

 **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?
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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?)



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What is this article mainly about?
2. Who was Edna Pengelly?
3. What were the two things that were exciting about the boat trip?
4. When did they arrive at No. 19 General Hospital?
5. What were 'White Ships'?
6. How did Edna felt at 3pm?
7. Most of the patients at Oatlands Park were?

D - True or False?



Are the questions/statements True, False or Both? Justify your answer. 1. NZ had 3 White Ships. 2. Edna spent about a year in Egypt. 3. The SS Rotorua was a hospital train.

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. Ship (translate)
2. Tereina
3. Nēhi

i - What's Wrong?

What is wrong with the question/statement below? Rumours the armistice had been signed were heard at 9pm.



J - In Summary...

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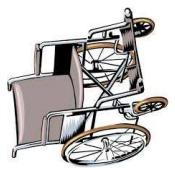
K - The Impact



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L - Picture Cue

Relating unseen images. What has this image got to do with the text?



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 different countries are shown on the map? List them.
2. List all the year dates in the correct order.

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 3, Vowels: 1, On Page: 32
Clue: Really big
2. Consonants: 5, Vowels: 3, On Page: 35
Clue: Someone who watches

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?

Patriotic Songs

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

1. Limbies
2. Great white monster
3. No antibiotics

T - Word Study
Write meanings for these words.

1. Shrapnel
2. Western Front
3. Bonnets
4. Dazed

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 barcode number?
2. What year was this journal written?
3. What city is the Ministry of Education in?

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.

U - Synonyms + Antonyms
Choose three words from the text and write the following for EACH word chosen.
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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.

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	Artillery	2	Convoy
3	Bullets	4	Shrapnel

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

1. How many camels are there altogether?
2. Where was the hat hanging?
3. What page is the map on?
4. How many people are standing on the train?
5. How many smoke stacks are on the ship?

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).
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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. What was the teachers name?
2. What had Jimmy done?
3. What did they play every lunchtime?
4. Why did he whisper on page 18?
5. Who was Mrs Forbes?
6. How did they get the piano delivered?
7. Why did Mrs Biggs' eyes blaze on page 21?
8. Where was the piano really made?

D - True or False?



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

1. The teacher was always grumpy.
2. Betty was the milk truck driver.

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. Piano
2. Wera
3. Pou haki

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 children are mentioned altogether?
2. What is the word in the book related to time/clocks?
3. Triple how many times they had to sing under the flagpole. The new answer would be what?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 6, Vowels: 3, On Page: 18
Clue: Rugby
2. Consonants: 4, Vowels: 1, On Page: 21
Clue: Over cooked

i - What's Wrong?



What is wrong with the question/statement below? The mayor tried to stop the piano being smashed.

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



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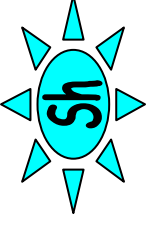


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and / or



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Using the following word/s from the text, can you make new words using some/all of the letters?
McLeod's Milk Truck

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.

- Who write Harry's War?
- What is the ISBN number?
- How many 'TSM' ticks are there?

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.

- How many wheels on the back of the truck?
- What colour was the school fence?
- How many brooms were there?
- What 3 colours were the flags?
- How many buttons on Mrs Biggs dress?

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

- German
- God Save the King
- A suit on a hot day.

T - Word Study
Write meanings for these words.

- Vein
- Conclusion
- Desperate
- Gorse

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 Mrs Biggs	2 Mrs Forbes
3 J. Kitchener	4 Mayor

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Comprehension - Knowledge and Understanding.



1. What were two important things about farming in the war years?
2. What is different about the way this story is written compared to most other stories in School Journals?
3. Where was the training camp?
4. Why did he like Sentry Duty?
5. What did it mean, they were just 'larking about'?
6. What has a Chalk Kiwi got to do with this story?

D - True or False?



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

1. They fired grenades.
2. It was a wet winter.
3. The letter was from Ted.

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. Hōtoke
2. Whāma
3. Busy

i - What's Wrong?



What is wrong with the question/statement below? They arrived at camp 3 weeks after Armistice Day.

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.

L - Picture Cue



Relating unseen images. What has this image got to do with the text?



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.

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. What were the measurements of the Kiwi?
2. What are the shapes of the comic boxes?
3. Which images would be classed as cylinders?

C - Vowels and Consonants



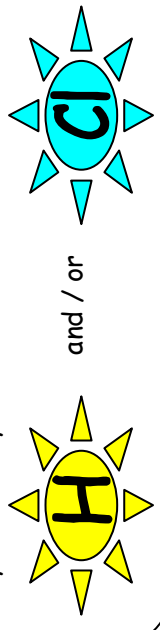
Find the words using the clues below.

