

A - Did I Understand?

Comprehension - Knowledge and Understanding.



- How many people lived in NZ when we were a young country?
- How many horses left with the NZEF?
- Who were eventually sent to the 'Western Front'?
- How many NZ soldiers were wounded in the capture of the village of Messines?
- When was the NZ National War Memorial opened?
- List all the countries where NZ soldiers served during the First World War.

D - True or False?



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

- 855 men died in 12/10/1917.
- 20% of NZ's population went to war.

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.

- Pakanga Nui o te Ao Tuatahi
- Wawao
- Aotearoa

i - What's Wrong?

What is wrong with the question/statement below?



ANZAC's are NZ and French soldiers.

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.



F - Verbs, Nouns, Antonyms, Synonyms

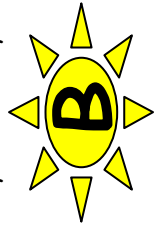


Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.

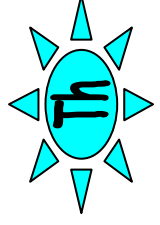


G - I Spy

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.



B - But this is Reading not Maths

Using Mathematics in Reading.



- How many years did WW1 last?
- How many months are listed in the 1915 timeline?
- List all the dates mentioned in the timeline.

C - Vowels and Consonants

Find the words using the clues below.



- Consonants: 4, Vowels: 4, On Page: 2
Clue: Really big
- Consonants: 4, Vowels: 3, On Page: 5
Clue: Hurt



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

Population

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

1. Passchendaele.
2. 11 November, 1918.
3. Some never did.

T - Word Study
Write meanings for these words.

1. Resurface
2. Allies
3. Gallipoli landings
4. Conscriptio

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

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. How many articles are related to WW1?
2. How many stories/articles have TSM's?
3. What page is the 'glossary' on?

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).

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.

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.

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	Great Britain	2	Egypt
3	Samoa	4	France

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.

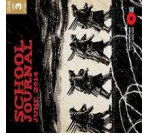
R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. How many flags are attached to the front of the National War Memorial?
2. How many flags are on the front of the pamphlet?
3. What page is the giant bullet on?

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.

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 does it mean by we "grew up"?
2. How many Māori soldiers fought in WW1?
3. How young were some boys who enlisted?
4. What did some iwi in Taranaki and Waikato think?
5. Where did the group of 500 soldiers sail to?
6. What happened in 1916 in New Zealand?
7. What has the building of roads got to do with this article?



D - True or False?

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

1. The 'Rebels' were from the Auckland area.
2. Conscription was compulsory for Māori 1st.



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. Te kingi
2. Āpirana Ngata
3. Tipuna



i - What's Wrong?

What is wrong with the question/statement below? The main group of soldiers were called the Rebels.



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.



L - Picture Cue

Relating unseen images.

What has this image got to do with the text?



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.



B - But this is Reading not Maths

Using Mathematics in Reading.

1. Add up all the numbers of soldiers mentioned throughout the article.
2. How many years was it between the year the Māori contingent left and the placing of soil at the Memorial in Whanganui?



C - Vowels and Consonants

Find the words using the clues below.

1. Consonants: 6, Vowels: 3, On Page: 16
Clue: To come back
2. Consonants: 5, Vowels: 3, On Page: 11
Clue: To join

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...



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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.

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.



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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?

Pioneer Battalion

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 does the Ministry of Education logo consist of?
2. What did Robert Sullivan 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. How many people are in the trenches?
2. How many vehicles are on the road being built?
3. How many tents are in Egypt?
4. What is the Māori God of War holding?
5. How many medals are shown altogether?

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

1. First World War
2. Zeitoun Camp
3. Chunuk Bair

T - Word Study
Write meanings for these words.

1. Foothills
2. Conscription
3. Malta
4. Contingent

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	2500	2	89
3	134	4	500

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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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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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What is this article mainly about?
2. Who was Edna Pengelly?
3. What were the two things that were exciting about the boat trip?
4. When did they arrive at No. 19 General Hospital?
5. What were 'White Ships'?
6. How did Edna felt at 3pm?
7. Most of the patients at Oatlands Park were?

D - True or False?



Are the questions/statements True, False or Both? Justify your answer. 1. NZ had 3 White Ships. 2. Edna spent about a year in Egypt. 3. The SS Rotorua was a hospital train.

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. Ship (translate)
2. Tereina
3. Nēhi

i - What's Wrong?



What is wrong with the question/statement below? Rumours the armistice had been signed were heard at 9pm.

J - In Summary...



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K - The Impact

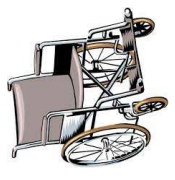


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Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.

