



A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. Who was Mika?
2. What has a bun got to do with this story?
3. Why was Ana sulking on page 4?
4. What was Ana's mother doing at the start of the story?
5. Describe the cliff they climbed.
6. How did the bun help Ana?
7. Why was Mika excited on page 3?
8. Explain why you think Ana and her family slept in the plantation that night.

D - True or False?



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

1. No villages were destroyed.
2. Sina was trying to feed their baby sister.
3. Niko laughed as he grabbed Ana.

E - Sāmoan



What do these words mean? (They may or may not state it in the text). The words below are from the Sāmoan language.

1. fale
2. 'aulele
3. vai

i - What's Wrong?

What is wrong with the question/statement below?

This story is about a tsunami followed by an earthquake.



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?



B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many years and months ago from now did the tsunami strike?
2. What does 'mass' mean?
3. How many seconds are there in one minute?

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: 3, On Page: 7
Clue: Not alone
2. Consonants: 6, Vowels: 4, On Page: 9
Clue: Field or paddock

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?

Tsunami! Galu afi!


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 School Journal?
2. What level are the old Part 1 Journals now?
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. How many picture frames are in the house?
2. What colour is Ana's school bag?
3. How many items are hanging outside?
4. How many people are in the plantation?
5. What colours are their school uniforms?

S - What's the Q? 


(You write the question to the answer given below)

1. Red hibiscus bushes
2. 189 people
3. Huge black mountain

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	Mika	2	Ana
3	Sina	4	Niiko


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. Fragments
2. Hauled
3. Reef
4. Winced

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. Which planet punched the air?
2. Who was banging on the table?
3. Why were the other planets shaking their heads on page 38?
4. What have nits or fleas got to do with this play?
5. What other item in this School Journal does this play have similarities with?
6. Who had at least 13 moons?
7. Why did the sun tell Pluto not to bother turning up next time?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. Make up a tally chart which shows how many parts/lines each planet had throughout the whole play. Then show your results on a graph.

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 6, Vowels: 3, On Page: 40
Clue: Not clear
2. Consonants: 5, Vowels: 4, On Page: 38
Clue: Big hills

D - True or False?



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

1. Venus is the hottest planet.
2. Uranus had fleas on it.
3. Pluto said it had 3 moons.

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. Planets
2. e noho
3. Marama

F - Verbs, Nouns, Antonyms, Synonyms

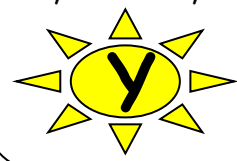
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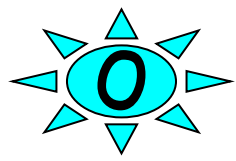
G - I Spy



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?

Mercury said it was the roundest planet.



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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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?

Solar System

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 reading year levels are the old Part 4 School Journals?
2. How many items is there altogether in 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. Describe Jupiter.
2. How many planet labels are there?
3. What colour is Neptune?
4. Which planet had two teeth showing.
5. What page is the ship on?

S - What's the Q?



(You write the question to the answer given below)

1. Saturn.
2. The bluest.
3. Smirk at Mars

T - Word Study

Write meanings for these words.



1. In unison
2. Smugly
3. Sideline
4. Muttering

U - Synonyms + Antonyms



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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

Yelling

2

Standing

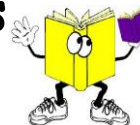
3

Scene

4

Leaping

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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AB - What I Thought - My Assessment/Review

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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What happens when the weather is bad?
2. How is how we get food, different to the way they get food?
3. What kind of fish were released into the pools?
4. Where is Togori in relation to New Zealand?
5. How long did it take to dig the pools?
6. Who had the idea of farming fish?
7. Explain how they catch the fish.
8. What have white ant larvae got to do with the article?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How long did it take for the fish to grow?
2. If they started the pools in 2007, when would the pools have been finished?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 4, Vowels: 3, On Page: 46
Clue: Island
2. Consonants: 4, Vowels: 2, On Page: 44
Clue: Row

D - True or False?



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

1. Togori is an inland village.
2. People though Uncle Isaiah was crazy.
3. New Zealand is closer to Togori than Australia is.

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. Fish
2. Wai
3. Waka

F - Verbs, Nouns, Antonyms, Synonyms

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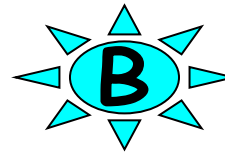
G - I Spy



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?

Adam Pryor is the chief of the village.



J - In Summary...

Being brief, yet informative about the text.

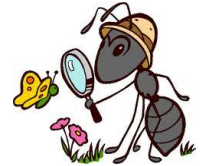
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△ **O - My Anagrams**

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

Solomon Islands

△ **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 item about fountains called?
2. What is the reading year level for 'Rain'?
3. What is the Māori translation for the Ministry of Education?

