



A - Did I Understand?

Comprehension - Knowledge and Understanding.



- List all the characters in the play.
- Who had the biggest speaking part in the last play?
- Why did Hani say the play was stinky?
- Who got all aggro?
- How many different endings were there?
- Why did Liam say hurrray up?
- What was the idea on page 7?
- What was left on the photocopier?

D - True or False?



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

- Sonny returned with Sam
- Hanni got aggro.

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.

- Titiro
- Karaehe
- Riti

i - What's Wrong?

What is wrong with the question/statement below? Sam said they won't know who is who.



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.



- How much extra time were they given by the teacher (write your answer in seconds not minutes)?
- Multiply the total number of roles by the total number of characters?

C - Vowels and Consonants

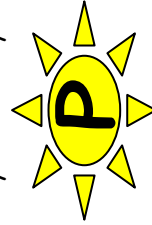
Find the words using the clues below.

- Consonants: 3, Vowels: 2, On Page: 4
Clue: Not together
- Consonants: 7, Vowels: 3, On Page: 7
Clue: There were six

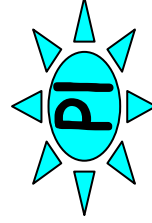
G - I Spy



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?

Zippy and Fang

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 literacy consultant?
3. What is the item 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 people had black hair?
2. Where was the world map?
3. What colour were the desk tops?
4. What colour were Mrs L's glasses?
5. Who had a purple shirt?

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

1. Five more minutes.
2. Props.
3. To apologise.

T - Word Study
Write meanings for these words.

1. Fable
2. Arm barrier
3. Conflict
4. Negotiate

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	Conflict	2	Barrier
3	Push	4	Aggro

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.



- When did Gran take the boys on the ferry ride?
- Who said, "there must be hundreds"?
- What has a cellphone got to do with this article?
- What was more important than the recycling sign?
- List all the signs that were on the ferry.
- What were the two groups the boys divided the signs into?

D - True or False?



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

- Tobiah leaned over the rail.
- The road signs were hard.

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.

- Kaimoana
- Karoro
- Kuri

I - What's Wrong?

What is wrong with the question/statement below? The boys and Gran thought about each sign.



J - In Summary...

Being brief, yet informative about the text.

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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.



- Make a sketch of all the different sign shapes. Can you name each shape?
- What does '24 Hour 7 Days' mean?

C - Vowels and Consonants

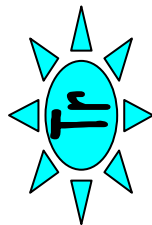
Find the words using the clues below.

- Consonants: 4, Vowels: 2, On Page: 15
Clue: Done by phones
- Consonants: 4, Vowels: 1, On Page: 9
Clue: Boat landing



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?
Shoplifters and Robbers

 **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 journal website address?
2. What level is this journal?
3. Who wrote the poem?

 **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 signs have a red line through them?
2. How many puaa can you take per day?
3. What colour is the phone camera?
4. What do you need to 'mind'?
5. Why are they 'sorry'?


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

1. Underground cables.
2. Six per day.
3. Within 5 metres.

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

1. Divided
2. Challenged
3. Classify
4. Several


 **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	Gran	2	Nikko
3	Achilles	4	Tobiah


 **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

 **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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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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 **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?

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1. Explain the differences between food storage these days and those of the past.
2. What happens in April and May?
3. Write up a mini fact file about Titi.
4. What three things is a pōhā made from?
5. What have balloons got to do with the article?
6. How many birds could the pōhā hold in the old days?
7. Show where Te Rau Aroha Marae is in NZ.

D - True or False?



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

1. The harvest has 3 parts.
2. Tiny is a tāua.

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. Rakiura
2. Tāhere
3. Rimurapa

i - What's Wrong?



What is wrong with the question/statement below?
The 1988 Act protects rimurapa.

J - In Summary...



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K - The Impact



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What has this image got to do with the text?



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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. Write down all the number words used in the article, and add them all up to get a total figure.
2. Change 10 metres into centimetres.

C - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 4, Vowels: 2, On Page: 28
Clue: The South
2. Consonants: 5, Vowels: 2, On Page: 26
Clue: Holes in the ground

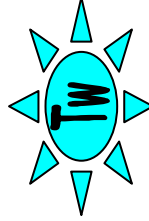
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Using the following word/s from the text, can you make new words using some/all of the letters?

Rimurapa Bags



△ 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. Does this article have an audio track?
2. What is the barcode number?
3. Is 0800 660663 a phone or fax number?



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

1. What colour are the chicks?
2. What are the pōhā resting on?
3. How many red dots are on the map?
4. What colour are the overalls?
5. How many tītī images are on the marae walls?




