



The Curriculum

Grade 3 (Age 8)

WRITING

| Category | C.C. Reference | Standard | NZK Reference |
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| Text Types and Purposes | LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. | | |
| | LITERACY.W.3.1.A | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | NZK.G3.S16 NZK.G3.S8 NZK.AP14 |
| | LITERACY.W.3.1.B | Provide reasons that support the opinion. | NZK.G3.S16 NZK.G3.S8 NZK.AP14 |
| | LITERACY.W.3.1.C | Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. | NZK.G3.S16 NZK.G3.S8 NZK.AP14 |
| | LITERACY.W.3.1.D | Provide a concluding statement or section. | NZK.G3.S16 |
| | LITERACY.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| | LITERACY.W.3.2.A | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | NZK.G3.S12 NZK.G3.S2 NZK.AP11 |
| | LITERACY.W.3.2.B | Develop the topic with facts, definitions, and details. | NZK.G3.S12 NZK.G3.S2 NZK.AP9 |
| | LITERACY.W.3.2.C | Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. | NZK.G3.S12 NZK.G3.S2 NZK.AP9 |
| | LITERACY.W.3.2.D | Provide a concluding statement or section. | NZK.G3.S12 |
| | LITERACY.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | |
| | LITERACY.W.3.3.A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | NZK.G3.S1 NZK.G3.S3 |

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| | | | NZK.G3.S7 NZK.G3.S9 NZK.AP1 NZK.AP6 |
| | LITERACY.W.3.3.B | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | NZK.G3.S10 NZK.G3.S3 NZK.G3.S1 NZK.AP8 |
| | LITERACY.W.3.3.C | Use temporal words and phrases to signal event order. | NZK.G3.S9 |
| | LITERACY.W.3.3.D | Provide a sense of closure. | <i>Coming Soon October 2021!</i> |
| Production and Distribution of Writing | LITERACY.W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | All lesson series provide the user with guidance and support to develop writing that is appropriate to task and purpose. |
| | LITERACY.W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | NZK.G3.G8 NZK.G3.C10 NZK.G3.C11 NZK.G3.C12 |
| | LITERACY.W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | Users can choose to publish their work privately or publicly. Users can leave positive comments on each other's work and collaborate on projects. NZK.G3.G4 |
| Research to Build and Present Knowledge | LITERACY.W.3.7 | Conduct short research projects that build knowledge about a topic. | NZK.G3.S13 NZK.G3.S14 |
| | LITERACY.W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | NZK.G3.S13 NZK.G3.S14 |
| | LITERACY.W.3.9 | Begins in Grade 4 | N/A |
| Range of Writing | LITERACY.W.3.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Writing tasks vary in length and purpose. |

LANGUAGE - Common Core Standards

| Category | C.C. Reference | Standard | NZK Reference |
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| Conventions of Standard English | LITERACY.L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |
| | LITERACY.L.3.1.A | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | NZK.G3.S7 NZK.G3.C48 NZK.G3.G7 |
| | LITERACY.L.3.1.B | Form and use regular and irregular plural nouns. | |
| | LITERACY.L.3.1.C | Use abstract nouns (e.g., <i>childhood</i>). | |
| | LITERACY.L.3.1.D | Form and use regular and irregular verbs. | NZK.G3.C9 |
| | LITERACY.L.3.1.E | Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses. | |
| | LITERACY.L.3.1.F | Ensure subject-verb and pronoun-antecedent agreement.* | NZK.G3.C9 |
| | LITERACY.3.1.G | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | NZK.G3.C23 |
| | LITERACY.3.1.H | Use coordinating and subordinating conjunctions. | NZK.G3.C15 NZK.G3.C16 NZK.G3.C17 |
| | LITERACY.3.1.I | Produce simple, compound, and complex sentences. | |
| | LITERACY.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | |
| | LITERACY.L.3.2.A | Capitalize appropriate words in titles. | |
| | LITERACY.L.3.2.B | Use commas in addresses. | <i>Coming soon September 2021</i> |
| | LITERACY.L.3.2.C | Use commas and quotation marks in dialogue. | NZK.G3.S10 |
| | LITERACY.L.3.2.D | Form and use possessives. | NZK.G3.C1 NZK.G3.C8 NZK.G3.C20 |
| | LITERACY.L.3.2.E | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>). | NZK.G3.S4 NZK.G3.G1 |

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| | | | NZK.G3.G3 NZK.G3.G6 |
| | LITERACY.L.3.2.F | Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. | NZK.G3.S4 NZK.AP1 |
| | LITERACY.L.3.2.G | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | Students are given feedback and encouraged to check a thesaurus to uplevel their vocabulary. |
| Knowledge of Language | LITERACY.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | |
| | LITERACY.3.3.A | Choose words and phrases for effect. | NZK.G3.S3 |
| | LITERACY.3.3.B | Recognize and observe differences between the conventions of spoken and written standard English. | |
| Vocabulary Acquisition and Use | LITERACY.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | |
| | LITERACY.L.3.4.A | Use sentence-level context as a clue to the meaning of a word or phrase. | |
| | LITERACY.L.3.4.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). | NZK.G3.C21 NZK.G3.C22 NZK.G3.C27 |
| | LITERACY.L.3.4.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). | NZK.G3.S4 |
| | LITERACY.L.3.4.D | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | Our tutors provide feedback on spelling errors, regularly encouraging students to check dictionaries to correct their errors. |
| | LITERACY.L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | |
| | LITERACY.L.3.5.A | Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). | |