B - But this is Reading not Maths



Using Mathematics in Reading. 1. How many different countries are shown on the map? List them. 2. List all the year dates in the correct order.

C - Vowels and Consonants



Find the words using the clues below. 1. Consonants: 3, Vowels: 1, On Page: 32 Clue: Really big 2. Consonants: 5, Vowels: 3, On Page: 35 Clue: Someone who watches

G - I Spy



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.

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

Patriotic Songs

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

1. Limbies
2. Great white monster
3. No antibiotics

T - Word Study
Write meanings for these words.

1. Shrapnel
2. Western Front
3. Bonnets
4. Dazed

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

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 barcode number?
2. What year was this journal written?
3. What city is the Ministry of Education in?

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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	Artillery	2	Convoy
3	Bullets	4	Shrapnel

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.

R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. How many camels are there altogether?
2. Where was the hat hanging?
3. What page is the map on?
4. How many people are standing on the train?
5. How many smoke stacks are on the ship?

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.

AB - What I Thought - My Assessment/Review
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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What was the teachers name?
2. What had Jimmy done?
3. What did they play every lunchtime?
4. Why did he whisper on page 18?
5. Who was Mrs Forbes?
6. How did they get the piano delivered?
7. Why did Mrs Biggs' eyes blaze on page 21?
8. Where was the piano really made?

D - True or False?



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

1. The teacher was always grumpy.
2. Betty was the milk truck driver.

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. Piano
2. Wera
3. Pou haki

F - Verbs, Nouns, Antonyms, Synonyms



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B - But this is Reading not Maths

Using Mathematics in Reading.



1. How many children are mentioned altogether?
2. What is the word in the book related to time/clocks?
3. Triple how many times they had to sing under the flagpole. The new answer would be what?

C - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 6, Vowels: 3, On Page: 18
Clue: Rugby
2. Consonants: 4, Vowels: 1, On Page: 21
Clue: Over cooked

i - What's Wrong?



What is wrong with the question/statement below? The mayor tried to stop the piano being smashed.

J - In Summary...



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and / or



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

McLeod's Milk Truck

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

1. German
2. God Save the King
3. A suit on a hot day.

T - Word Study
Write meanings for these words.

1. Vein
2. Conclusion
3. Desperate
4. Gorse

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

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. Who write Harry's War?
2. What is the ISBN number?
3. How many 'TSM' ticks are there?

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

1	Mrs Biggs	2	Mrs Forbes
3	J. Kitchener	4	Mayor

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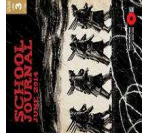
R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. How many wheels on the back of the truck?
2. What colour was the school fence?
3. How many brooms were there?
4. What 3 colours were the flags?
5. How many buttons on Mrs Biggs dress?

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A - Did I Understand?

Comprehension - Knowledge and Understanding.



1. What were two important things about farming in the war years?
2. What is different about the way this story is written compared to most other stories in School Journals?
3. Where was the training camp?
4. Why did he like Sentry Duty?
5. What did it mean, they were just 'larking about'?
6. What has a Chalk Kiwi got to do with this story?

D - True or False?



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

1. They fired grenades.
2. It was a wet winter.
3. The letter was from Ted.

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. Hōtoke
2. Whāma
3. Busy

i - What's Wrong?



What is wrong with the question/statement below? They arrived at camp 3 weeks after Armistice Day.

J - In Summary...



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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 were the measurements of the Kiwi?
2. What are the shapes of the comic boxes?
3. Which images would be classed as cylinders?

C - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 5, Vowels: 3, On Page: 26
Clue: Fight
2. Consonants: 4, Vowels: 1, On Page: 28
Clue: Old money

F - Verbs, Nouns, Antonyms, Synonyms



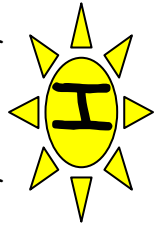
Choose 5 Nouns (names) and 5 Verbs (action/doing) from the text. Then for each of the Verbs write an Antonym (opposite) and/or Synonym (similar) based on the word. Can you do the same for your Nouns? For example. A verb from the text maybe 'run'. An antonym may be 'walk' and a synonym 'jog'.



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.

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?

Sling Army Camp

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

1. Enough ships
2. Things boiled over
3. Cleaning latrines

T - Word Study
Write meanings for these words.

1. Autumn
2. Sharing digs
3. Shirking
4. Occupied

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

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. Which author wrote 2 articles/stories?
2. Who is the journal designer?
3. What is the freephone number?

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).

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.

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.

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	Happy	2	Laugh
3	Chair	4	Cheer

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.

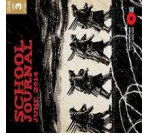
R - Using Text Picture Cues
Find the answers to these questions using the pictures in the story/article/play.

