



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Where did Ellie go when the first earthquake happened?
2. Who was the first person who checked on Ellie?
3. List all the things the people piled up in their trolleys.
4. What did Dad do when daylight came?
5. Who was Penny?
6. How long did school stay closed for?
7. What happened two weeks after school began?
8. Why couldn't the shops be fixed?

D - True or False?



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

1. 04/09/11
2. Dunedin suffered damage
3. The flood was bad.

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. Christchurch
2. Family
3. Teacher

i - What's Wrong?

What is wrong with the question/statement below?

"Sorry closed until notice further"



J - In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which have as much information as possible.



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'.



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

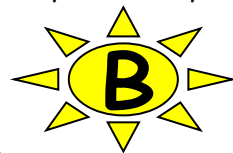


1. Add up all the numbers from the two main dates mentioned on the last page.
2. What kind of shapes are the construction cones?
3. Add up all the amount of weeks and times mentioned.

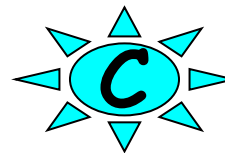
G - I Spy



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.

1. Consonants: 6, Vowels: 3, On Page: 7
Clue: Something to do with months.
2. Consonants: 5, Vowels: 4, On Page: 4
Clue: Something to do with food items.

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?

Supermarket

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 story/article on page 30?
2. What did Paul Mason write?
3. What NZ level is this journal related 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 colour is the engineers cap?
2. How many people are in the photo frame?
3. Who is holding the torch?
4. How many construction cones are there?
5. What colour are the shopping bags?

S - What's the Q?

(You write the question to the answer given below)

1. Big mirror
2. Demolish
3. Linen cupboard

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 Bricks	2 Cracks
3 22/02/10	4 Tiles

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. Aisles
2. Earthquake drill
3. Relieved
4. Suffered

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 happened two weeks ago?
2. Describe the first two customers mentioned.
3. What have blue cabbage lumps got to do with the story?
4. Who was the robot?
5. What was the robots knee made of?
6. What was the \$12.00 for?
7. What did the girl have around her neck?
8. What happened on the ceiling?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many different animals were there?
2. List all the different shapes of the robot.
3. How many times do any human names appear?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 7, Vowels: 4, On Page: 21
Clue: To moan about something.
2. Consonants: 4, Vowels: 4, On Page: 18
Clue: Really big.

D - True or False?



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

1. Five metre tall tiger
2. This is a true story
3. I became a pet myself

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. Two
2. Dad
3. Face

F - Verbs, Nouns, Antonyms, Synonyms

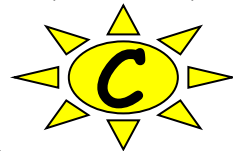
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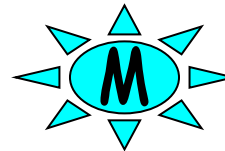
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H - It's the Scene



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?

"I used to love the pet shop at the supermarket."



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?



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Allowing the student to add into the story/article/play/poem.

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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?
Spaceport


△ **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 year was this journal written?
2. Where are the three small triangle shapes?
3. Who wrote 'Smokefree'?

△ **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.

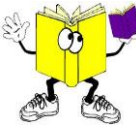
△ **R - Using Text Picture Cues** 
Find the answers to these questions using the pictures in the story/article/play.
1. How many fish bowls are there?
2. How many rows of teeth are on the animal on Pg.18?
3. How many legs does the tiger have?
4. What colour is the 'exit' sign?
5. Where are the scissors?

△ **S - What's the Q?** 
(You write the question to the answer given below)
1. Knee fell off
2. Ryan
3. Small flying whale


△ **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	Stinky	2	Dolly
3	Mum	4	Shorty


△ **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. Kidnapped
2. Somersault
3. Ceiling
4. Crowded

△ **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. How many days had Miria been inside?
2. Why are the leaves cut on an angle?
3. What was Miria focussed on weaving?
4. Why was Miria miserable?
5. What was the protective circle for?
6. Why do you put the leftovers back under the bush?
7. Who was Tama?
8. What is the main theme of this story?

D - True or False?



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

1. Harakeke
2. Miria is a boy
3. Seafood is mentioned

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. Pēpē
2. Kono
3. Headbands

i - What's Wrong?

What is wrong with the question/statement below?

This was an activity done at school.



J - In Summary...

Being brief, yet informative about the text.

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F - Verbs, Nouns, Antonyms, Synonyms

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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. What shapes are used on the fence?
2. List 5 things that would be classified as 3D.
3. How many different tools are in the story?

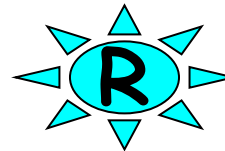
G - I Spy



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.



1. Consonants: 4, Vowels: 4, On Page: 22
Clue: Flax
2. Consonants: 6, Vowels: 4, On Page: 26
Clue: To look after

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.