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| | LITERACY.L.3.5.B | Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). | NZK.G3.S1 |
| | LITERACY.L.3.5.C | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>). | |
| | LITERACY.L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | NZK.G3.S12 |

Night Zookeeper Lesson Content

| NZK Ref. | Series Name | Learning Goals | Text Type | Key Vocabulary | Learning Outcome |
|-----------|--|---|-------------------|---|--|
| NZK.G3.S1 | Describing Characters with Maji | <ul style="list-style-type: none"> - Describe character appearance. - Describe the personality of a character. - Describe character actions. - Use different speech verbs. - Describe character skills. - Identify character motives. | Narrative | majestic, grand, smooth, beautiful, lengthy, straight, interesting, curved, slim, pointy, gentle, wise, knowledgeable, helpful, supportive, mischievous, encouraging, generous, confident, patient, glimpsed, peeked, examined, warned, shouted, exclaimed, whispered, demanded | To write stories including great character descriptions using skills acquired throughout the series. |
| NZK.G3.S2 | Igloo City Instructions | <ul style="list-style-type: none"> - Use imperative verbs in instructions. - Use adverbs of time. - Use adverbs to add description to - verbs. - Use verbs correctly. - Use common adjectives. | Instructions | mark, shovel, level, tip, make, lay, pack, put, build, first, next, soon, now, finally, then, gently, quickly, firmly, repeatedly, slowly, carefully, quietly, knock, whisper, press, pull, tap, twist, turn, unique, unusual, overflowing, velvety, steaming | To write instructional texts using imperative verbs. |
| NZK.G3.S3 | Building Tension with the Sea Lion General | <ul style="list-style-type: none"> - Identify tension and use it in a story. - Use adjectives to describe settings. - Use short sentences to build tension. - Use verbs in sentences.. - Use adjectives to describe people or animals. - Use frequently occurring action verbs. - Use common prepositions. - Use frequently occurring conjunctions. | Narrative | glowing, magical, portal, delicious, smooth, creamy, spicy, crunchy, salty, juicy, nutty, Too late!, He turned., It was close!, She staggered., Run!, Oh no!, clambered, hissed, swiped, pushed, jostled, spurted, secretive, strong, quick, determined, heroic, dipped, dived, captured, wrestled, twisted, grabbed, grappled, inside, beneath, behind, beside, over, near, above, across, between, by, under, when, if, because, although | To write narratives that build suspense and tension. |
| NZK.G3.S4 | Electro Spike Spelling | <ul style="list-style-type: none"> - Turn adjectives into adverbs using the suffix -ly. - Spell words where the /I/ sound is spelt with a y. - Use the prefix super- to mean 'above'. - Spell words ending in -tion correctly. | Narrative, Report | constantly, quickly, slowly, wildly, watchfully, splendidly, Egypt, pyramid, mystery, symbol, crystal, supercharge, superstar, superhero, superpower, supersonic, electrician, musician, magician, mathematician, politician | To write a story including specific spelling patterns. |
| NZK.G3.S5 | Monster Text Types | <ul style="list-style-type: none"> - Use adjectives and nouns to describe characters and actions in stories. - Use headings and sub-headings in | Narrative, Letter | evil, enemy, aggressive, wonderful, hideous, devious, cruel gigantic, dreadful, fierce, monstrous It is believed; It is thought; Many people | To write a report about a character. To write a letter in the role of a character. |

