



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What did the toad do to the bell?
2. Describe Mrs Anderson.
3. Where was the spare bedroom?
4. Who couldn't look after Henry and Emily?
5. Why did Emily have her nose buried in a hanky?
6. Explained what happened at the end.
7. What happened to the rugby ball?
8. What were all the wrong names Mrs Anderson called the children?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. What were the chances of Mrs Anderson turning into a butterfly?
2. How many foods were mentioned?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 5, Vowels: 4, On Page: 6
Clue: Tired.
2. Consonants: 5, Vowels: 3, On Page: 9
Clue: To look for.

D - True or False?



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

1. Henry poked at the sack.
2. Elsie was a 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.

1. Tēpu
2. Whatu
3. Haunga

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.

I - What's Wrong?

What is wrong with the question/statement below?

The children struggled down the stairs.



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?



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?
Butterfly Effect


△ **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 on page 24?
2. What is the TSM website?
3. Who wrote the play?

△ **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.

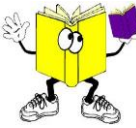
△ **R - Using Text Picture Cues** 
Find the answers to these questions using the pictures in the story/article/play.
1. What is on the pillow?
2. What colour were the table legs?
3. How many pictures were on the wall?
4. Describe the suitcase.
5. How many battens are on the fence?

△ **S - What's the Q?** 
(You write the question to the answer given below)
1. Across the road
2. Fly spray
3. Roses on the bedside table


△ **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	Emma	2	Hedley
3	Elsie	4	Emily


△ **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. Feast
2. Arrangement
3. Coarse
4. Stout

△ **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 whispered in the beginning?
2. Where did the small curl begin to grow?
3. Who woke first?
4. Kāterina was one of the first people to do what?
5. What became a gigantic wave?
6. Who raised her face to the light?
7. What was hurled into emptiness?
8. Which books came out in 1972 and 1998?

D - True or False?



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

1. Kāterina was born in Raglan.
2. The space was white.

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. Immersion
2. Te reo
3. Papatūānuku

i - What's Wrong?

What is wrong with the question/statement below?

Kāterina was a pioneer in 1996.



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.



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'.



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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.

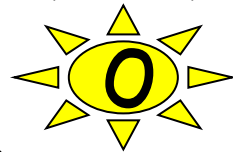


1. How many years did Kāterina live for?
2. Add up all the dates listed in the story.
3. Explain a 'million'.

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: 5, Vowels: 2, On Page: 13
Clue: Stories.
2. Consonants: 3, Vowels: 2, On Page: 12
Clue: The world.

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?

Dame Kāterina Te Heikōkō Mataira

△ 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 level is this journal?
2. Where are the 3 triangles beside each other?
3. Who wrote water Worries?

△ 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 beads are around Kāterina's neck?
2. List all the different colours shown on pages 10 - 12.
3. Where is the picture frame?
4. What colour are the eyes of Rangi and Papa?

△ S - What's the Q?



(You write the question to the answer given below)

1. Tokomaru Bay
2. He opened his eyes
3. Nothing

△ T - Word Study



Write meanings for these words.

1. Twitch
2. Midst of the vast
3. Particles

△ 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

1983

2

1980's

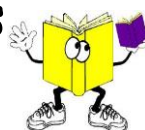
3

1996

4

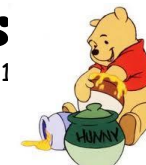
1950's

△ 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).
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(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 to Seymour in the beginning?
2. Did they use bullets or cartridges?
3. Explain what a 'Humbug' is.
4. How old was Dad?
5. What swished open?
6. Explain what the use of chewing gum was for?
7. What has a lawnmower got to do with this story?
8. What did the last line at the end mean?

D - True or False?



Are the questions/statements True, False or Both?

1. Daffy is a real duck.
2. Snicker is a dog.
3. \$ was in the envelope

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. Whānau
2. Arohanui
3. Rakiraki

i - What's Wrong?

What is wrong with the question/statement below?

We trudge after Snicker through the bush.



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.



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



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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. How many seconds are there in a minute?
2. How many characters (numbers/letters) were in the text message received?

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: 2, On Page: 27
Clue: Yum.
2. Consonants: 4, Vowels: 1, On Page: 25
Clue: Big.

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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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?

Labrador Dog

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 Māori translation for the 'Ministry of Education'?
2. Who wrote 'The Penny Walk'?

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 steps are on the ladder?
2. What colour is the lamp shade?
3. How many barrels are on the shotgun?
4. What colours are the swandri?
5. How many buttons are on the phone?

S - What's the Q?



(You write the question to the answer given below)

1. Sandwiches
2. Holds his leash
3. Super jumbo eggs

T - Word Study



Write meanings for these words.

1. Licence
2. Bounding through
3. Duvet
4. Army fatigues

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

Feather

2

Snicker

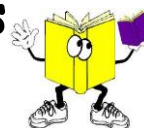
3

Humbug

4

Duck

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

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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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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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2. Who would you recommend this to be best suited for and why?
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4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item?

