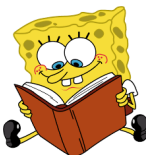




The Invisible Force, Article, Page 2. Purple 2.



Comprehension Questions.

1. What are objects that have magnetism called?



2. What are the 'poles' called?



3. Which two countries first discovered a lodestone?



4. Who was William Sturgeon?



5. Where does one of the needles on a compass always point to?



6. Name three places where magnets are used? Can you think of any others?



Is it True or False?

7. Two North Poles repel each other



8. Both compass needles are white



9. A lodestone is not a real stone



10. Magnetism is invisible



Amazing Magnets, Article, Page 6. Purple 2.

1. Write a list of all the magnets that are mentioned in the article.



Use Only the Pictures.

2. How many knives are there?



3. What colour is the cat picture?



4. What page is the giant magnet on?



5. How many pylons are there altogether?



My Mixed-Up Sentence.



6. Find this mixed up sentence. The answer is on: **Page 9.**

is, magnetic, Maglev, for, levitation., short



Find the Words.

7. Page 8

Letters: 5

Clue: Rubbish



8. Page 7

Letters: 5

Clue: Playtime



9. Page 6

Letters: 3

Clue: Oxygen



10. Page 9

Letters: 5

Clue: Transport



My Mini Model

11. Make up your own paper/ card /playdoh / fabric/ lego etc, mini model about something that was in the article.



Website: www.therelievingteacher.weebly.com / Written in NZ: November, 2020 / Email: therelievingteacher@gmail.com



Maia's Magic Wand, Story, Page 17. Purple 2.

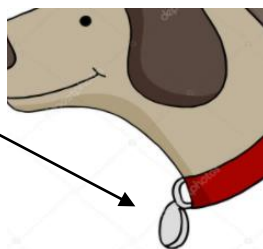
Find the Information

1. List all the characters, but write them in alphabetical order.
2. Choose one of the characters. Then write as much information about them from what you are reading in the journal. You could do this as a mini biography or similar.
3. Write as many words from the story that are related to the wand. Now can you think of any other descriptive words related to a magic wand?
4. Using the following words, make up your own anagram (making new words). You can use letters more than once, (if your teacher agrees). How many words can you get?

Maia's Magic Wand



5. What has this image got to do with the story?



6. My own design. Your task is to make up your own magic wand. How you do this is up to you and your teacher. You could use such things as cardboard, fabric etc. Try and make it look as real as possible.



Kākahu Pekepeke, Article, Page 27. Gold 2.

1. List all the different taonga's mentioned in the article. Can you think of any things that you and your family consider as taonga to you and your family?

2. Using the below words, find, and write down the following information.

Run	Consonants: 2	Vowels: 1	Synonym: Sprint	Opposite: Walk
Past	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Local	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Many	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Small	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Aotearoa / New Zealand

3. Find the Māori words and write the English translations.



Waiata

Taonga

Kaumātua

Kākahu



4. Write all the words from the article which are related to Aotearoa/NZ.

5. What has this image got to do with the article?





Rua and Te Manu, Story, Page 22. Gold 1.



My Word Meanings

1. Word meanings. Write your own meanings to the below words.

Whakairo ➤

Current ➤

Defeat ➤

Sunset ➤

Gazed ➤



Odd One Out

2a. Which one is the odd one out? Write your answer in question 2.

Pāpā

Whare

Tekoteko

Tangaroa

2b. My Answer, and why I think it is the odd one out?

➤

3. Write as many Māori words as you can that are stated in the story, or that are related to the story.

➤

Investigating Magnets, Activity. Page 10.



1. Do at least one of the experiments shown in the Journal. You can do all three if you and your teacher choose.



2. Now choose one of the experiments, and report your findings back to the class. You can do this in any way you like, but your explanation and presentation of the results must be done in a way where the audience can clearly understand what you are saying. Make it interesting, but remember to keep informative and simple, so everyone can understand.

This could also include such things as showing examples of what you did, which could also include people from the audience trying things during your presentation. Have fun, make it enjoyable for you and the audience, and ensure that everyone learns something new from you and your presentation.

Let's Race, Activity. Page 14.



1. Decide on an idea mentioned in the journal that you would like to do, or if you can think of another suitable activity using magnets, then speak to your teacher. You may end up doing this on your own or as part of a group.

2. Once you have decided on your idea, then make up a simple plan of what you need and how you are going to go about doing it.

3. Then your job is to get to work and invent your idea using magnets.

4. Once you have finished and tested your activity, try it out with others in your class/school. You may even want to consider explaining it and showing it to a junior class, (but speak to your teacher first).

5. As an extra, you may like to make a digital explanation. This would show what you did, how you did it, and why you did it. If you do this option, remember to keep the explanation informative, yet keep it simple so others can understand and learn from your explanation/presentation.