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| | | <p>reports.</p> <ul style="list-style-type: none"> - Answer questions based on a text. - Use persuasive vocabulary to write articles. | | claim | To write a news report about a series of events. |
| NZK.G3.S6 | Poetry with Riya | <ul style="list-style-type: none"> - Use adjectives to describe characters. - Identify rhyming words to create a poem in alternate rhyme. - Identify rhyming words. - Identify adverbs and create a poem. - Identify rhyming words to create a limerick. | Poetry, Narrative | creative, wonderful, inventive, fearless, magical, roar, snore, alight, delight, song, gong, beak, peak, nightingale, tale, night, light, kind, find, whale, tail, lazily, excitedly, clumsily, brightly, carefully, quickly, quietly, angrily, bee, flee, jam, lamb, ben, ten, stone, bone | <p>To write poems using rhyming words.</p> <p>To write a poem using a specific rhyming scheme.</p> |
| NZK.G3.S7 | Wonderful Words with Will | <ul style="list-style-type: none"> - Use common and proper nouns to describe characters. - Use adjectives to describe characters. - Use verbs to describe actions. - Use adverbs to describe actions. - Use words to express dialogue. | Narrative | flashlight, hat, shorts, jacket, Riya, Will, boy, girl, Sam, blue, small, red, shoes, tie, scrambled, clambered, leapt, vaulted, dashed, galloped, barrelled, loyal, trustworthy, creative, kind-hearted, quickly, slowly, loudly, quietly, incredibly, declared, asked, whispered, replied, suggested, advised, proposed, recommended, muttered, squeaked, challenged, enquired, responded, acknowledged | <p>To write a detailed character description.</p> <p>To write a story featuring specific characters.</p> |
| NZK.G3.S8 | The Persuasive Professor | <ul style="list-style-type: none"> - Use exclamations and questions to write persuasively. - Use phrases to express beliefs and opinions. - Write persuasively using linking words. - Identify and use facts, stats & opinions. - Use powerful adjectives. | Report Writing, Narrative | <p>eccentric, expert, teacher, guide, brave invisibility, super strength/speed</p> <p>In my opinion...</p> <p>I believe...</p> <p>It is my view...</p> <p>I would say...</p> <p>Time: meanwhile, firstly, finally, then;</p> <p>Cause and effect: because, so that, therefore;</p> <p>Difference: although, but, however;</p> <p>Adding information: and, also, furthermore</p> <p>Conditional words: if - would, will - because, once - will, if - then</p> <p>Powerful adjectives: critical, worthwhile, prohibited, unquestionable, qualified</p> | <p>To write a persuasive text using facts and opinions.</p> <p>To write a letter from the point of view of a story character.</p> <p>To write a persuasive text using powerful adjectives.</p> |
| NZK.G3.S9 | Sam's Story Writing | <ul style="list-style-type: none"> - Use facts to describe characters. - Identify and use adverbs. - Identify and use contractions. | Narrative, Report Writing | invisible, mischief, carefree, clumsy, dangerous - dangerously, courageous - courageously, slow - slowly, careful - | <p>To write a description of a character.</p> <p>To write a story</p> |

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| | | <ul style="list-style-type: none"> - Use past tense verbs. - Use adverbials correctly. - Use commas in lists. - Identify and use proper nouns. | | carefully, they're - they are, couldn't - could not, should've - should have, can't - can not I'm - I am, I've - I have, shouldn't - should not, wouldn't - would not, doesn't - does not, hide - hid, see - saw, fight - fought, run - ran, feel - felt, time - firstly, next, soon, underneath, nearby, here, invisible, mischief | including great character descriptions. |
| NZK.G3.S10 | Dialogue With Grudge | <ul style="list-style-type: none"> - Understand what dialogue is. - Use names and reporting clauses in dialogue. - Use verbs to describe the dialogue of characters. - Use punctuation correctly when writing dialogue. - Use adverbs to describe characters using dialogue. | Narrative | Reporting clauses - excitedly, growled, bitterly, warned, shouted, roared, shouted, cried, giggled, cheered, chuckled, sobbed, groaned, blubbered, quietly, angrily, lazily | To write a story using dialogue and a range of speech verbs. |
| NZK.G3.S11 | Figurative Language with Florence | <ul style="list-style-type: none"> - Understand and create similes. - Understand and create metaphors. - Understand and create sentences using personification. - Use onomatopoeia in poetry. | Poetry, Narrative | Like..., as..., moon, pearl, sky classroom - zoo, desert - furnace, wind whispered, moon played, alarm clock yelled, zoom, whoosh, rumble, croak, plop, buzz, flutter, pitter-patter, clip-clop | To write poetry and stories using figurative language. |
| NZK.G3.S12 | Bertie's Explanations | <ul style="list-style-type: none"> - Use how and why questions in an explanation text. - Write step by step sequences using linking words for time and sequence. - Use facts to create explanations. - Learn about the life cycle of a butterfly to write an explanation. | Explanations | Because, therefore, so that, as a result, firstly, finally, then, continue, each time, after a while, nectar, hive, hexagonal, honeycomb, fanning, wax, illustration, life cycle, egg, caterpillar, cocoon (pupa/chrysalis), hatch propolis, wax, saliva, hexagonal, honeycomb | To write an explanation text using sequential points. To write an explanation about the life cycle of a butterfly. |
| NZK.G3.S13 | Writing Animal Reports 2 | <ul style="list-style-type: none"> - Use facts to write a story. - Use facts to write a report. - Use facts to write a newspaper article. | Reports | Tall, herbivore, plants, leaves, tongue, acacia tree, tower, Africa, savannas/savannahs, ossicones, fast, flippers, camouflage, huddle, marine mammals, flippers, snouts, field mouse, nocturnal, complex underground tunnels, tribe (troop), mountainous, mandrill, baboon, spider monkey, flamboyance, lakes, lagoons, plankton, shrimp, algae, seagrass, crabs, clutch, hatchling, carnivore, shed, venomous, venom, fangs, reptiles, scales, cold-blooded, prey, forked, flexible | To learn facts about animals. To write reports based on facts and knowledge acquired. |

