



The Ants and the Grasshopper

The Sequel

By Dave Armstrong

School Journal
Level 2
June 2014

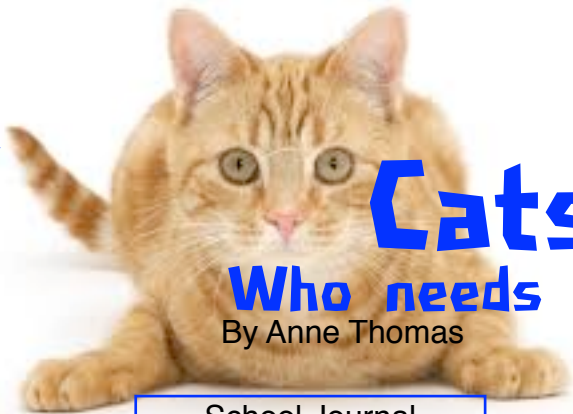
Learning Intention: To answer comprehension questions based on information from the text.

1. Why were the ants so busy over the summer?
2. Why was everyone else freezing?
3. What did the grasshopper promise the ants if they would let him in?
4. Do you think he really meant that? Why?
5. What jobs did the grasshopper do for the ants?
6. What did the ants give him in return?
7. What do you think the grasshopper learned while he was with the ants?
8. Why did the ants not want the grasshopper to play music?
9. How did the grasshopper feel when summer finally came?
10. What did the ants think when the grasshopper decided to go to the huhu grubs party?
11. What does it mean when the grasshopper said "Let's just call it interest?"
12. Why is this story called 'the sequel?'

Explain what these everyday phrases mean.

good times
 Lighten up
 Chill out
 Out of the question
 Check out
 No good
 Munching

Working with another person in your reading group, create a little finger puppet play of this story. You will need to make yourself some little finger puppets. Be prepared to present it to another reading group or the class.



Cats

Who needs them?

By Anne Thomas

School Journal
Level 2 July 2014

Learning Intention: To answer comprehension questions and make inferences based on information from the text.

Using a whole page in your reading book make a poster for cat owners telling them what their responsibilities are as cat owners, and how they can protect our wildlife. Make it colourful and bright and attractive looking so it catches attention. Use information from this article to help you.

Find the meaning of these words from the text

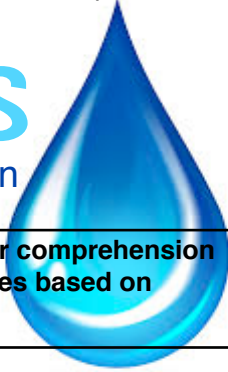
endangered
 predators
 prey
 companion
 adapted
 colony
 feral
 mummified
 microchip

1. Why do some people think that cats are cruel killers?
2. What does it mean by 'there might be two sides to your cute new friend?'
3. Why do people have cats as pets?
4. Do you think cats are 'serial killers?' Why?
5. What are the three kinds of cats according to the law?
6. Why are cats a danger to our native wildlife?
7. What did the SPCA used to do to stray cats? What do they do now?
8. What is the benefit of microchipping cats?
9. What is the Animal Welfare Act?
10. Why should cat owners neuter their cats?
11. What do you think about this article? Do you think cats should be killed or that we should just be responsible owners to protect our wildlife?

Water Worries

By Rachael McMillan

School Journal
Level 3
April 2012



Learning Intention: To answer comprehension questions and make inferences based on information from the text.

1. What are some things that we use water for apart from drinking. See how many you can list.
2. Why does 'every drop count'?
3. Find out how much water the average NZer uses per day.
4. Where does our water come from?
5. According to the water cycle how does the water get into the sky?
6. Why do you think we use a lot more water today than we used to?
7. Why do you think many farmers are changing their farms to dairy farms?
8. Why is this putting more pressure on the water supply?
9. How do the aquifers become polluted?
10. Where does the water that goes down the drain end up?
11. What are some of the things that end up in the water supply (apart from water)?
12. How does climate change effect our water supply?
13. How do some countries harvest water?

Find and write the sentences that contain the following words. Underline the words and write its meaning.

groundwater
droplets
irrigation
converting
aquifers
fertiliser
wastewater
herbicides
pesticides
run-off
sediment
desalination
harvesting
vapour

Become a water warrior. Create an advertisement that encourages people to conserve water. Include some of the ideas from this story as reasons why we should conserve water. Give some tips for conserving water.

Draw a diagram of the water cycle and explain it in simple language. Make sure you present it neatly and make it eye-catching.

The Penny Walk

by Paul Mason

School Journal
Level 3
April 2012

Learning Intention: To answer comprehension questions and make inferences based on information from the text.

1. How much is a penny worth?
2. When do you think this story took place? Why do you think this?
3. Why were they flipping the coin?
4. How did Louisa feel about taking chances?
5. Who do you think was the leader in this pair of friends? How do you know?
6. What time of the day do you think this story takes place at? Why?
7. Where did the coin seem to be taking them?
8. How do you think Louisa felt about going into the graveyard?
9. Why do you think Hazel said 'It doesn't count if we're not both here?'
10. What do you think the smell was as they walked into the shop?
11. What does it mean by 'Hazel lost her nerve?'
12. Who do you think is the bravest of the two girls? why do you think that?

Do some research and find out about the New Zealand penny. (we used to have one once). Find a picture of it to print and stick in your book, what year did the penny cease to be currency in New Zealand.

Find out if any other countries have pennies. How many can you find, print, glue in your book and label.

Retell the story in your reading book in a storyboard. Divide the page into 8 boxes then divide the story into 8 main parts. In one sentence in each box say what happened and then illustrate (draw pictures) that part of the story. Make sure you put them in order and cover the most important parts of the story. See if someone in another group can understand the story.

Find these words in the story and write down their meaning.

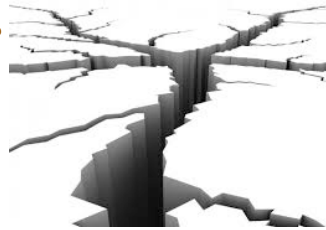
Intersection	shelving
glimpsed	stubbornly
rasping	reluctantly
smirked	boarded
gloom	clattering

Knee Deep

Learning Intention: To answer comprehension questions and make inferences based on information from the text.

By Simon Christie

1. Why was there raw sewerage on the streets and waterways of Christchurch?
2. Why could the people not use tap water?
3. So how did they get water?
4. How do you think the wastewater system was 'patched' together?
5. Who or what is SCIRT and what do they do?
6. Why do you think the sewer system was a top priority?
7. What are the 'three waters'?
8. What are the three treatments waste water goes through?
9. What two questions had to be answered?
10. What were the stakeholders priorities
11. Briefly describe the design process.
12. What do Civil, mechanical and geotechnical engineers do?
13. Who else was involved in the process?



Do some research into the Christchurch Earthquake. Create a chart about damage done to the city. Print out a map of Christchurch and show the most damaged parts. Describe some of the kinds of damage done. Find two stories about people helping other people during the days after the quake, briefly summarise these on your chart. You might like to include photographs.

Find these words from the story and write down their meaning

distressed
collapsed
wastewater
contamination
infrastructure
assessing
liquefaction
silt
stakeholder
gravity
sludge
pollutants
consulting
residents
priorities
cost-effective