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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?
Happiness


△ **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 2 items are related to earthquakes?
2. What month did this School Journal get released?
3. Who is Greg O'Connell?

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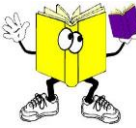
△ **R - Using Text Picture Cues** 
Find the answers to these questions using the pictures in the story/article/play.
1. What colour is the fence?
2. Where is the greenstone?
3. What colour are the garden cutters?
4. List all the colours of footwear worn.
5. What is one thing that all three people on page 27 have in common?

△ **S - What's the Q?** 
(You write the question to the answer given below)
1. Sick harakeke
2. "You're a natural"
3. Too fragile


△ **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	Harakeke	2	Pēpē
3	Tama	4	Shoots


△ **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. Moaned
2. Fragile
3. Brittle
4. Glimmer

△ **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

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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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- How many stairs did Alison climb at a time?
- What echoed like gunfire?
- What did her beam throw up?
- What was at the bottom of the stairs?
- What was choking Alison? What did this mean?
- Who was Alison with at the beginning?
- Describe the 'bunker'.
- What were the walls and roof made out of?

D - True or False?



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

- This is fictional.
- The tunnel was 9 metres long.
- Alison was the only girl.

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.

- Girl
- Boy
- Caution

I - What's Wrong?

What is wrong with the question/statement below?

A hunk of machinery lay in the cupboard.



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Relating unseen images.

What has this image got to do with the text?



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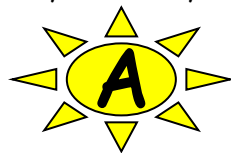


- What shape/s were the boulders?
- What shape are the pipes?
- Multiply the total door hinges by the total doors.

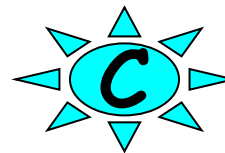
G - I Spy



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: 3, Vowels: 1, On Page: 42
Clue: Pigs tail shape
- Consonants: 3, Vowels: 4, On Page: 41
Clue: Be careful

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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Machinery


△ **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 inside back cover show?
2. What is the title of the play?
3. What is the image shown on the contents page?

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△ **R - Using Text Picture Cues** 
Find the answers to these questions using the pictures in the story/article/play.
1. How many windows are shown altogether?
2. What colour is Alison's hair?
3. How many bolt/screw holes are there on one door on the last page?
4. How many torch images are there altogether?
5. How many light bulbs can you see altogether?

△ **S - What's the Q?** 
(You write the question to the answer given below)
1. Two boys
2. Wrong direction
3. Ali


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


1	Boulders	2	Bunker
3	War	4	Relic


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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. Maze
2. Damp
3. Bunker
4. Relic

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Comprehension - Knowledge and Understanding.



1. Why was Mum bouncing into the kitchen?
2. What does it mean, 'everything's a drama'?
3. What has a cold turkey got to do with this story?
4. List all of Mum's smoking routines.
5. What happened on the last page?
6. What did he say he would do if Mum gets fidgety?
7. What are the three things Mum had already tried to give up smoking?
8. Why did the boy say to himself that he was lying?

D - True or False?



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

1. There are 2 bottles of milk on the bench
2. Mum was a smoker
3. Mum will succeed

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. Smoke
2. Cup
3. Love

i - What's Wrong?

What is wrong with the question/statement below?

Mum often smoked at work.



J - In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which have as much information as possible.



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'.



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.

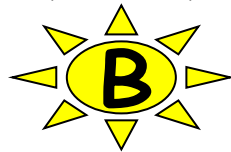


1. List all the cylinder shaped items shown.
2. Make a mathematical equation for the bike wheels.
3. What three items are in the shape of a triangle?

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.



1. Consonants: 6, Vowels: 5, On Page: 46
Clue: Uses needles
2. Consonants: 8, Vowels: 4, On Page: 44
Clue: Shameful

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?

Smokefree


△ **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 Peter Friend write?
2. What does the inside front cover show?
3. Who is the publisher?


△ **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 page is the light switch on?
2. What colour are the flowers?
3. How many book pictures are there?
4. Where is the vacuum cleaner?
5. What colour is the outside fence?


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


1. Hypnotherapy
2. Gets a bit grumpy
3. Nicotine

△ **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 Cigarette	2 Cold Turkey
3 Smoke	4 Nicotine


△ **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. Method
2. Routines
3. Bonding
4. Advice

△ **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.



- Which dates were the two main earthquakes?
- How many people died in the Cathedral?
- Where was the epicentre of the September quake?
- What is the proper name for 'sand volcanoes'?
- Where is the 'Greendale Fault'?
- What was the main difference between the two quakes in relation to why one quake caused more damage than the other quake.
- What are the main things to do if you are in an earthquake?
- Who was Peter Beck?

D - True or False?



Are the questions/statements True, False or Both?

- This was in the Waikato region.
- The February quake happened at 12.51pm.
- People died in the September quake.