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| NZK.G3.S14 | Writing Animal Reports | <ul style="list-style-type: none"> - Use facts to write a report. - Learn new animal facts. | Reports, Narrative | Arctic, habitat, endangered, species, black skin, carnivores, thick fur, food chain, protecting, melting, camouflage, big cat, furry manes, carnivore, Africa, pride, diet, hunt, zebra, antelope, buffalo, species, Asia, continent, grass, plants, fruit, land, habitat loss, poaching, tusks, ivory, harvesting, nectar, pollen, colonies, hives, honey, sense of smell, five eyes, six legs | <p>To learn facts about animals.</p> <p>To write reports based on facts and knowledge acquired.</p> |
| NZK.G3.S15 | The Night Zookeeper Show | <ul style="list-style-type: none"> - Use and understand vocabulary about the Night Zoo. - Answer questions about a story plot to show understanding. | Report, Narrative, Letter writing, Poetry | Lord Nulth, Will, Riya, Void monster, The Whispering Woods, Green Guardian, panda, Monkey Mountain, volcano, Grand Master, gong, Voids, shape-shifting, Campfire of Creativity, stories, Guardian of Orange, Endless Ocean, Grand Master, Gigantic Garden, magical butterfly, Guardian of Red, dance, Maji, orb, Guardian of Blue, bubbles, Guardian of Grey/Gray, imagination, lonely, colour/color | <p>To write story predictions.</p> <p>To write letters from the point of view of a character.</p> <p>To write poems about characters in stories.</p> |
| NZK.G3.S16 | Opinion with Ninja Leaf | <ul style="list-style-type: none"> -Understand the difference between fact and opinion. - Give reasons to support an opinion. - Use linking words to connect opinions and reasons. - Include a concluding statement. | Opinion writing | fact, opinion, stealthy, meditating, mask, green, friendly, kind, strong, ninja, reason, I feel, I believe, I prefer, Everyone should, I think, because, and, also, therefore, since, for example | <p>To write opinion pieces based on extracts from Night Zookeeper texts.</p> <p>To give reasons for their opinion, use linking words, and include a concluding statement.</p> |

Night Zookeeper Skills Challenges

| NZK Ref. | Learning Goal | Example Content | Learning Outcome |
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| NZK.G3.C1 | Use an apostrophe correctly when describing something that belongs to only one person. | the girl's book the boy's cake Will's torch | To answer multiple choice questions on the subject correctly. To use apostrophes in sentences. To match phrases where apostrophes have been used correctly. |
| NZK.G3.C2 | Spot the difference between sentence types and understand their purpose. | statement, question, exclamation, command | To answer multiple choice questions on the subject correctly. |
| NZK.G3.C3 | Use the present and past tenses correctly and consistently. | We had a fun time. We are having a fun time. We are going to have a fun time. | To group past and present tense phrases correctly. To add the correct past or present tense word to a sentence. To unscramble specific sentence types and place the words in the correct order. |
| NZK.G3.C4 | Describe ongoing action and events correctly. | Riya is taking my hand. Sam is hiding behind the tree. | To unscramble action letters to spell them correctly. To add the correct action word to a sentence. To match action words to their definitions. To group ongoing action and events correctly. |
| NZK.G3.C5 | Use a range of punctuation correctly, including full stops, capital letters, exclamation and question marks. | How are you doing? I'm doing well! That's good to hear. | To answer multiple choice questions on the subject correctly. To group sentences that use correct punctuation. To write sentences with correct punctuation. |
| NZK.G3.C6 | Use commas for lists correctly. | I need to buy milk, eggs, and flour. | To put a sentence in the correct order, placing commas in the correct position. To add words to sentences ensuring that the commas are positioned correctly. |
| NZK.G3.C7 | Use apostrophes when combining two words to make one, shorter word. | is not / isn't was not / wasn't | To answer multiple choice questions on the subject correctly. To place apostrophes correctly to a word to make contractions. To unscramble the contractions in order to spell |

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| | | did not / didn't | them correctly. |
| NZK.G3.C8 | Use an apostrophe correctly when describing something that belongs to multiple people. | the girls' team the peoples' court the lions' den | To answer multiple choice questions on the subject correctly. To match phrases where apostrophes have been used correctly. To use apostrophes in sentences. |
| NZK.G3.C9 | Use singular and plural nouns correctly with verbs. | he hops we hop they hop | To group the correct subject-verb agreements. To write sentences with the correct subject-verb agreements. To answer multiple choice questions on the subject correctly. |
| NZK.G3.C10 | Proof-read to check for errors in punctuation. | We went to school, and there was a fire drill. | To answer multiple choice questions on the subject correctly. To pick out the errors in punctuation within the sentences. |
| NZK.G3.C11 | Check that sentences make sense by re-reading them. | Will enjoys going to the Night Zoo. | To check that sentences make sense by re-reading them and choosing the correct missing word. |
| NZK.G3.C12 | Proof-read to check for errors in grammar. | I has a new bike. / I have a new bike. | To check for errors in grammar by picking the grammatically incorrect word. |
| NZK.G3.C13 | Use common adjectives. | happy, large, small | To unscramble adjectives to spell them correctly. To match adjectives to their definitions. To describe nouns using adjectives in a sentence. |
| NZK.G3.C14 | Turn adjectives into adverbs using the suffix --ly. | closely, quietly, slowly | To unscramble the letters to spell the adverb correctly. To group adjectives and adverbs correctly. |
| NZK.G3.C15 | Use conjunctions to join statements to create a complete sentence (subordination). | when, if, that | To group time conjunctions and cause and effect conjunctions correctly. To pick the conjunction that best completes the sentence. |

