



Always Great, Never Late!
(Story / Article) Page: 2



A Did I Understand?
(Comprehension Questions)

1. What was Mum's motto?
2. What 2 things were fully charged?
3. How many times was the girl late to school?
4. Describe Mum's clothes.
5. What does Mum spend far too long on?
6. What did Mum do for a job?
7. What made Mum sound like a builder?



B Picture Cues

Find the answers to these questions using the pictures in the story/article.

1. How many stars are on the van?
2. How many round boxes are in the van?
3. What was written under the clock?
4. Where is the teatowel?



C What's the Question?

(You write the question to the answer given below)

1. "Yes," she says
2. Lock it behind us
3. 100%



D Word Study

Write and/or draw meanings for these words (Dictionary/Pictionary).

1. Motto
2. Courier
3. Bumper
4. Bonnet



E Chunking

Write down 2 words from the journal that you can "Chunk" or split, so one word makes two words.
E.g. Sometimes = some + times



F Syllables

Write down 1 word from the journal that has 2 syllables, and 1 word that has more than 2 syllables, E.g. Sometimes=some/times
Situation=sit/u/a/tion



G Odd 1 Out

Which one is the odd one out?
Remember to make sure that you say/justify why you think that is the odd one out.

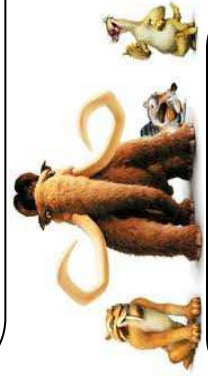
- 1 Honey pie
- 2 Eggs
- 3 Lunch



H My Thesaurus

Choose 5 words from the journal and write another word for each word chosen which has a similar meaning. E.g. Hot = Boiling .

H2: You may also like to do this as a Pictionary (drawing a picture of the similar meaning of the word).



K Contents/Cover Pages

Use the contents and cover/back pages to answer the question.

1. What is the poem about?

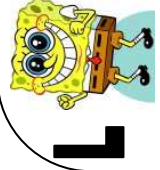


I Who Am I?

Choose any one of the characters/people in the journal and do a mini profile on them. This needs to include as much information about that character /person that you found in the journal.

J Let's Draw

Do your own sketch/drawing / diagram related to the journal or based on your own experiences.



L Possible Activities

Choose one of the below (or your teacher will tell you which one to do) in relation to the story/article/play you are reading.

- Title Page
- Cartoon Drawing or similar
- Model/3d/2d
- Wordfind / Crossword/Maze
- Mini Pictionary
- Mini/Junior story Book
- Mobile/Craft
- Audio Book
- Mixed up sentence
- Oral presentation/speech
- Diagram/Poster/Advert
- Teacher Choice
- Self directed Cloze activities/Quizzes



Rate the story/article you have just completed. Give at least one full good or bad point/reason of why you say this. This is what YOU thought of it!



M My Opinion of the Story/Article



Breakdown

(Story / Article) Page: 19

A Did I Understand?

(Comprehension Questions)



1. Who is the author?
2. What was twice as old as Jake?
3. Why did Mum lift the bonnet?
4. Who sent the tow truck?
5. How did they get the car onto the truck?
6. What did they do every Saturday?
7. Why did Mum wink at Jake?



B Picture Cues

Find the answers to these questions using the pictures in the story/article.

1. How many labels are on the diagram?
2. What colour are the safety belts?
3. How many lights are on the truck?
4. What colour are Mum's earrings?



C What's the Question?

(You write the question to the answer given below)

1. Red tow truck
2. Ice cream
3. Unwound the cable



D Word Study

Write and/or draw meanings for these words (Dictionary/Pictionary).

1. Cable
2. Mechanic
3. Winched
4. Grinding noise



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G Odd 1 Out

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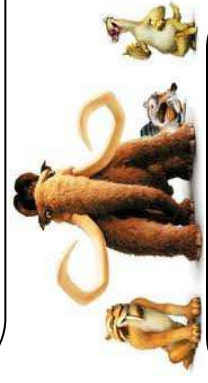
- 1 Bonnet
- 2 Battery
- 3 Engine



H My Thesaurus

Choose 5 words from the journal and write another word for each word chosen which has a similar meaning. E.g. Hot = Boiling .

H2: You may also like to do this as a Pictionary (drawing a picture of the similar meaning of the word).



K Contents/Cover Pages

Use the contents and cover/back pages to answer the question.

1. How many stories are there altogether?

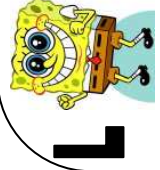


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Possible Activities Choose one of the below (or your teacher will tell you which one to do) in relation to the story/article/play you are reading.

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M My Opinion of the Story/Article
Rate the story/article you have just completed. Give at least one full good or bad point/reason of why you say this. This is what YOU thought of it!



Colour Wheel

Text Guided Reading Level:
Purple 2 (7.0-7.5 years); L 20

National STANDARDS
(Reading): Level: Year 3

NZCM:
Level: 2

Rongoā Māori
(Story / Article) Page: 25



A Did I Understand?
(Comprehension Questions)

1. Where was Dad at the beginning of the story?
2. Why did Ana wonder about passing the chemist shop?
3. What was the cold flannel used for?
4. Who was the farmer?
5. How did they used to get medicine in the old days?
6. What was kawakawa used for?
7. What did Ana want to learn?