△ **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 people are watching the pools filling up?
2. How many children are eating?
3. Describe the canoe.
4. What page are the ant larvae on?

△ **S - What's the Q?**

(You write the question to the answer given below)

1. Fish farm.
2. "One Talk".
3. Makira

△ **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	River	2	Pipe
3	Larvae	4	Pond

△ **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. Harvest
2. Bigman
3. Mudfish
4. Larvae

△ **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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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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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.

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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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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What happened in 1975?
2. What do the dates within the brackets mean?
3. How long did Hone live at Kākā Point?
4. How is this article related to another item in this School Journal?
5. Explain what a 'crib' is.
6. When was his first collection of poetry published?
7. What was his first collection of poetry referring to?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many years are there between the earliest and latest dates mentioned in this article?
2. Add up all the dates listed. What is the total?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 5, Vowels: 3, On Page: 12
Clue: Cold
2. Consonants: 3, Vowels: 4, On Page: 14
Clue: Ocean

D - True or False?



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

1. (2008-1922)
2. The Māori Land March was in 1970

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. Iwa
2. Auckland
3. Aotearoa

F - Verbs, Nouns, Antonyms, Synonyms

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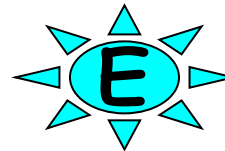
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Using words from the text, find as many words as you can that start with the letter/s...



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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?

Hone didn't start speaking Māori until he was 9.



J - In Summary...

Being brief, yet informative about the text.

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K - The Impact

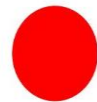


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Ngā Puhi Descent

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1. What city was this journal published in?
2. Who is the series editor?
3. Who write 'Rain'?

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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 children is Hone holding?
2. Describe the pencil.
3. What colour is the house?
4. Where is the vehicle?
5. What colour are the pipes on the crib?

S - What's the Q? (You write the question to the answer given below)
1. South of Dunedin.
2. No ordinary sun.
3. Hundreds of Schools.

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	1964	2	1922
3	1946	4	1975

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. Protest
2. Apprentice
3. Stationed
4. Doctorate

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. Who was Abby?
2. Why was Meredith flat on her face?
3. Where was the audition supposed to be held?
4. Why did Meredith feel sad?
5. Where were they really going to on the train?
6. Describe the old man.
7. What does it mean, "I'm on the red carpet"?
8. What was the boy pointing at?

D - True or False?



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

1. This story is about a girls dream.
2. Real pigeons had nothing to do with this story.

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. Read
2. Māmā
3. Wāhine

i - What's Wrong?

What is wrong with the question/statement below?

"I notice egg on his shoes".



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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?



B - But this is Reading not Maths

Using Mathematics in Reading.

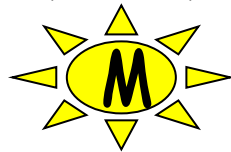


1. How many seats are on the train in total?
2. Name the different shapes on page 15.
3. What shapes are on Abby's dress?

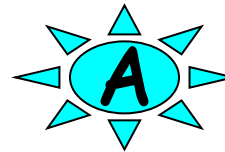
G - I Spy



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: 19
Clue: Train sections
2. Consonants: 7, Vowels: 3, On Page: 18
Clue: The "Beehive"

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?

Wellington, New Zealand

△ 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 month was this journal published?
2. How many planets are on the back cover?
3. What did David Hill write?

△ 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. Describe Meredith's clothing.
2. How many people were on the train altogether?
3. How many people were walking through the train station?
4. What colour was the table on the train?

△ S - What's the Q?



(You write the question to the answer given below)

1. Year 8, Greytown School
2. Railway yards
3. Reading the newspaper

△ T - Word Study

Write meanings for these words.



1. Aisle
2. Blockbuster
3. Detective
4. Rack

△ 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

Audition

2

Pose

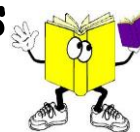
3

Smile

4

Grin

△ 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. Where is Waverley?
2. Why was the caretaker angry?
3. What has sewing got to do with this story?
4. Who was the reading recovery teacher?
5. How many drinking fountains were there?
6. Explain what a tornado is.
7. What was wrong with the class windows?
8. What happened between the TV channel and Becky's dad?

D - True or False?



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

1. Cheryl almost cut her finger off.
2. Mr McIvor had painted 54 squares.

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. Kura
2. Ōtepoti
3. Clouds

i - What's Wrong?

What is wrong with the question/statement below?

There was major damage done to the school.



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

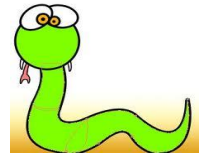


Based on the text you have read, what is one thing that either had, or may/could have an impact on either the environment (local, national or international), our community, people, or a combination? Be specific/justify.