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| NZK.G3.C16 | Using conjunctions to join two statements that are equally strong into a complete sentence (coordination). | or, and, but | To unscramble jumbled up conjunctions in order to spell them correctly. To write sentences using conjunctions. |
| NZK.G3.C17 | Use frequently occurring conjunctions. | and, but, or, because | To choose the correct missing conjunction to complete the sentence. To group conjunctions and describing words correctly. To put words into the correct order to form complex sentences. |
| NZK.G3.C18 | Use common nouns such as names of objects and general places. | number, people, country | To match common nouns that relate to each other. To identify common nouns by their definition. To spell common nouns correctly. |
| NZK.G3.C19 | Use proper nouns like the names of specific places and people. | Endless Ocean, Waterfly Woods, Will | To match proper nouns to the correct description. To unscramble proper nouns to spell them correctly. To answer multiple choice questions on the subject correctly. |
| NZK.G3.C20 | Use possessive nouns to talk about things or ideas that belong to something or someone else. | Will's torch, Riya's friend, Yesterday's news | To match possessive nouns to the correct noun. To correctly pick the possessive noun to make the correct sentence. |
| NZK.G3.C21 | Use adjectives that end in -ful. | helpful, graceful, wonderful | To match the person or thing to the correct adjectives that end in -ful. To complete the sentences with the missing -ful words. |
| NZK.G3.C22 | Use adjectives that end in -less. | selfless, hopeless, soundless | To complete the sentences with the missing -less words. To move the word to the correct suffix. |
| NZK.G3.C23 | Use adjectives that end in -er or -est. | faster / fastest, stronger / strongest | To write sentences using adjectives that end in -er and -est. To answer multiple choice questions on the subject correctly. |
| NZK.G3.C24 | Spell by breaking words up into syllables. | Pa-cif-ic, Ti-tan-ic, sound-less | To match the syllable of one half of a word to its other syllable half. To unscramble the letters to spell them correctly. |

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| NZK.G3.C25 | Tell the difference between common homophones and use them correctly. | their / there, where / wear, bear / bare | To choose the correct missing homophone to complete the sentence. To use the correct homophones in a series of paragraphs. To identify the correct homophone by looking at a picture. |
| NZK.G3.C26 | Spell contracted words correctly and use them within a sentence. | had not / hadn't, were not / weren't, would not / wouldn't | To match the words to their contracted form. To write a sentence using a contraction. |
| NZK.G3.C27 | Add -ment / -ness / -ful / -less / -ly at the end of short words to make them longer. | Entertainment / enjoyment , kindness / dryness , beautiful / wonderful , harmless, spineless / ageless , quickly/, sickly/ lovely | To identify words where -ment / -ness / -ful / -less /-ly can be used. To complete the -ment / -ness/ -ful / -less / -ly word in order to complete the sentence. |
| NZK.G3.C28 | Combine two short words to make a longer word. | whiteboard, superman, flashlight | To combine the two short words to create a compound word. To answer multiple choice questions on the subject correctly. |
| NZK.G3.C29 | Use expanded noun phrases to describe and specify things, people or ideas. | The butterfly. / The blue, magical butterfly. | To unscramble the mixed up sentence and put the expanded noun phrase in the correct place. To identify the correct noun phrase that describes the picture. |
| NZK.G3.C30 | Tell the difference between adjectives that have similar meanings but are not the same. | big / large / gigantic / huge | To complete the sentence using adjectives that have similar meanings but are not the same. To select the correct word in a paragraph that matches the definition. |
| NZK.G3.C31 | Sort nouns / verbs / adjectives into categories to figure out what they have in common. | colours, clothing, foods; sports, cooking, creating art; words describing taste, words describing colour, words describing size | To group nouns into the correct categories. To identify the correct noun that matches the picture. To group action verbs into the correct categories. |