1. Consonants: 5, Vowels: 3, On Page: 26
Clue: Fight
2. Consonants: 4, Vowels: 1, On Page: 28
Clue: Old money

G - I Spy



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



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?

Sling Army Camp

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

1. Enough ships
2. Things boiled over
3. Cleaning latrines

T - Word Study
Write meanings for these words.

1. Autumn
2. Sharing digs
3. Shirking
4. Occupied

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. Which author wrote 2 articles/stories?
2. Who is the journal designer?
3. What is the freephone number?

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.

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.

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	Happy	2	Laugh
3	Chair	4	Cheer

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. How many horses are there altogether?
2. Where is the fireplace?
3. How many comic sections are there?
4. How many smoke stacks on the ship?
5. What was the card the soldier was holding?


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.

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 happened when Anna first noticed her father?
2. Who got the tea cups down?
3. What was shared around the kitchen table?
4. Where was their neighbour wounded?
5. Explain how Mr Bedford felt and why.
6. What has a train got to do with this story?
7. What was like the wall of a trench?
8. Explain what the light in his eyes meant.

D - True or False?

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

1. They were yelling for help.
2. Mr Bedford was a Principal.
3. The rain was driving on the road.

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. Ua
2. Whāwhā
3. Whare karakia

i - What's Wrong?

What is wrong with the question/statement below?


Anna heard the door creak in the front room.



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?



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. Was the rope vertical or horizontal?
2. How many clumps of white did they pass?
3. Would they have ascended or descended to clamber up the bank?




C - Vowels and Consonants

Find the words using the clues below.

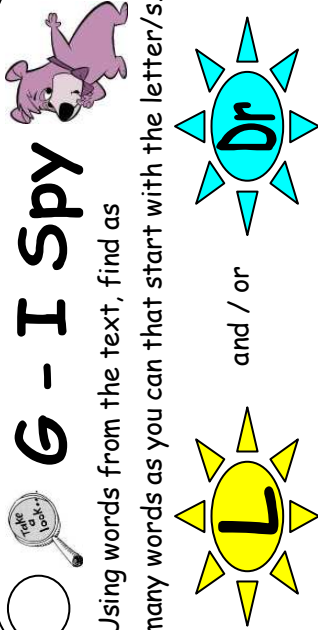
1. Consonants: 3, Vowels: 4, On Page: 44
Clue: Dinner

2. Consonants: 5, Vowels: 3, On Page: 42
Clue: Nice and quiet



G - I Spy


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



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.



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?

Headmaster

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

1. Feather pillow
2. Grandma
3. Eyes fixed on something

T - Word Study
Write meanings for these words.

1. Lurked
2. Charcoal
3. Avoided
4. Forehead

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. Which Government is in charge of the journal?
2. Where should enquiries be made?
3. What page is the glossary on?

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).

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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.

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.

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	Anna	2	Mum
3	Grandma	4	Dad

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. How many lanterns are there altogether?
2. What is on the bed?
3. How many hats are flying in the air?
4. What colour is Mums hat?
5. How many graves have crosses?

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.

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?)

Example SJ Reading Assessment Sheet



School Journal Used: Level 3, 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 Part 4 School Journals

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).



Limited progress made
 Some progress made
 Notable progress made
 Excellent progress made

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:

School Journal Student Answersheet. Page 1/4

Name:

School:

Class:

Date:

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:

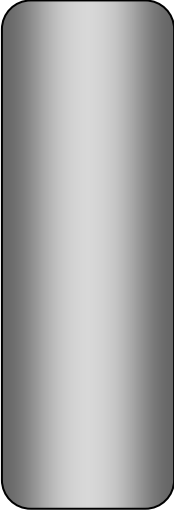


School Journal Month:

School Journal Year:

Genre/s:

Level:

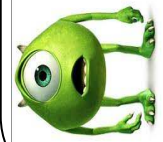


Name:

School:

Class:

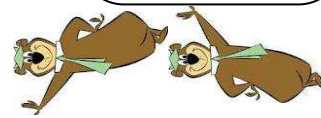
Date:



H - Scene Words:
My context is...

My Words...

I - What's Wrong?



J - In Summary...



K - The Impact



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



O - My Anagrams



P - Cover/Back/Contents Pages

L - Picture Cue



1.

2.

3.



School Journal Month:

School Journal Year:

Genre/s:



Name:

School:

Class:

Level:

Date:

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:

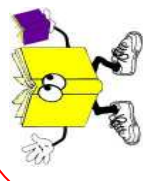
because...



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

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

Name:

School:

Class:

Date:

Spare Page (where extra room is required)