

Llamas (Genre: Article. Page: 2. Reading Level: Purple 2).

A - Did I Understand?



1. Describe the two coats.
2. What happened in 1865?
3. What do they like to eat?
4. What have 'lips' got to do with this article?
5. Who was Wally?
6. How many llamas were there altogether?

B - True or False?



- Are the questions/ statements True, False or Both? Justify your answer.
1. Llamas are not useful.
 2. The comb has lots of eyes.

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.

Haast's Eagle (Genre: Article. Page: 16).

A - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 5, Vowels: 2, On Page: 17
Clue: Lots
2. Consonants: 4, Vowels: 1, On Page: 16
Clue: Boggy

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).

C - 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. Canterbury
2. Aotearoa
3. Hōkiōi

Living in a Colourful World (Genre: Article. Page: 25. Reading Level: Gold 1).

A - Using Text Picture Cues



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

1. How many colours are in a rainbow?
2. How many balloons are there?
3. What does the test show?
4. What are the primary colours?
5. What colour is the light?

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.

C - Word Study

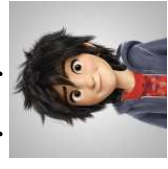


Write meanings for these words.

1. Ripe
2. Pattern
3. Difficulty
4. Objects

No Big Deal (Genre: Story. Page: 18. Reading Level: Gold 1).

A - 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 'ruri'. An antonym may be 'walk' and a synonym 'jog'.

B - Picture Cue



Relating unseen images. What has the below image got to do with the text?



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.

Kāhu and Hōkioi (Genre: Story. Page: 10. Reading Level: Gold 2).

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

Swooped back down



B - 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

Talons

2

Crest

3

Feathers

4

Crown

C - What's the Q?

(You write the question to the answers given below).



1. Proud bird

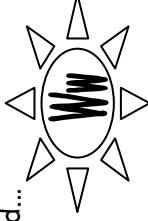
2. Through the smoke

3. Hopped to the side

If (Genre: Poem. Page: 32).

A - I Spy

Using words from the text, find as many words as you can that start with the following letter and blend...



C - Changes.

Using all the different things mentioned in the poem which are different than real life, draw and colour these in your book. You may want to do a few more of your own.



B - 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.



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.



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.



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.