1. How many horses are there altogether?
2. Where is the fireplace?
3. How many comic sections are there?
4. How many smoke stacks on the ship?
5. What was the card the soldier was holding?

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.

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 happened when Anna first noticed her father?
2. Who got the tea cups down?
3. What was shared around the kitchen table?
4. Where was their neighbour wounded?
5. Explain how Mr Bedford felt and why.
6. What has a train got to do with this story?
7. What was like the wall of a trench?
8. Explain what the light in his eyes meant.

D - True or False?



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

1. They were yelling for help.
2. Mr Bedford was a Principal.
3. The rain was driving on the road.

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. Ua
2. Whāwhā
3. Whare karakia

i - What's Wrong?



What is wrong with the question/statement below? Anna heard the door creak in the front room.

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



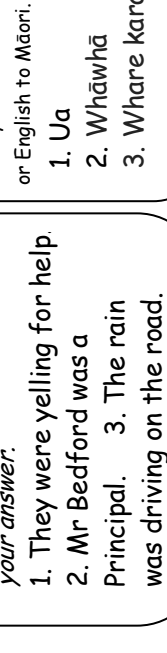
Relating unseen images. What has this image got to do with the text?



G - I Spy



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



B - But this is Reading not Maths



Using Mathematics in Reading.

1. Was the rope vertical or horizontal?
2. How many clumps of white did they pass?
3. Would they have ascended or descended to clamber up the bank?

C - Vowels and Consonants



Find the words using the clues below.

1. Consonants: 3, Vowels: 4, On Page: 44
Clue: Dinner
2. Consonants: 5, Vowels: 3, On Page: 42
Clue: Nice and quiet

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?

Headmaster

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. Which Government is in charge of the journal?
2. Where should enquiries be made?
3. What page is the glossary on?

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 lanterns are there altogether?
2. What is on the bed?
3. How many hats are flying in the air?
4. What colour is Mums hat?
5. How many graves have crosses?

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

1. Feather pillow
2. Grandma
3. Eyes fixed on something

T - Word Study
Write meanings for these words.

1. Lurked
2. Charcoal
3. Avoided
4. Forehead

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 | Anna | 2 | Mum |
| 3 | Grandma | 4 | 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?)

School Journal Contract Teacher Notes (2014)

This page just lists a few ideas for the teacher based on using these contracts in relation to the New Zealand School Journals.

The sheets could be backed onto each other, or given out as separate sheets. This format has two full pages (Contract 1A and 2A) for each play, story and article that is listed in the stated School Journal. These contract sheets are not intended to be done as a complete set of questions all in one go (there would be too many). However, what I have tried to do is to make it varied so not only does it give the teacher various activities, but hopefully it also helps to keep the child engaged in the journals. The circle (Contract 1A) and triangle (Contract 2A) shapes beside each heading are there for the child to tick off the ones they have to do for that week/day. They could also write in the number in the order you want them to do them in. Another option is for the child to invent their own check sheet which they can mark off as the activities are done. Some sections may be done orally in groups, written in groups, on their own, with the teacher, or a mixture of all three. There are no set rules except your own. You may get the student to do some with one journal on one day, and then another section based on another journal on another day and so on. Each section has a letter, title name as well as an image. This has been done on purpose to keep it interesting for the students. It also allows the teacher to get the child to follow instructions by referring to written words as well as images. The images used are not of my making. They have simply been put in there to try and keep the kids hooked and trying to do something a bit different.

An example assessment sheet has also been included in each set which may or may not be of use to you. Simply circle/tick where the child is at. A Student Blank Answer Sheet (total of 4 pages) has also been included which has the same headings and images as the sheets that have the activities on. It simply allows the child to write answers on a sheet which has all the headings. However, there are a few sections where there is no room for the child to write the answers on the sheet. This simply means that the child will need to do it on a separate sheet. The ones that have been missed are ones where the child could complete them in a more creative way. Sections where the child will need to do their own are: M-I'm the Author; Y-W ho Am I?; AA-What Am I?; AB-What I Thought/My Assessment/Review. For those who use W.A.L.T, I have also made a reference to that. (Section AB). Many of these activities can also be placed under various sections of Bloom's Taxonomy. Although I have not stated which ones, I have included a quick tick list (below) where you are able to tick off the activities based on Bloom's Taxonomy.

I hope you find some of the contracts and information useful to you as a teacher, which saves you a bit of time (as I know what time is like for a teacher), and that your class find them enjoyable to do. I wish you all the very best with your class. Kind regards, Chris Stevenson (website: www.therelivemateteacher.weebly.com FB: www.facebook.com/therelivemateteacher). 2014.

