

A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What did the workers think when they first saw the slip?
2. Why did the people want the road cleared quickly?
3. What did they find out was higher up the slip?
4. What needed frequent repairs, and why?
5. When did the road finally open for good?
6. Why is this slip referred to as NZ's worst?
7. Make a list of all the challenges the workers faced.

D - True or False?



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

1. A laser is a dim light.
2. 380 000 cubic metres was moved.

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. Manawatu
2. awa
3. Oketopa

i - What's Wrong?



What is wrong with the question/statement below? Crews had to use a rope to pull themselves down.

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.



1. How many centimetres (cms) is one side of a cubic metre?
2. How many cms did the river rise?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 5, Vowels: 3, On Page: 6
Clue: Moveable
2. Consonants: 5, Vowels: 2, On Page: 9
Clue: Cars and trucks

F - Verbs, Nouns, Antonyms, Synonyms



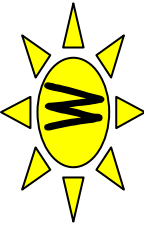
Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



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?

Tararua Ranges

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

- 1871
- The Bandit
- 250 times a day

T - Word Study
Write meanings for these words.

- Debris
- Cubic metres
- Quandary
- Rock anchoring

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 poem about?
2. Who is the Journal Designer?
3. Where is the image of the kete?

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	1871	2	2004
3	1819	4	2011

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 yellow dots are there on the map?
2. How many diggers are there altogether?
3. What page is the red car on?
4. What do the orange and yellow lines show?
5. What page are the square concrete blocks on?

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 in 1930?
2. Why was Sutcliffe a teenage sensation?
3. When did Hockley play in the 2nd women's Cricket World Cup?
4. What is said about Tim Southee?
5. Explain how cricket has changed a lot over the years.
6. Who is considered the greatest batsman ever?
7. Explain what the last sentence/piece of advice means.



D - True or False?

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

1. Twenty20 saw a change.
2. ACC is the Hall of Fame.
3. The ODI's were good for men cricketers.



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. Kēmu
2. Aotearoa
3. Hau

i - What's Wrong?

What is wrong with the question/statement below? The image shows the NZ Cricket Team on tour in South Africa.



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. Add up all the figures in the 'matches' shown in all of the grids.
2. What is the difference between the earliest and the latest dates mentioned?



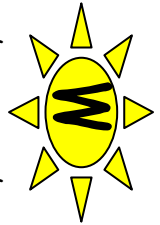
C - Vowels and Consonants ABC
Find the words using the clues below.

1. Consonants: 4, Vowels: 5, On Page: 26
Clue: Koalas
2. Consonants: 4, Vowels: 3, On Page: 24
Clue: To stop doing something



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.



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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?

Lancaster Park

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

1. Lancaster Park
2. 1940's
3. Allan Donald

T - Word Study
Write meanings for these words.

1. IPL
2. Lucrative
3. Modern
4. Accolades

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 number?
2. Who is the Series Editor?
3. Where should enquiries be made?

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.

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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	1972	2	1935
3	1973	4	1975

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 are the wickets?
2. What page is the person with the red cap on?
3. Where are the silver fern images?
4. Where is 'KRR999' located?
5. Who has a red circle around their face?

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):

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A - Did I Understand?
Comprehension - Knowledge and Understanding.

1. List all the places they used to get their mahinga kai from.
2. What times of the year is food the most plentiful?
3. Where in NZ is Arowhenua?
4. Why is food less plentiful these days?
5. Explain the two different ways the two men are keeping traditions alive.
6. Make a list of all the different types of foods mentioned in the text of this article.

D - True or False?

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

1. The Kai Hau Kai project never changes.
2. Inanga is a land based animal.

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. Mahinga kai
2. Ngāi Tahu
3. Tūpuna

i - What's Wrong?

What is wrong with the question/statement below?
Simon spent 3 months in Beijing in the 1970's.

J - In Summary...

Being brief, yet informative about the text.
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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 shapes are found on the spear?
2. What type of money us mentioned?
3. Is Otago N-S-E or W from Christchurch?



C - Vowels and Consonants

Find the words using the clues below.
1. Consonants: 4, Vowels: 4, On Page: 43
Clue: Children
2. Consonants: 3, Vowels: 3, On Page: 38
Clues: Winter, Summer, Spring, Autumn



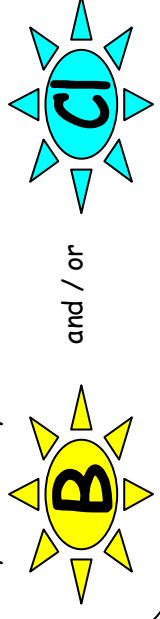
F - Verbs, Nouns, Antonyms, Synonyms

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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?