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.

- Christchurch
- Cover
- February

i - What's Wrong?

What is wrong with the question/statement below?

Earths plates move a few metres each year



J - In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which have as much information as possible.



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'.



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

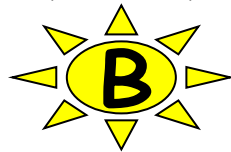


- What was the time (days) difference between the two main quakes?
- What was the difference between the magnitudes of the 2 main quakes?
- Write an equation based on the times (clock).

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: 7, Vowels: 4, On Page: 8
Clue: Really bad
- Consonants: 4, Vowels: 4, On Page: 11
Clue: Canterbury town

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?

Plate Boundary

△ 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 image is shown under the number '3' on the outside back page?
2. What Reading Year Level is the old Junior Journal now?
3. Who is the 'designer'? (inside back page).

△ 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 would the sign (on the road) in the first image normally say?
2. Where is the woman in the white shirt from?
3. What page is the aerial photo on?
4. What colour is the car which sunk a bit?
5. Where was the tanker heading to?

△ S - What's the Q?



(You write the question to the answer given below).

1. Greymouth
2. Epicentre
3. Huge segments

△ T - Word Study



Write meanings for these words.

1. Earth plates
2. Crust
3. Tremors
4. DROP, COVER, HOLD

△ 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

Cover

2

Hold

3

Slop

4

Drop

△ 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?)





Extra Bonus - This contract sheet (3 of 3) is simply a few extra activities related to the above article.

Task A: Using the below blank master (or you could draw a giant map), fill in details which show where the two earthquakes hit and how far they were felt (try not to simply copy the diagram out of the journal).



Task B: Can you give a detailed explanation of how to get to each school as if you were arriving at Christchurch airport?



Task C1 and C2: By going into the four different Christchurch school websites as shown below, (C.1) can you match the below people with the correct school?, and (C.2) what does each person do at their school?. If you are from one of these schools, then you will already be ahead of other people, so you could try and list all the staff from your school and put them into either alphabetical order and/or in level/class order.

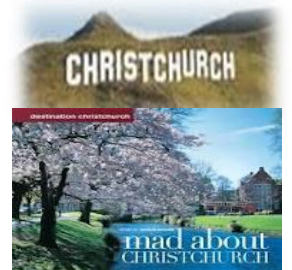
The Four Christchurch School Websites are:

Linwood Ave School (LAS): www.linwoodave.school.nz

Ilam School (IS): www.ilam.school.nz

Waltham School (WS): www.waltham.school.nz

Somerfield School (SS): www.somerfield.school.nz



People to find which school they are from, and what they do at their school: **Christine Harris, Gavin Stevenson, Nicki Frisby, Gordon Caddie, Marilyn Hore, Lynda Watson, Denise Torrey, Liz Jensen, Margaret Kitney, Janine Tarawhiti, Colin Hill, Vicki Harrington.**

Task D: Now can you find a road route between all four schools? You need to do it in a way where street names and suburbs are used between the four so someone who doesn't know CHCH would be able to drive to all four schools, one after another (order doesn't matter). Remember to include well known landmarks etc (you could actually draw it as an instruction map - be creative, informative, and accurate).





A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. List all the things that trees do for us.
2. How much forest (percentage) was there when people first arrived in NZ?
3. What happened from 1840?
4. Which forest is home to the native kōkako?
5. Why are trees considered a valuable resource?
6. What was stopped in 1993, and what does this mean?
7. When did Arbor Day begin in NZ?
8. Which school were the students from?

D - True or False?



Are the questions/statements True, False or Both?

1. Protesters and 1987
2. Our wood is exported
3. Pureora Forest Park is in the South Island

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. Tree
2. Kāingaroa
3. New Zealand

i - What's Wrong?

What is wrong with the question/statement below?

Native trees come from another country.



J - In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which have as much information as possible.



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'.



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



1. If you added up all the dates from the 1800's, what would the total be?
2. What shape are the power poles?
3. What percentage of land was not covered in trees when people first came to NZ?

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.

1. Consonants: 2, Vowels: 2, On Page: 33
Clue: Type of tree
2. Consonants: 5, Vowels: 5, On Page: 35
Clue: To grow again

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.


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?

Environment


△ **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 story does the image on the front cover come from?
2. What is the 'ISSN' number?
3. How many different authors are there altogether?


△ **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 children are planting in 2010?
2. How many map images are there altogether?
3. How many people are up in the tree?
4. What two dates are on the postage stamp?
5. How many children are standing by the first felled kauri tree?

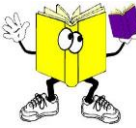
△ **S - What's the Q?** 
(You write the question to the answer given below)

1. Millions of dollars
2. Built platforms
3. United States

△ **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	1977	2	1925
3	1840	4	1971


△ **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. Arbor Day
2. Exotic
3. Crown Land
4. Plains

△ **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?)