Bloom's Taxonomy in relation to the School Journal Contract Activities

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	A	B	
Knowledge: Acquiring/learning factual information.																														
1. Ability to recall or recognise specific information.																														
2. Ability to bring to mind appropriate answers.																														
Analysis: Examining the information in detail, one part at a time.																														
1. Ability to break down into smaller parts.																														
2. Ability to make something clearer by examining it closely.																														
Comprehension: Understanding the information on a basic level.																														
1. Ability to understand what is being communicated.																														
2. Ability to make use of an idea in the same or similar situation.																														
Synthesis: Understanding the information in relation to the whole.																														
1. Ability to put together parts into a unified whole.																														
2. Ability to express original thoughts or make original products.																														
Application: Using the information in a new context.																														
1. Ability to use ideas in new situations.																														
2. Ability to use something in a different way.																														
Evaluation: Assessing the information based on agreed upon criteria.																														
1. Ability to develop standards and criteria.																														
2. Ability to judge the value of something according to a specified criteria.																														

These are extra activities the child could do based on the play, story, article, poem from the journal they have been reading. A few possibilities include (but are not limited to, as the kids often come up with some great activity ideas): Putting the child into the story/article - that is, getting the child to take on one of the people/characters in the story/article and write a piece about how they would feel if they were put in the same situation that is in the story/article (getting the child to bring the story/article into their life and relating the story/article to experiences in their own lives), Mini Pictionary/Dictionary, Cartoon Drawing or similar, Junior Big Book, Redesign the Journal Cover Page, Model / Puppet / Mobile / Craft etc, Wordfind / Crossword, Teacher Choice, Your Choice, Write a mini review/presentation to present to the Principal, Mini Booklet, Oral Retell/ storytelling to the class, Sketch/diagram, Poster, Song, Title Page, Make up your own Journal/Reading Contract, Make up a Question and Answer type quiz, Audio Book, Presentation, Advert/TV Review, Mini Fact File, Rap Song, Make up your own poem, Musical instrumental, Find a song with lyrics in the music which mentions something from the text, Make a new image/sign/logo/emblem...and the list goes on.

Example SJ Reading Assessment Sheet



School Journal Used: Level 3, June, 2014. Title of Text:

(Circle) Story / Article

Key Competencies	Thinking	Using Language, Symbols and Texts	Managing Self	Relating to Others	Participating and Contributing
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Official Languages Used	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: _____ Age: _____ 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).



Limited progress made
 Some progress made
 Notable progress made
 Excellent progress made

Teacher General Notes:

Teacher Observations/Progress towards goals

Progress against current learning goals

Next Learning Steps (if changes need to be made)

How is help at home going?



School Journal Month:

School Journal Year:

Genre/s:

Level:



School Journal Student Answersheet. Page 1/4

Name:

School:

Date:

Class:

A - Did I Understand?

1

2

3

4

5

6

7

8

B - But this is Reading not Maths

1

2

3

C - Vowels and Consonants



1

2

D - True or False?



1

2

3

E - Māori



1

2

3

F - Verbs+Nouns+Antonyms+Synonyms



My Nouns	My Verbs	My Antonyms	My Synonyms
1 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If doing a Pictionary, do this on card/paper



G - I Spy



Letter/s I used:

My Words:



School Journal Month:

School Journal Year:

Genre/s:

Level:



Name:

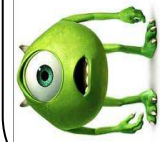
School:

Class:

Date:

School Journal Student Answersheet. Page 2/4

Titlo



My Words...

H - Scene Words:
My context is...

I - What's Wrong?



J - In Summary...



K - The Impact



M - I'm The Author

You will need to do the answer to this one on your own paper/card.

N - It's Home - New Zealand



O - My Anagrams



P - Cover/Back/Contents Pages

1.

2.

3.



L - Picture Cue



School Journal Month:

School Journal Year:

Genre/s:

School Journal Student Answersheet, Page 3/4

Name:

School: Class:

Date:



Q - Chunking



1

2

3

4

5

R - Using Text Picture Cues



1

2

3

4

5

S - What's the Q?



1

2

3

T - 1 Word Study 2

3

4

U - Synonyms and Antonyms



My Word	Synonym	Antonyms
1 <input type="text"/>	<input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="text"/>	<input type="text"/>

If doing a Pictionary, do this on card/paper



V - Odd One Out



The odd one out is:

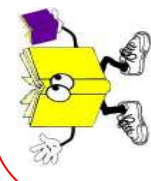
because...



X - Syllables

1 Syllable 2 Syllables 2+ Syllables

W - My Theme Words: My theme is...



My Words...



Z - ANSWER



Y + AA + AB: Do on



separate papercard.





School Journal Month:

School Journal Year:

Genre/s:

Level:



Titlo

School Journal Student Answersheet (4/4), Spare pg.

Name:

School:

Class:

Date:

Spare Page (where extra room is required)