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

1. For about 2 years.
2. Wharekai.
3. Seabirds.




△ T - Word Study
Write meanings for these words.

1. Petrels
2. Hemisphere
3. Tangi
4. Mainland



△ U - Synonyms + Antonyms
Choose three words from the text and write the following for EACH word chosen.
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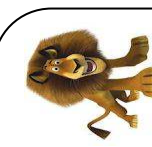
1	Sinkers	2	Rimurapa
3	Floats	4	Ngāi Tahu



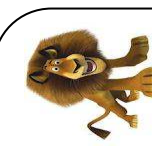
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Choose any one of the characters in the text and do a mini profile on them. This needs to include as much information about that character you can find.



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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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A - Did I Understand?

Comprehension - Knowledge and Understanding.



- How did Aiden walk to school (what does this mean)?
- What was the name of the shop?
- Why was the day getting weird?
- What was the 'mix-up'?
- What did Tamsin have?
- Who was Kane?
- Write a list of all the different things that everyone brought to school.

D - True or False?



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

- Mr Chalmers was a parent.
- Nathan had a moa bone.

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.

- Whakamā
- Kau
- Tātai

i - What's Wrong?



What is wrong with the question/statement below? His right knee began to shake.



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B - But this is Reading not Maths



Using Mathematics in Reading.

- Make a tally of all the different numbers used as words in the story.
- How much money was mentioned?

C - Vowels and Consonants



Find the words using the clues below.

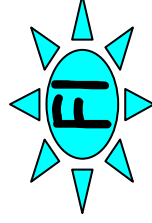
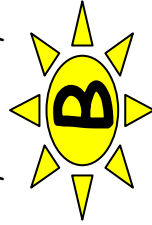
- Consonants: 3, Vowels: 3, On Page: 20
Clue: Not outdoors
- Consonants: 6, Vowels: 2, On Page: 23
Clue: Opposite of catching



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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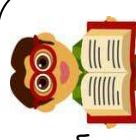

O - My Anagrams
Using the following word/s from the text, can you make new words using some/all of the letters?

Secret Favourite Thing



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 was this journal published?
2. Which government is this from?
3. What does the '1666' refer to?



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 is the name of the school?
2. How many bikes are shown?
3. What colour was the dress?
4. How many people had red/orange hair?
5. What page is the parsley image on?




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

1. Tea cup.
2. Lump of coal.
3. Possible solution.

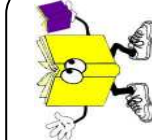


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V - Odd One Out
Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.

1	Secret Thing	2	Books
3	Jacket	4	Lunch



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. Claimed
2. Small print
3. Amaryllofolius
4. Tarnished



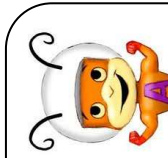
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Write down 2 words from the text that have 1 syllable, 2 words that have 2 syllables, and 2 words with more than 2 syllables.
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(What was the main objective/aim either you or your teacher wanted you to get?)

Example SJ Reading Assessment Sheet



School Journal Used: Level 2, 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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<u>Official Languages Used</u>	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).



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?

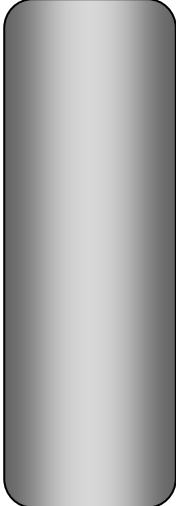


School Journal Month:

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:

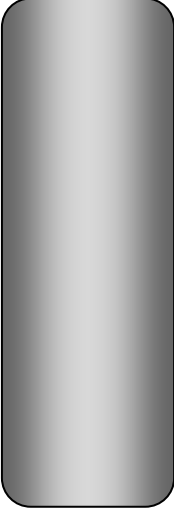


School Journal Month:

School Journal Year:

Genre/s:

Level:



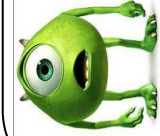
Name:

School:

Class:

Date:

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:

School Journal Student Answersheet, Page 3/4

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 - ANSWER



Y + AA + AB: Do on



separate papercard.



School Journal Month:

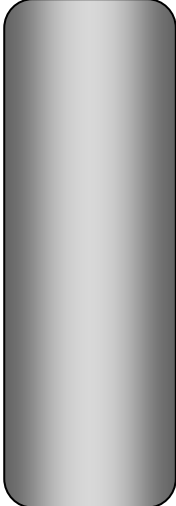
School Journal Year:

Genre/s:

Level:



Titlo



Name:

School: Class:

Date:

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

Spare Page (where extra room is required)

Large empty rectangular area for writing answers.