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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Who was packing up his fruit?
2. Write a list of all the street names they went down.
3. Why did Louisa shake her head?
4. Why did Louisa smile at the end of the story?
5. What spun in the air?
6. How long did Sarah Marsh live for?
7. What was the howling sound?
8. What dragged along the floor?

D - True or False?



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

1. The blood was wet.
2. The bakery was on a corner.

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. Ringa
2. Toto
3. Pene

i - What's Wrong?

What is wrong with the question/statement below?



There was something splattered over the benches.

J - In Summary...

Being brief, yet informative about the text.

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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 two years are listed?
2. What are the chances/probability of getting heads if you flipped a coin?

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: 5, Vowels: 2, On Page: 33
Clue: A field.
2. Consonants: 6, Vowels: 2, On Page: 36
Clue: A strange sound.

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

Shadows + Gravestones

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. How many plays are there?
2. What is the postal address for Learning Media?
3. How many 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. What colour is the bus stop sign?
2. How many food items are in the bakery?
3. How many windows are on the church?
4. How many meat hooks are hanging up?
5. What colour are the pigtail hair clips?

S - What's the Q?



(You write the question to the answer given below)

1. 1871-1880.
2. Granary Lane.
3. Taking chances.

T - Word Study

Write meanings for these words.



1. Glimpse
2. Intersection
3. Trailing behind
4. Smirked

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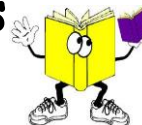
V - Odd One Out



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

- | | |
|-----------------|----------------|
| 1 Butchery Lane | 2 Main Street |
| 3 Marsh Road | 4 Nixon Street |

W - My Theme Words



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E.g. somewhere = some + where, situation = sit + u + a + tion

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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What book did Zoe review?
2. Who interpreted for Zoe in the class?
3. What are the three official languages of NZ?
4. Who is Ms Chinna?
5. How many New Zealanders use New Zealand Sign Language?
6. What was the roster of people for?
7. List all the different things that Zoe and her classmates did throughout the year.

D - True or False?



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

1. 2011 saw a bill passed.
2. Josefine is a teacher.
3. Zoe doesn't do ballet.

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. Te reo Māori
2. Pōwhiri
3. Rota

i - What's Wrong?

What is wrong with the question/statement below?

Zoe loves listening to the television.



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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'.



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. Add up all the numbers in the article.
2. How many people are mentioned altogether?
3. How many fingers are being used in the 1st diagram?

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: 7, Vowels: 3, On Page: 14
Clue: Everyone.
2. Consonants: 4, Vowels: 2, On Page: 16
Clue: National pride.

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?

New Zealand Sign Language

△ 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 are the acknowledgements?
2. What is on page 32?
3. Who is the series editor?

△ 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 does it say on Zoe's certificate?
2. How many children are singing on page 17?
3. Where is the letter 'e' image located?
4. What colour is the drink bottle?
5. Where is the old black and white photo?

△ S - What's the Q?



(You write the question to the answer given below)

1. Titahi Bay
2. Postage
3. Camp

△ T - Word Study



Write meanings for these words.

1. Attended
2. Abseiling
3. Appearance
4. Person's character

△ 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

Leila

2

Angela

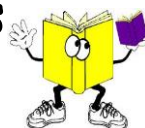
3

Josefine

4

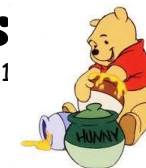
Zoe

△ 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.



1. List all the places we get water from that are listed in the article.
2. What did people learn about water after the Christchurch earthquake?
3. What is the relationship between a toothbrush and a dinosaur?
4. Which river has been named the dirtiest in the world?
5. What happens when clouds lose their moisture?

D - True or False?



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

1. E. Coli is a bacteria.
2. The moon drives the water cycle.

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. Wai
2. Kohu
3. Awa

i - What's Wrong?

What is wrong with the question/statement below?

Never waste that cup of water.



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.



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.

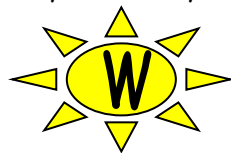


1. How many different countries are named?
2. What is 70% of Saudi Arabia's population?
3. When did fog harvesting first begin?

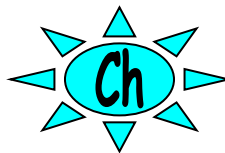
G - I Spy



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: 5, Vowels: 5, On Page: 44
Clue: Climate change gas.
2. Consonants: 5, Vowels: 5, On Page: 42
Clue: Spreading water around.

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.

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?



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?

The Water Cycle


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 on page 2?
2. What month did this journal come out?
3. Who is the journal designer?


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 sticks are in the river?
2. What page is the desalination plant on?
3. How many people are lined up to get water in Christchurch?
4. Where is the campervan?

S - What's the Q? 

(You write the question to the answer given below)

1. Groundwater
2. Millions of years ago
3. Pesticides

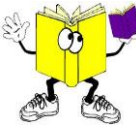
U - Synonyms + Antonyms 

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 Australia	2 Saudi Arabia
3 N.Z	4 Chile


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. Aquifer
2. Desalination
3. Murray-Darling
4. Wastewater

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.

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