

Kids, remember to include the following information for each School Journal item you do: **Title, Author, School Journal Year and Month, Level, Genre, Headings**

A - Did I Understand?

Comprehension - Knowledge and Understanding.



Based on the story/article/play from the School Journal you are reading, write at least one question and answer using at least one each of the sentence starters shown below.

Who?
Why?
What?
When?
Who?
How?

B - But this is Reading not Maths

Using Mathematics in Reading.



Try and write 2-3 questions and answers based on the text you are reading where the questions and answers have a mathematical theme.

C - Vowels and Consonants ABC

Find the words using the clues below.

*E.g. Consonants: 3, Vowels: 2, Found on Page: ??
Clue: Really big (the answer would be 'large').*

Try and write a couple of these as shown above where the word comes from the text.

D - True or False?



Are the questions/statements True, False or Both?

Try and write 2-3 statements from the text (remember to include the answers as well), where the answers are true, false or both.

E - Māori

What do the words mean? (They may or may not state it in the text).

It may be Māori to English or English to Māori.

Try and write a few words from the text using Māori. Remember answers.

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)

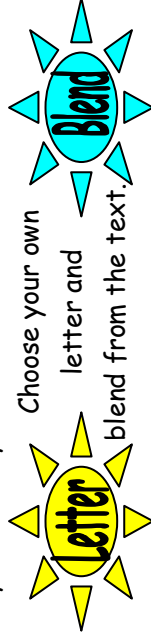
based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



G - I Spy



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



Choose your own letter and blend from the text.

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?



Write a statement from the text that is false. Remember to include the answer.

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 the image got to do with the text?

Draw/sketch an image (or you could cut one out of a magazine) which is related to the text but not shown.



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.





Kids, remember to include the following information for each School Journal item
you do; Title, Author, School Journal Year and Month, Level, Genre, Headings

Contract
2 of 2 (2A)

O - My Anagrams
 Using the chosen word/s from the text, can you make new words using some/all of the letters?
Choose a long word or words from the text

P - Cover/Back/Contents Pages
 Write a few questions and answers where the answers have to be found by looking at the covers (front and back), and contents page of the School Journal that you are reading from.

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
 Write 3-5 questions and answers where you have to look at the images/pictures/diagrams in the text to find the answers.

S - What's the Q?
 You write 3 answers and then write the questions for those answers (you are just doing it back to front from normal).

T - Word Study
 Write meanings for the words.
 Choose 4 or 5 hard and/or unknown words from the text and write the meaning for them.

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 it is the odd one out.
 Choose the four words from your text. Make it tricky.

1	2
3	4

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.

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.

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?)



Kids, remember to include the following information for each Journal poem you do:
Title, Author, School Journal Year and Month, Level, Genre, Headings

P1.A Questions and Answers: ☆



Write your own 3-5 questions and answers based on the poem. Try and start them with any of the 6 'W' and 1 'H' starters.

P1.B My Dictionary Meanings: ☆



Write your own meanings..

Choose 3-5 words from the poem which are either hard and/or unknown to you. Then write your own meanings for the words.

P1.C Replace the Words: ☆



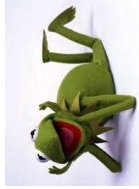
Replace words in the poem with similar words so the meaning stays the same. You choose the 3-4 words to change from the poem. Make sure you say which ones you changed and what you changed them to.

P1.G Extra Tasks: ☆



Ask your teacher which of the following below extra tasks you need to do which are related to the above poem (you or your teacher may think of others). Possibilities include: writing your own poem, illustrating the poem, writing as many words related to the poem/word-theme bank, making an acrostic based on the poem, making a mobile/moving poem, making a poem puppet.

P1.D My Illustration/Sketch:



You could use the other side of the page to do either your own illustration/sketch/diagram as shown in the poem, and/or do your own illustration/sketch/diagram based on/related to the poem. Be creative.

P1.E Add or Explain: ☆



Do one or both of the following.