B Picture Cues
Find the answers to these questions using the pictures in the story/article.

1. Where was the lamp?
2. Where was the yellow sticker?
3. What colour was the knife handle?
4. Where were the blue flowers?



C What's the Question?

(You write the question to the answer given below)

1. Ka pai
2. 24 hour bug
3. Smile growing bigger



D Word Study

Write and/or draw meanings for these words (Dictionary/Pictionary).

1. Flannel
2. Kawakawa
3. Barbed wire
4. Antiseptic



E Chunking

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F Syllables

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Situation=sit/u/a/tion



G Odd 1 Out

Which one is the odd one out?
Remember to make sure that you say/justify why you think that is the odd one out.

- 1 Gel
- 2 Kawakawa
- 3 Bandage



H My Thesaurus

Choose 5 words from the journal and write another word for each word chosen which has a similar meaning. E.g. Hot = Boiling .

H2: You may also like to do this as a Pictionary (drawing a picture of the similar meaning of the word).

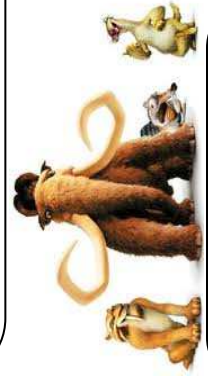


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K Contents/Cover Pages

Use the contents and cover/back pages to answer the question.

1. What 2 colours are on the colour wheel?



Rate the story/article you have just completed. Give at least one full good or bad point/reason of why you say this. This is what YOU thought of it.



M My Opinion of the Story/Article



Torty, the Lucky Tortoise

(Story / Article) Page: 10



A Did I Understand?

(Comprehension Questions)

1. What did Stewart do in the war?
2. When did Stewart first see a tortoise?
3. Why was it lucky that the ground was soft?
4. Who told this true story to David?
5. What happened when Stewart was about to return to New Zealand?
6. Explain one of Torty's adventures back in NZ.
7. Where were the grooves on the tortoise?



B Picture Cues

Find the answers to these questions using the pictures in the story/article.

1. How many buttons are on the policeman's jacket?
2. What is the boy doing?
3. Where is the red cross image?
4. What colour is Europe on the map?

C What's the Question?

(You write the question to the answer given below)

1. 1914-1918
2. Two grooves
3. Napier

D Word Study

Write and/or draw meanings for these words (Dictionary/Pictionary).

1. Unusual
2. Hibernation
3. Adapted
4. Gun carriage

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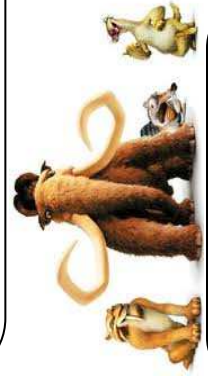
G Odd 1 Out

Which one is the odd one out?
Remember to make sure that you say/justify why you think that is the odd one out.

- 1 Company
- 2 Flowers
- 3 Children

H My Thesaurus

Choose 5 words from the journal and write another word for each word chosen which has a similar meaning. E.g. Hot = Boiling.
H2: You may also like to do this as a Pictionary (drawing a picture of the similar meaning of the word).



K Contents/Cover Pages

Use the contents and cover/back pages to answer the question.

1. What number Junior Journal is this journal?

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Example JJ Reading Assessment Sheet



JJ Used: Number 48, 2014. Title of Text:

Level of Text:

Text Genre:

Key Competencies	Thinking	Using Language, Symbols and Texts	Managing Self	Relating to Others	Participating and Contributing

<u>Official Languages Used</u>		English	Māori	NZSL (Sign Language)
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Year at School	Year 0/1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Curriculum Levels	Level 1		Level 2		Level 3			Level 4
National Standards Journals (What Was)			Year 3 Junior Journals	Year 4 Part 1	Year 5 Part 2 and 3 School Journals	Year 6 Part 4 School Journals	Year 7 Part 4 School Journals	Year 8

School: _____ Class: _____ Teacher: _____ Date: _____

Name: _____ Year: _____ Gender: Boy / Girl Ethnicity: _____

After this assessment/note taking, the above child continues to work... (tick the below chart based on the National Standard level in Reading that the child is working at).



Progress indicators with colored circles:

- Red circle: Limited progress made
- Yellow circle: Some progress made
- Green circle: Notable progress made
- Dark green circle: Excellent progress made

Teacher General Notes:

Progress against current learning goals

Next Learning Steps (if changes need to be made)

How is help at home going?

Teacher Observations/Progress towards goals

A - Did I Understand?

1

2

3

4

5

6

7

C - What's the Question?

1

2

3

D - Word Study

1

2

3

4

E-Chinking 1

2

F-Syllables 1

2

H - My Thesaurus

Journal Word	Your Word
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

H2: If doing a Pictionary, do this on card/paper

i - Who Am I?



K-Contents/ Cover Pages 1

B - Picture Cues

1

2

3

4

G - Odd One Out

The odd one out is:

because...

M - My Opinion / Comment

A

B

C