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| NZK.G3.C32 | Use common prepositions to link different parts of a sentence together. | during, beyond, toward | To unscramble the mixed up preposition. To match the beginning of each sentence to the correct ending. |
| NZK.G3.C33 | Use personal pronouns to talk about yourself. | I, me, my | To write a sentence using personal pronouns to talk about yourself. To unscramble the mixed up personal pronouns. |
| NZK.G3.C34 | Use possessive pronouns to talk about other people you know. | they, them, their | To group possessive and indefinite pronouns correctly. To match each thing or person to the possessive pronoun they use. |
| NZK.G3.C35 | Use indefinite pronouns to talk about people and things in general. | anyone, everything | To group possessive and indefinite pronouns correctly. |
| NZK.G3.C36 | Define words by category and by one or more key characteristics. | A duck is a bird that swims. / A tiger is a large cat with stripes. | To match each noun to its characteristics. To write a sentence describing people or objects. |
| NZK.G3.C37 | Spell words that break spelling rules correctly. | door, floor, kind | To unscramble the jumbled word that breaks spelling rules. To write a sentence using a word that breaks spelling rules correctly. |
| NZK.G3.C38 | Communicate ideas clearly in sentences. | With my friend to the park I went. / My friend and I went to the park. | To answer multiple choice questions on the subject correctly. To unscramble the mixed up sentence. |
| NZK.G3.C39 | Tell the difference between verbs that have similar definitions but are not the same. | look, peek, glance | To unscramble the mixed up sentence. To answer multiple choice questions on the subject correctly. To match similar verbs to their definitions. |
| NZK.G3.C40 | Identify and use similar and opposite words. | doze / snooze, bend / bow, bang / hit; destroy / create, full / empty, blunt / sharp | To group words to their synonyms. To group words to their antonyms. To answer multiple choice questions on the subject correctly. |

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| NZK.G3.C41 | Use collective nouns to describe a group of things or people. | mob, bunch, stack | To match the collective nouns with the group they represent. To identify the correct collective noun that matches the picture. |
| NZK.G3.C42 | Use frequently occurring action verbs. | insult, agree, spend | To match the correct action verb to its definition. To unscramble the mixed up sentence that uses an action verb. |
| NZK.G3.C43 | Use common modal verbs that help us understand what's happening in a sentence. | ought, shall, must | To unscramble the mixed up sentence that uses a modal verb. To write a sentence using a modal verb. |
| NZK.G3.C44 | Identify rhyming words. | understand / hand, under / thunder, rhyme / time | To match the rhyming words. To write a sentence using a rhyming word. |

Night Zookeeper Vocabulary, Spelling & Grammar Games

| NZK Ref. | Game Name | Learning Goal | Game Explanation | Learning Outcome |
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| NZK.G3.G1 | Volcano Word Hop | Identify words that are correctly spelled. | Students work on their spelling skills by selecting the correctly spelled words on the volcano platforms before they sink into the lava. | To increase confidence and accuracy when spelling common words. |
| NZK.G3.G2 | Forest Word Climb | Identify and use similar words. | The objective of the game is to help your animal climb as high up the tree as possible by selecting the synonyms that appear on the branches. | To build and broaden vocabulary for use when writing a variety of text types. |
| NZK.G3.G3 | Word Wings | Spell common words correctly. | In this game, children are challenged to spell words by collecting letters in the correct order. | To increase confidence and accuracy when spelling common words. |
| NZK.G3.G4 | Torch Type in Nulth | Develop proficient typing skills. | Students develop their keyboard skills in this game by typing the words as they fall from the top of the screen. | To increase speed and stamina when typing stories and reports. |
| NZK.G3.G5 | Waterfall Word Jumble | Construct sentences using correct grammar. | The objective of this game is to construct sentences using the words available. Students collect the words as they fall down the waterfall and need to place them in the grammatically correct order to help their animal run around the mountain. | To develop an understanding of grammatical structure when writing sentences. |
| NZK.G3.G6 | Word Void Wrecker | Spell common words correctly. | Children complete words by filling in the missing letters that have been stolen by the void monster. The objective is to spell as many words correctly as possible to defeat the monster and send them back to Nulth. | To increase confidence and accuracy when spelling common words. |
| NZK.G3.G7 | Underwater Word Hunt | Identify verbs correctly. | In 'Word Hunt', students need to correctly identify the verbs that are floating in the water in front of them. They score points for every verb collected. | To gain an understanding of grouping words into categories, whilst also growing a broader vocabulary. |
| NZK.G3.G8 | Sentence Dash | Proof-read to check for errors in punctuation, spelling and grammar. | In this live game, students compete against other users to spot the mistakes in the sentences as quickly as possible. The first player to 20 mistakes identified wins the game. | To develop skills in proof-reading in order to check draft work before publishing. |
| NZK.G3.G9 | Night Zoom | Identify and use similar and opposite words. Identify rhyming words. | Night Zoom is a live racing game where children increase the speed of their vehicle by answering quiz questions correctly. They also score points for accuracy so it is not all about answering quickly. | To build and broaden vocabulary for use when writing a variety of text types. |

