



**The Zoo Debate** (Genre: Article. Page: 10. Reading Year Level: Year 4).

**A - Did I Understand?**



1. When did our first Zoo open?
2. Who is Karen Fifield?
3. What happened in 2015?
4. How were animals treated in the past?
5. How do scientists learn more about animals?
6. What's your view on zoos?

**B - True or False?**



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

1. Zoos don't have breeding programmes anymore.
2. Animal sanctuaries care for animals that need help.

**C - 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.



**The Race** (Genre: Play. Page: 2. Reading Year Level: Year 4).

**A - Vowels and Consonants**

Find the words using the clues below.

1. Consonants: 3, Vowels: 2, On Page: 6  
Clue: Winner
2. Consonants: 2, Vowels: 2, On Page: 8  
Clue: Not walk



**C - Māori**



What do these words mean? (They may or may not state it in the text). It may be Māori or English to Māori.

1. Cat
2. Snake
3. Welcome

**B - 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).

**Bugbix for Breakfast** (Genre: Article. Page: 25. Reading Year Level: Year 4).

**A - Using Text Picture Cues**



Find the answers to these questions by using the pictures in the text you are reading.

1. How many green parts are on the map?
2. Where is the butter?
3. How many different colours are in the key?
4. What is in the lollipops?
5. What colour are the gloves?

**B - 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.

**The Amazing Humans** (Genre: Story. Page: 19. Reading Year Level: Year 4).

**A - Antonyms and Synonyms**



Choose any eight words from the text (try and use descriptive words). Then for each of the words write an Antonym (opposite) and Synonym (similar) based on each word.

For example, a word from the text could be 'run'. An antonym may be 'walk' and a synonym may be 'jog'. You could also do a Pictionary for the words.

**B - Picture Cue**



Relating unseen images.

What has the below image got to do with the text?



**C - Word Study**



Write meanings for these words.

1. Grind
2. Increasing
3. Wētā
4. Hokitika

**C - It's Home - New Zealand**

*These questions relate to NZ things.*

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.





Extra Activities that can be used with any School or Junior Journals.

12 - My Anagrams Choose a word or words from the text and then make new words using some/all of the letters?



My Word/s:

13 - Odd One Out

Make up your own 'Odd One Out' using 4 words from the text, where 3 of the words are related to each other.



1 [ ] 2 [ ]
3 [ ] 4 [ ]

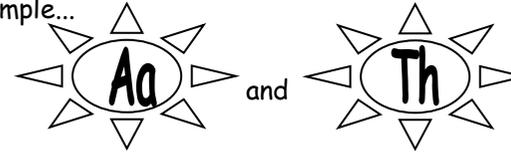
14 - Q & A's



Write down 3 of your own questions from the text. Remember to write in the answers.

Extra Activities that can be used with any School or Junior Journals.

9. I Spy Using words from the text, find as many words as you can that start with 1 letter and 1 blend. For example...



10. 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.

11. 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.

Extra Activities that can be used with any School or Junior Journals.

1. In Summary...

Being brief, yet informative about the text.

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



4. 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.



2. 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 etc.



3. 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.



5. All Mixed Up

Using a sentence from the text, make up your own mixed up/jumbled sentence where someone tries to put the sentence in order so it makes sense. Remember to include the answer as well.



Extra Activities that can be used with any School or Junior Journals.

6. What I Thought - My Assessment/Review

Write a brief assessment/review about the text 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?)



7. I'm the Author

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.



8. Replace the Words

Replace at least 5 words in the text with similar words so the meaning stays the same.

