



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Where was the ANZAC button located?
2. Who found Great-grandad's jacket in the wardrobe?
3. What happened in the pre-dawn darkness?
4. Where was the photo of Great-grandad?
5. Describe the neck button.
6. How did the button help on the battlefield?
7. What did Ella do with the polish?
8. Explain what the last sentence meant.

D - True or False?



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

1. Turkey is in Gallipoli
2. 25/04/1915
3. The photo was new

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. Dawn
2. Aotearoa
3. Rā o Ngā Hōia

i - What's Wrong?

What is wrong with the question/statement below?

Troops landed in Australia in 1915.



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



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?



LEST WE FORGET

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many years will have passed on 25/4/2012?
3. How old would the photo from Somme be in 2012?

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: 4, On Page: 7
Clue: Not in New Zealand
2. Consonants: 3, Vowels: 2, On Page: 4
Clue: Really bad

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?
ANZAC Day

△ **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 other item is related to ANZAC Day?
2. What level is this School Journal?
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. How many men are holding guns?
2. What page is the memorial on?
3. What colour is Ella's headband?
4. Where are the scissors?
5. How many people are on the last page?

△ **S - What's the Q?** (You write the question to the answer given below)
1. Turkey
2. Australian Troops
3. Light flooded the wardrobe

△ **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	N.Z	2	Australia
3	Gallipoli	4	1915

△ **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. Khaki
2. Gleamed
3. Dawn Parade
4. Somme

△ **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. Show on a map where Ruatoria is.
2. What did Kāterina help to develop?
3. Who is Junior Mataira?
4. What happened in July, 2011?
5. What will the family always be thankful for?
6. Where and when was the first kura kaupapa Māori opened?
7. What books by Kāterina do you have in your school library?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many different books are shown/listed?
2. What is the oval shape of?
3. What are all the numbers shown in the article?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 4, Vowels: 3, On Page: 17
Clue: Classes
2. Consonants: 4, Vowels: 5, On Page: 20
Clue: Not Aotearoa

D - True or False?



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

1. Rangitukia is in Ruatoria
2. Kāterina only wrote books for children
3. Kāterina became a Dame in 2010

F - Verbs, Nouns, Antonyms, Synonyms

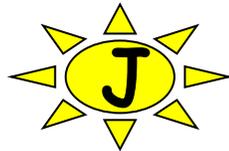
Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



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.

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. Discussions
2. Marae
3. Whānau

i - What's Wrong?

What is wrong with the question/statement below?

Kāterina went to Manutahi Māori Girls' College



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.

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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?

Ngāti Porou

△ **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. List all the articles in this journal.
2. What year was this journal published?
3. What is the ISSN number of this journal?

△ **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 on the necklace around Kāterina's neck?
2. Describe the dinosaur.
3. Where is the image of the sun?
4. How many Māori words are on the wall/sheet/board shown on the first page?

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

1. 1985
2. Rangi and His Dinosaurs
3. Kawakawa leaves

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

1. Represent
2. Moko kauae
3. Ngāti Porou
4. Waiata

△ **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

△ **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).

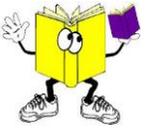
△ **Y - Who Am I?** 
Choose any one of the characters in the text and do a mini profile on them. This needs to include as much information about that character you can find.

△ **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.

△ **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	18	2	22
3	2011	4	23

△ **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.

△ **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.

△ **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 was playing on the radio?
2. List all the things Huia did as she ran to the jetty.
3. What was the painting covered with?
4. Who was calling Huia's name?
5. What did Huia knock over?
6. How long had Dad spent every spare minute in the shed?
7. Why was Huia's father sad rather than angry?

D - True or False?



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

1. The news was on the radio
2. Huia skipped to the jetty

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. Kāinga
2. Whā
3. Rahi

i - What's Wrong?

What is wrong with the question/statement below?

The painting was covered with the easel.



J - In Summary...

Being brief, yet informative about the text.

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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

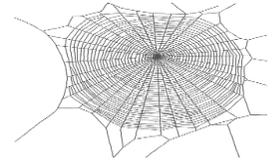


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L - Picture Cue

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. What shape are the windows?
2. What are the cylinder shapes of?
3. How many days are there in 4 weeks?

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: 11
Clue: Can't get in
2. Consonants: 3, Vowels: 6, On Page: 13
Clue: Quiet

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?

Floorboards

△ **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 Jill MacGregor write?
2. What city is Learning Media located in?
3. Who is Margaret Nieuwland?

△ **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 jetty?
2. What colours are Huid's shoes?
3. What is the painting of?
4. How many clouds are on page 13?
5. Describe the waves.

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

1. One side of the jetty
2. Four weeks
3. The painting was beautiful

△ **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	Tears	2	Eyes
3	Gritty	4	Sad

△ **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. Easel
2. Gasped
3. Jetty
4. Tilted

△ **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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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Name all the children.
2. How did the fungi end up on the beach?
3. What have shelves got to do with this article?
4. Why was Jackson surprised?
5. Who asked the second question?
6. How do fungi eat?
7. What did the class decide to do?
8. Explain how fungi are useful.

D - True or False?



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

1. Healthy trees don't have bracket fungi
2. They decayed in the salt water

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. Wētā
2. Trees
3. One (This is a Māori word)

i - What's Wrong?

What is wrong with the question/statement below?

Spores grow from Bracket Fungi.



J - In Summary...

Being brief, yet informative about the text.

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F - Verbs, Nouns, Antonyms, Synonyms

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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. What shape is the top of the toadstool?
2. Make up a tally of how many fungi images there are in this article altogether.

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: 3, Vowels: 5, On Page: 29
Clue: Looked
2. Consonants: 4, Vowels: 1, On Page: 27
Clue: Broom

H - It's the Scene

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Photosynthesis

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 acknowledgments located?
2. What does 'TSM' stand for?
3. Who write the second poem?

Q - Chunking Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words. E.g, Sometimes = some + times and both of these words can be used separately as well as together.

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

1. What colour is the sand?
2. How many different photos are there altogether?
3. List all the colours of the different shirts.
4. What colour are spores?
5. How many legs does the wētā have?

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

1. Forest Recyclers
2. Fungi Kingdom
3. Healthy Trees

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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 Jasper	2 Jackson
3 Kailin	4 Haeata

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T - Word Study Write meanings for these words.

1. Ashore
2. Photosynthesis
3. Pores
4. Preserved

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