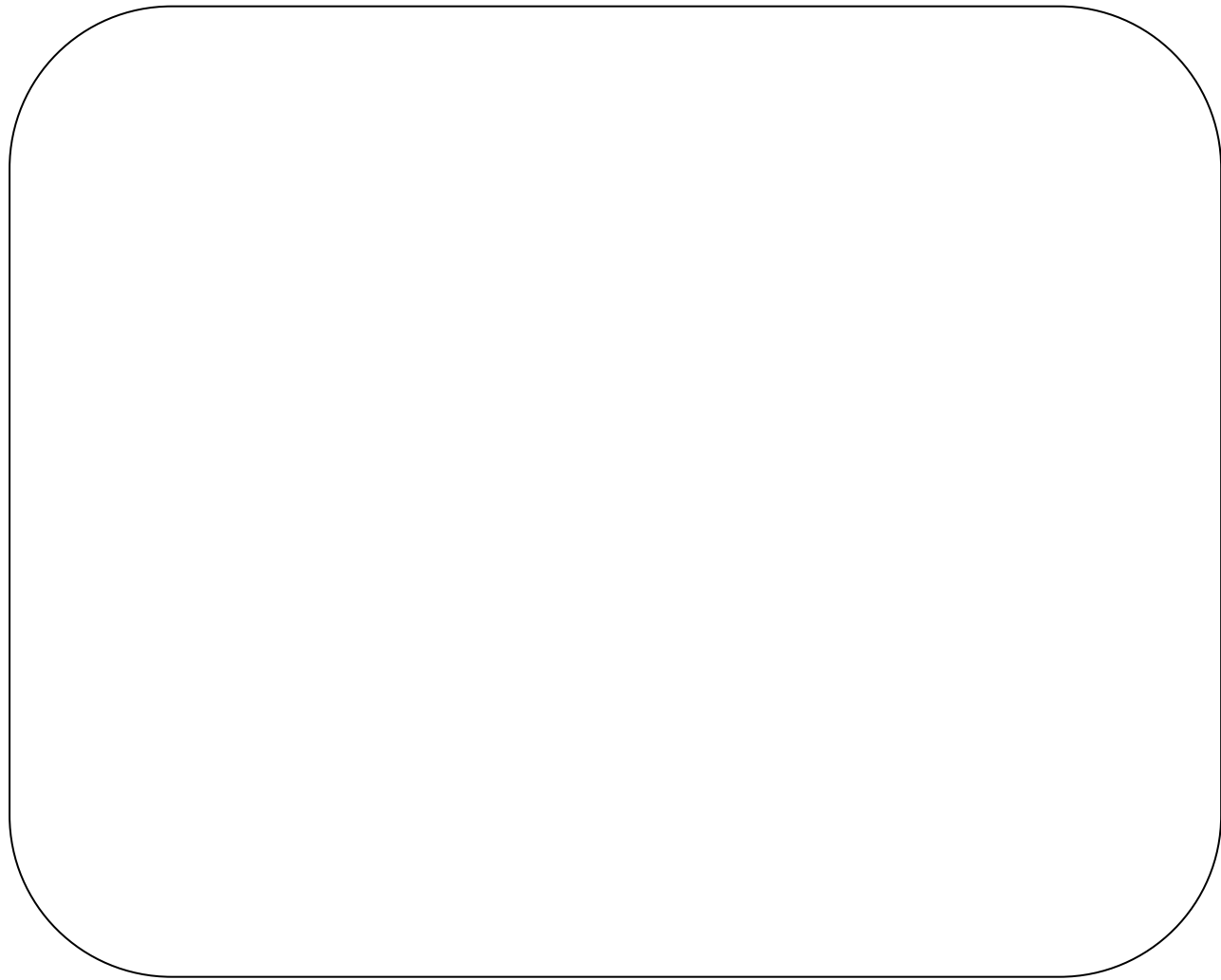
Make sure you say which one you are doing.

- (1) Explain what one of the verses from the poem means in plain language;
- (2) Add in your own verse/sentence either somewhere within the poem or at the end of the poem.

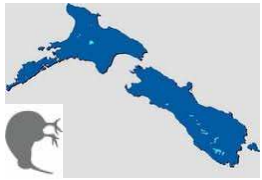
P1.F Māori: ☆



Write a couple of words from the poem and translate them into Māori or English.



Example Journal Reading Assessment Sheet



Journal Used: (Circle) Story/Article/Play/Poem

<u>Key Competencies</u>	Thinking	Using Language, Symbols and Texts	Managing Self
			Relating to Others
			Participating and Contributing

<u>Official Languages Used</u>	Māori
	NZSL (Sign Language)

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			Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Journals (What Was)			Junior Journals	Part 1	Part 2 and 3 School Journals	Part 4 School Journals	Part 4 School Journals	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?

Kids, remember to include the following information for each Junior Journal item you do: **Title, Author, JJ Number, Year and Month, Genre, Headings**

A Did I Understand?
(Comprehension Questions and Answers)



Based on the story/article/play from the Junior Journal you are reading, try to write one question and answer using one each of the sentence starters shown below.

- Who?**
- Why?**
- What?**
- Where?**
- When?**
- Who?**
- How?**

C What's the Question?



You write 2 answers and then write the questions for those answers (you are just doing it back to front from normal).

D Word Study

Write and/or draw meanings for the words (Dictionary/Pictionary).
 Choose 3 or 4 hard and/or unknown words from the text and write the meaning for them.

E Chunking



Write down 2 words from the journal that you can "Chunk" or split, so one word makes two words.
 E.g. Sometimes = some + times

F Syllables



Write down 1 word from the journal that has 2 syllables, and 1 word that has more than 2 syllables, E.g. Sometimes=some/times
 Situation=sit/u/a/tion

G Odd 1 Out



Which is the odd one out? Remember to justify your answer by saying why it is the odd one out.

Choose the three words from your text. Make it tricky.

1

2

3



B Picture Cues
 Find the answers to the questions using the pictures in the story/article.

Write 2-4 questions and answers where you have to look at the images/pictures/diagrams in the text to find the answers.



H My Thesaurus

Choose 5 words from the journal and write another word for each word chosen which has a similar meaning. E.g. Hot = Boiling. You may also like to do this as a Pictionary (drawing a picture of the similar meaning of the word).



K Contents/Cover Pages

Write a couple questions and answers where the answers have to be found by looking at the cover and contents pages of the Junior Journal that you are reading from.



I Who Am I?

Choose any one of the characters/people in the journal and do a mini profile on them. This needs to include as much information about that character/person that you found in the journal.

J Let's Draw

Do your own sketch/drawing / diagram related to the journal or based on your own experiences.



L



Possible Activities Choose one of the below (or your teacher will tell you which one to do) in relation to the story/article/play you are reading.

- Title Page
- Cartoon Drawing or similar
- Model/3d/2d
- Wordfind / Crossword/Maze
- Mini Pictionary
- Mini/Junior story Book
- Mobile/Craft
- Audio Book
- Mixed up sentence
- Oral presentation/speech
- Diagram/Poster/Advert
- Teacher Choice
- Self directed Cloze activities/Quizzes



M My Opinion of the Story/Article
 Rate the story/article you have just completed. Give at least one full good or bad point/reason of why you say this. This is what YOU thought of it.