L - Picture Cue

Relating unseen images.

What has this image got to do with the text?



B - But this is Reading not Maths

Using Mathematics in Reading.

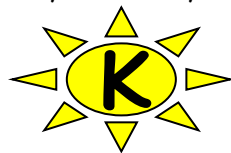


1. What are all the numbers shown on the television screen?
2. Would Miss Grants' watch have been going clockwise or anti-clockwise?

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: 23
Clue: Bad
2. Consonants: 4, Vowels: 2, On Page: 21
Clue: Cut

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?

Otago Peninsula

△ 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 ISSN number?
2. How many articles are there altogether?
3. What level are Junior Journals now?

△ 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 items are shown on the TV?
2. Who was wearing the red tie?
3. How many children are looking out the window?
4. What colour are the scissors?
5. What colour are the paint brushes?

△ S - What's the Q?



(You write the question to the answer given below)

1. Grazed my knee.
2. New camera.
3. Week off school.

△ T - Word Study

Write meanings for these words.



1. Risk
2. Tarmac
3. Freelance
4. Rumours

△ 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).

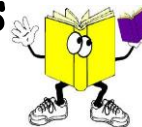
△ V - Odd One Out



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

- | | |
|----------------------|-----------------------|
| 1 Mrs Butcher | 2 Mr McIvor |
| 3 Miss Grant | 4 Becky's' Dad |

△ 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. Where was the training camp?
2. What has a lottery got to do with this article?
3. What was the 'Great War' referring to?
4. Where did Silas sail to for more training?
5. What needed to be done, sometimes for several kilometres?
6. Where is the memorial located?
7. When was Silas drafted into the army?
8. Explain what the last paragraph meant.

D - True or False?



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

1. Māori were not conscripted until 1917.
2. 'No-man's land' was safe.

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. Hoa
2. Hospital
3. Kai

I - What's Wrong?

What is wrong with the question/statement below?

Field kitchens were permanent buildings.



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?



B - But this is Reading not Maths

Using Mathematics in Reading.



1. How old would Silas be today?
2. How many years was Silas away from NZ?
3. What was our population, less the NZers killed?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 5, Vowels: 4, On Page: 28
Clue: Hospital on wheels
2. Consonants: 6, Vowels: 2, On Page: 26
Clue: Big holes

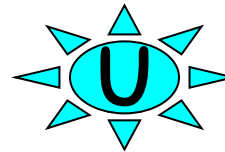
G - I Spy



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.

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?

Non combatant

△ **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 website address for Learning Media?
2. What is the 'item number'?
3. How many items from this journal have 'TSM's'?

△ **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 wheels are in the field kitchen?
2. How many red crosses are on the ship?
3. How many people are listed on the memorial?
4. What are the soldiers carrying on page 26?
5. Describe the helmets worn in those days.

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

1. Conscription.
2. 23 years old.
3. Bapaume.

△ **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	1920	2	1918
3	1914	4	1912

△ **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. Trenches
2. Bearers
3. Chutes
4. Drafted

△ **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 is 'Eris'?
2. What happened in 1930?
3. When was Pluto no longer classified as a real planet?
4. How is Pluto different to other planets?
5. Why is Pluto light in weight?
6. How long ago were the sun and planets formed?
7. What is Pluto now officially known as?
8. What are the 3 things a planet must have to be called a planet?

B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many years has it been from now, since Pluto was first discovered?
2. How many Earth years in total does Pluto take to make three orbits of the sun?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 7, Vowels: 4, On Page: 32
Clue: Look into space
2. Consonants: 4, Vowels: 1, On Page: 34
Clue: Small

D - True or False?



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

1. Pluto is a planet.
2. Saturn is bigger than Earth.
3. Venetia was 13 yrs old.

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. Moon
2. Aotūroa
3. Rā

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'.



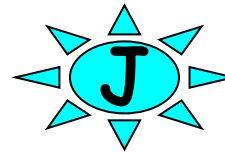
G - I Spy



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 sun orbits all of the planets.



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?

Clyde Tombaugh

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 15?
2. How can you get replacement copies of the 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 protest signs are there?
2. How many planets are there?
3. What is different about Saturn?
4. How many buttons are on Venetia's shirt?
5. What country is showing on the Earth image?

S - What's the Q?

(You write the question to the answer given below)

1. 248 Earth years.
2. Methane gas.
3. 4.5 billion years ago.

T - Word Study

Write meanings for these words.

1. Orbit
2. Observatory
3. Atmosphere
4. Hydrogen

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 | Earth | 2 | Neptune |
| 3 | Venus | 4 | Mars |

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);

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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?)