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| NZK.G3.G10 | Night Zoo Card Battles | Identify and use similar and opposite words. Identify rhyming words. | Night Zookeeper students collect points for their animals by completing English Language Arts challenges. These points are then used to help them increase their performance in this game. They also answer quiz questions relating to vocabulary. | To build and broaden vocabulary for use when writing a variety of text types. |
| NZK.G3.G11 | Word Woods | Identify and use similar and opposite words. | This platform game challenges children to run through the Whispering Woods with their animal answering questions as they progress. The questions test their knowledge of synonyms and antonyms. | To build and broaden vocabulary for use when writing a variety of text types. |
| NZK.G3.G12 | Word Pairs | Identify and use similar and opposite words. | In this game, children use their memory and knowledge of synonyms & antonyms to find matching pairs of words. | To build and broaden vocabulary for use when writing a variety of text types. |

Night Zookeeper Printable Activity Packs

| NZK Ref. | Activity Pack Name | Learning Goals | Example Content | Learning Outcome |
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| NZK.AP1 | Storytelling and Spelling with Electro Spike | <ul style="list-style-type: none"> - Turn adjectives into adverbs using the suffix -ly. - Use the // sound spelt -le at the end of words. - Use different settings in stories. - Use the prefix un-. - Structure a story using a beginning, middle, and end. | suffix -le: temple, castle suffix -ian: electrician, magician prefix un-: unwell, unlucky suffix -ly: suddenly, slowly | To write a story using the story mountain structure, adding prefixes and suffixes to words to develop characters and plot. |
| NZK.AP2 | Writing Skills with Sam | <ul style="list-style-type: none"> - Identify past and present tense verbs. - Turn adjectives into adverbs using suffix -ly. - Identify contractions. - Use fronted adverbials in sentences. - Use commas to create lists. - Capitalize letters of proper nouns. - Correctly place speech marks in a text. | Past and present verbs: listens vs listened, draws vs drew, explained vs explains Suffix -ly: quietly, kindly Fronted adverbials: quickly, thankfully Contractions: would've. Can't Capital letters: Christmas, Florence, Wednesday | To write a story that uses fronted adverbials, speech marks, past tense and commas. |
| NZK.AP3 | Using Adjectives with Night Zookeeper Will | <ul style="list-style-type: none"> - Use adjectives to describe characters. - Use sensory adjectives to describe places. - Write a story using the adjectives learned. | Appearance: sparkly, beautiful Shape: round, square Actions: annoying, caring Size: tiny, small Sounds: quiet, loud Quantity: few, couple | To write a story using a variety of adjectives. |
| NZK.AP4 | Using Adverbs with Riya | <ul style="list-style-type: none"> - Turn adjectives into adverbs using the suffix -ly. - To identify and use adverbs of time and place. - To identify adverbs in a passage of text. | Suffix -ly: recklessly, thoughtfully How: happily, gracefully Where: nearby, outside When: soon, yesterday | To write a story using adverbs of time and place. |
| NZK.AP5 | Poem Writing with Riya | <ul style="list-style-type: none"> - Use the ABAB rhyme scheme. - Identify adverbs used in a poem. - Identify and write an acrostic poem. - Finish the lines to form a limerick. | Rhyming words: half, calf ABAB: sky, dark spy, bark | To write a poem using what has been learned. |
| NZK.AP6 | Describing Characters with Maji | <ul style="list-style-type: none"> - Use adjectives to describe characters and places. - Use dialogue to create a character's voice. - Read character descriptions and answer comprehension questions. - Illustrate characters and label their key features. | Describing phrases: white tusks, strong legs Adjectives that describe personality: friendly, fearless | To describe characters associated with particular settings, using relevant adjectives. To write a character description based upon the |

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| | | - Sort words into categories. | | content learned. |
| NZK.AP7 | Persuasive Writing with the Penguin Professor | <ul style="list-style-type: none"> - Identify and use facts, statistics and opinions. - Identify the conditional statements. - Identify linking words that show time, cause and effect, and contrast. - Use rhetorical questions in a paragraph. | <p>Cause and effect linking words: therefore, so</p> <p>Linking words that show time: eventually, finally</p> <p>Linking words that show contrast: however, but</p> <p>Conditionals: If</p> | To write a persuasive letter including the key criteria (facts and statistics, rhetorical questions, linking words, conditionals). |
| NZK.AP8 | Speech Marks with Grudge | <ul style="list-style-type: none"> - Use speech marks correctly. - Identify action words used to describe speech. - Use action words to create dynamic dialogue. - Identify direct and indirect speech. | Speech verbs: laughed, whispered, asked, replied, mumbled, snapped, explained, shouted | To write a conversation between characters using speech marks |
| NZK.AP9 | Explanation Writing with Bertie Bee | <ul style="list-style-type: none"> - Use linking words to write an explanation. - Identify cause and effect words in a piece of text. - Use formal language in explanation texts. - Read explanation texts and answer targeted questions correctly. | <p>Linking sentences: To begin with, as a result</p> <p>Cause and effect words: consequently, therefore</p> | To write a detailed explanation of how honey is made. |
| NZK.AP10 | Using Figurative Language with Florence Flamingo | <ul style="list-style-type: none"> - Identify and use similes correctly. - Identify metaphors and understand their meaning. - Identify onomatopoeic words. - Identify and use personification correctly. | <p>Similes: As brave as a lion.</p> <p>Metaphors: The classroom was a zoo.</p> <p>Personification: My bed is calling my name.</p> <p>Onomatopoeia: The door slowly creaked open.</p> | To write a story using the figurative language explained. |
| NZK.AP11 | Writing Reports with the Sea Lion General | <ul style="list-style-type: none"> - Identify the features of a good report. - Match the correct subheadings to the paragraphs. - Use the correct tense in a report. - Write titles for reports. - Use paragraphs correctly. | Present tense words: eat, use Vocabulary: diet, habitat, appearance, omnivore, herbivore, carnivore. | To write a report using an introduction and subheadings. |
| NZK.AP12 | Writing Instructions with Eek the Eskimouse | <ul style="list-style-type: none"> - Identify verbs in a set of instructions. - Sort instructions into chronological order. - Add imperative verbs to instructional sentences. | Verbs: stir, put, walk, Adverbs: carefully, slowly, quickly | To write a set of instructions using verbs to tell the reader what to do and adverbs to tell the reader how to do it. |