Te Waipounamu

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

1. Internet
2. Special video
3. TTTI Islands

△ T - Word Study
Write meanings for these words.

1. Harvest
2. Peninsula
3. Trawl
4. Symposium

△ 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. Where is the dog?
2. What is the Item Number for this journal?
3. What level is this School Journal?

△ U - Synonyms + Antonyms
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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.

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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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△ 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	Aramoana
2	Ngāi Tahu
3	Bluff
4	Temuka

△ 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. List all the seafoods shown in the images.
2. What page is the tap on?
3. Where is the chimney?
4. How many windows are open?
5. Where are the children's gumboots?

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A - Did I Understand?

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- How long was it before Mum said Harley should get a turn?
- Where does Dillon put his scooter at night?
- Who took the bike from under the bed?
- Why did Mum and Dad glare at each other?
- What have eyebrows got to do with the story?
- How old did Dillon turn on his birthday?
- What do you think the message (moral) of this story is/what is it trying to tell/show people?

D - True or False?



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

- The dishwasher door clunked.
- Harley shouted at Dillon.

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.

- Tōnga o te rā
- Rori
- Moenga

i - What's Wrong?

What is wrong with the question/statement below?



Dad kissed them on the cheek goodbye.

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.

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Relating unseen images.

What has this image got to do with the text?



F - Verbs, Nouns, Antonyms, Synonyms



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B - But this is Reading not Maths

Using Mathematics in Reading.



- What word is related to the word 'rotation'?
- Write down all the numbers which are written as words in the story.

C - Vowels and Consonants

Find the words using the clues below.



- Consonants: 5, Vowels: 3, On Page: 10
Clue: Side of road
- Consonants: 4, Vowels: 2, On Page: 13
Clue: Round ball

G - I Spy



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



and / or

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

Soccer Practice

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

1. Playground
2. Sunday
3. Keeps on chewing

T - Word Study
Write meanings for these words.

1. Sunset
2. Mention
3. Eventually
4. Ominously

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.
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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. Describe the front cover.
2. Who drew the map on page 4?
3. How many wavy lines are below the 3 triangles?

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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	Selfish	2	Wobbly
3	Sulk	4	Brat

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 circles are on the bedhead?
2. Who is wearing the helmet?
3. What colour is the top of the water bottle?
4. How many chairs can you see?
5. What colour is the letterbox?

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1. Where was Normal from?
2. Why did TJ say Normal was weird?
3. What happened as it got darker?
4. Why did Normal shout, 'Bovine creature'?
5. What did Dad first loan to Normal?
6. Who was 382?
7. Why did TJ say that their farm and possibly the whole world was in danger?



D - True or False?

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

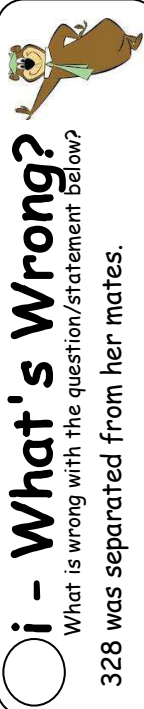
1. TJ was an alien.
2. The farm was noisy.
3. Normal's skin glowed.



E - Māori

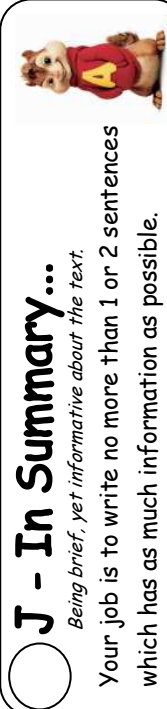
What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. Rori
2. Kampūtu
3. Kakāriki



i - What's Wrong?

What is wrong with the question/statement below? 328 was separated from her mates.



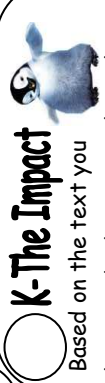
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B - But this is Reading not Maths
Using Mathematics in Reading.

1. Add up all the numbers in the text.
2. What word is related to 'lines'?
3. Write all the words related in the text to size.



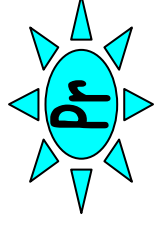
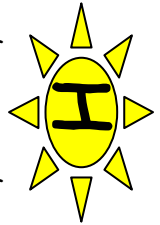
C - Vowels and Consonants
Find the words using the clues below.

1. Consonants: 6, Vowels: 3, On Page: 30
Clue: Alien vehicle
2. Consonants: 4, Vowels: 2, On Page: 35
Clue: Quicker and quicker



G - I Spy

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

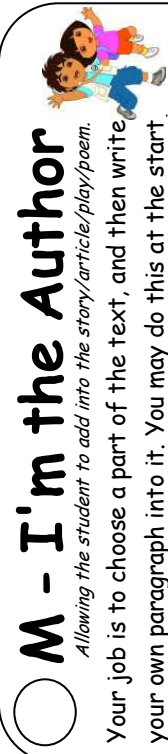


and / or



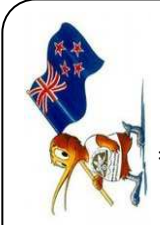
H - It's the Scene
This section relates more about scenes rather than themes.