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| NZK.AP13 | Orblympics - Activity Pack | <ul style="list-style-type: none"> - Use linking words to write compound sentences. - Create labelled diagrams to support explanations. - Identify adjectives and use them correctly. - Structure a story including a beginning, middle and end. | <p>Adjectives: fast, speedy, swift, rapid, quick</p> <p>Linking words: and, also, because</p> | <p>To write sentences using specific adjectives.</p> <p>To write a story with a beginning, middle and end.</p> <p>To invent a new character and write a report about it.</p> |
| NZK.AP14 | Opinion Writing with Ninja Leaf | <ul style="list-style-type: none"> -Identify the features of a good opinion piece. -Identify facts and opinions. -Match opinions with linking words and reasons. -Give reasons to support opinions. -Use linking words to connect opinions and reasons. -Add supporting details to reasons in opinion writing. | <p>Linking words: because, for example, also, therefore, and</p> <p>Adjectives: shady, restful, reassuring, peaceful, quiet</p> <p>Opinion openers: I think..., I believe..., In my opinion..., I feel...</p> | <p>To write facts based on an image.</p> <p>To write sentences giving reasons for an opinion using adjectives.</p> <p>To state an opinion on a given topic.</p> <p>To write an opinion piece on a given topic giving reasons, supporting details, and a concluding statement.</p> |

Night Zookeeper Reading Comprehension Activity Packs

| NZK Ref. | Activity Pack Name | Learning Goals | Example Content | Learning Outcome |
|----------|--|---|--|---|
| NZK.B1AP | The Giraffes of Whispering Woods - Reading Activity Pack | <ul style="list-style-type: none"> - Read a text with fluency, intonation and accuracy. - Identify descriptive adverbs. - Identify facts about characters in a story and pick out reasonings based upon sentences in a text. - Use adjectives within a text. - Identify different characters and understand their role in a story. | Vocabulary: symbol, magical, glowing, trap, teleport, explore Adverbs: carefully, firmly, powerfully Adjectives: strong, brave, dark | <ul style="list-style-type: none"> - To answer comprehension questions based on a text. - To write a narrative using characters from a story. - To write explanation texts. - To write in full sentences when answering questions about a text. |
| NZK.B2AP | The Fire Desert - Reading Activity Pack | <ul style="list-style-type: none"> - Read a text with fluency, intonation and accuracy. - Identify facts about characters and objects in the text. - Place a series of events in chronological order. - Draw inferences from a passage of a text. - Identify adjectives used to describe characters. - Use evidence from a text when answering questions. | Vocabulary: lake, fangs, tar, distract Speech verbs: cried, snapped, asked Alliteration: perfectly prickly, leaping lizards Adjectives: croaky, young, bright, terrible | <ul style="list-style-type: none"> - To answer comprehension questions based on a text. - To write a narrative using characters from a story. - To write descriptions of characters using adjectives. - To order the events in a story. - To write a letter from the point of view of a character. |
| NZK.B3AP | The Penguins of Igloo City - Reading Activity Pack | <ul style="list-style-type: none"> - Read a text with fluency, intonation and accuracy. - Identify antonyms and synonyms for specific words. - Identify and use rhyming words in poetry. - Identify and use speech verbs. - Place events in chronological order. - To find specific words and sentences in a text. | Adjectives: hot, comforting, luxurious, Rhyming words: snow, dough, blow, show, know Speech verbs: replied, muttered, shouted, screamed Opinion words: I think, I believe, in my opinion Synonyms: gloomy, dark, silent, quiet | <ul style="list-style-type: none"> - To answer comprehension questions based on a text. - To write a narrative using characters from a story. - To write a letter from the point of view of a character. - To write a newspaper article. - To write an opinion piece based on a text. |
| NZK.B4AP | The Elephant of Tusk Temple - Reading Activity Pack | Coming Soon | | |
| NZK.B5AP | The Bear of Flying Mountain - Reading Activity Pack | Coming Soon | | |