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?
Andromeda Galaxy

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

1. Beans on toast.
2. Japan.
3. Hardly high-tech.

T - Word Study
Write meanings for these words.

1. Bovine
2. Prospecting
3. Ballistic
4. Luminous

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 did Sarah Penwarden write?
2. How many images are courtesy of the NZ Cricket Museum?

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	Eketāhuna	2	South America
3	Japan	4	Romania

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. Which pages show an image of a trough?
2. How many cows are there altogether?
3. What is on the bottom of the gumboot?
4. How many fence posts are along the road?
5. How many glasses are on the table?

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 did Mum mean when she said 'you'll be o.k.'?
2. Why was Jevan appalled?
3. What does it mean, 'make hay while the sun shines'?
4. Write a list of all the things that Anthony was good at.
5. How did Anthony help Jevan?
6. Who was Anthony's first customer?
7. Why did Anthony smile at the end?

D - True or False?



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

1. It was spring time.
2. Mrs Reihana owned a dairy.

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. Moni
2. Kurī
3. Pāpā

i - What's Wrong?
What is wrong with the question/statement below?
Mrs Hills hours had been cut at the cafe.

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. Add up all the amounts of money stated in the text.
2. How much money was it going to cost to take the whole class?

C - Vowels and Consonants

Find the words using the clues below.

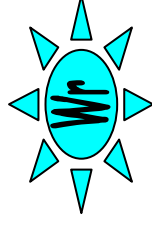


1. Consonants: 6, Vowels: 5, On Page: 46
Clue: Duplicate
2. Consonants: 2, Vowels: 2, On Page: 44
Clue: Coffee time

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.

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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?
Weeding Gardens

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 did Daron Parton do?
2. What month was this journal released?
3. What is the Ministry of Education's freephone?

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. What 2 things were in the glass?
2. What number is on the letter box?
3. How many arrows are there?
4. Where is the pot plant?
5. How many whiteboard markers are there?

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

1. Autumn.
2. Riding bikes.
3. 3rd week of the 2nd term.

T - Word Study
Write meanings for these words.

1. Relieved
2. Ginger crunch
3. Orchard
4. Species

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	Mr Lee	2	Mrs Whyte
3	Mrs Lockett	4	Mrs Reihana

W - My Theme Words
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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.
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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, September, 2014. Title of Text: (Circle) Story/Article/Play/Poem

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?

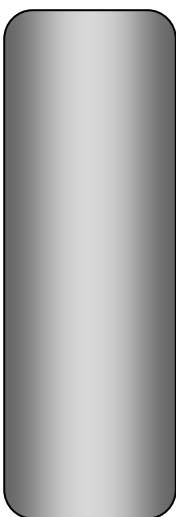


School Journal Month:

School Journal Year:

Genre/s:

Level:



Name:

School:

Class:

Date:

A - Did I Understand?



1

2

3

4

5

6

7

8

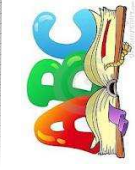
B - But this is Reading not Maths



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:

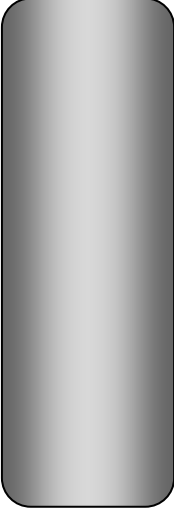


School Journal Month:

School Journal Year:

Genre/s:

Level:



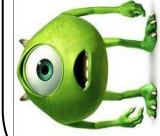
Name:

School:

Class:

Date:

School Journal Student Answersheet. Page 2/4



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:

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

V - Odd One Out

The odd one out is:

because...

R - Using Text Picture Cues



1

2

3

4

5



X - Syllables

1 Syllable

2 Syllables

2+ Syllables

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

My Words...

S - What's the Q?



1

2

3



Z - All Mixed Up

Z-ANSWER

Y + AA + AB: Do on separate papercard.





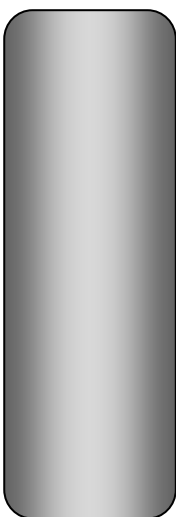
School Journal Month:

School Journal Year:

Genre/s:



Titlo



Name:

School:

Class:

Date:

Level:

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

Spare Page (where extra room is required)

