NIGHT ZOO KEEPER

The Curriculum

Grade 4 (Age 9)

WRITING

Category	C.C. Reference	Standard	Night Zookeeper Reference
Text Types and Purposes	LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
	LITERACY.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	NZK.G4.S16 NZK.G4.S6 NZK.AP14
	LITERACY.W.4.1.B	Provide reasons that are supported by facts and details.	NZK.G4.S16 NZK.G4.S6 NZK.AP14
	LITERACY.W.4.1.C	Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).	NZK.G4.S16 NZK.G4.S6 NZK.AP14 NZK.AP13
	LITERACY.W.4.1.D	Provide a concluding statement or section related to the opinion presented.	NZK.G4.S16
	LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	LITERACY.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	NZK.G4.S10 NZK.G4.S1 NZK.G4.S11 NZK.G4.S12 NZK.AP11 NZK.AP9
	LITERACY.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	NZK.G4.S10 NZK.G4.S11 NZK.G4.S12 NZK.AP11 NZK.AP9 NZK.AP12
	LITERACY.W.4.2.C	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).	NZK.G4.S10 NZK.G4.S1

	LITERACY.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	NZK.G4.S10 NZK.AP9
	LITERACY.W.4.2.E	Provide a concluding statement or section related to the information or explanation presented.	NZK.G4.S10
		LITERACY.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
	LITERACY.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	NZK.G4.S14 NZK.G4.S2 NZK.G4.C54 NZK.AP6 NZK.AP1
	LITERACY.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	NZK.G4.S8 NZK.G4.S14 NZK.G4.S2 NZK.AP8
	LITERACY.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.	NZK.G4.S7
	LITERACY.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.	NZK.G4.S2 NZK.AP3 NZK.AP6
	LITERACY.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.	NZK.G4.S7
Production and Distribution of Writing	LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (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.4.5	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 4 here.)	NZK.G4.G8
	LITERACY.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and	Users can choose to publish their work privately or publicly. Users can leave positive comments on

		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	each other's work and collaborate on projects. NZK.G4.G4
Research to Build and Present Knowledge	LITERACY.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	NZK.AP11
	LITERACY.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	NZK.G4.S11 NZK.G4.S12
	LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	LITERACY.W.4.9.A	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	NZK.G4.S2 NZK.G4.S14 NZK.AP6
	LITERACY.W.4.9.B	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	NZK.G4.S16
Range of Writing	LITERACY.W.4.10	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

Category	C.C. Reference	Standard	Night Zookeeper Reference
Conventions of Standard English	LITERACY.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LITERACY.L.4.1.A	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	Students are challenged to use these skills whilst creating reports about their magical animals.
	LITERACY.L.4.1.B	Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	NZK.G4.S7 NZK.AP2
	LITERACY.L.4.1.C	Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	*Coming soon September 2021*
	LITERACY.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	*Coming soon September 2021*
	LITERACY.L.4.1.E	Form and use prepositional phrases.	NZK.G4.S2
	LITERACY.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	NZK.G4.G5
	LITERACY.L.4.1.G	Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	NZK.G4.S3
	LITERACY.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	LITERACY.L.4.2.A	Use correct capitalization.	NZK.G4.C2
	LITERACY.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.	NZK.AP2
	LITERACY.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.	*Coming Soon September 2021*
	LITERACY.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	NZK.G4.C12 NZK.G4.C11 NZK.G4.C10 NZK.G4.C19 NZK.G4.G1 NZK.G4.G3 NZK.G4.G6 NZK.AP1

Knowledge of Language	LITERACY.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	LITERACY.L.4.3.A	Choose words and phrases to convey ideas precisely.	NZK.G4.S2 NZK.G4.S14
	LITERACY.L.4.3.B	Choose punctuation for effect.	NZK.G4.S6
	LITERACY.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	NZK.G4.S13
Vocabulary Acquisition and Use	LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
	LITERACY.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	NZK.G4.C24
	LITERACY.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	NZK.G4.C13 NZK.G4.C14 NZK.G4.C15 NZK.G4.C16 NZK.G4.C17 NZK.G4.C18 NZK.G4.C20 NZK.G4.C25 NZK.G4.C26 NZK.G4.C27
	LITERACY.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Students are given feedback and encouraged to check a thesaurus to uplevel their vocabulary.
	LITERACY.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	LITERACY.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	NZK.G4.S9
	LITERACY.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	*Coming Soon November 2021*
	LITERACY.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	NZK.G4.C21 NZK.G4.C22 NZK.G4.C30 NZK.G4.C31

			NZK.G4.G2 NZK.G4.G9 NZK.G4.G10 NZK.G4.G11 NZK.G4.G12
	LITERACY.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	NZK.G4.S10 NZK.G4.S11 NZK.G4.S12

Night Zookeeper Lesson Content

NZK Ref.	Series Name	Learning Goals	Text Type	Key Vocabulary	Learning Outcome
NZK.G4.S1	Igloo City Instructions	- Use imperative verbs in instructions. - Use adverbs of time. - Use adverbs to add description to verbs. - Use verbs correctly. - Use common adjectives.	Instructions	sketch, spread, draw, write, consider, add, carefully, neatly, correctly, precisely, before long, immediately, after a while, ultimately, before, eventually, initially, slippery, alternative, sturdy, steaming, important, extreme, slowly, quickly, hurriedly, thoughtfully, neatly, wildly, freely, gracefully, quietly, sweetly, loudly, large, steaming, bright, funny, velvety, quiet, warm	To write instructional texts using imperative verbs.
NZK.G4.S2	Building Tension with the Sea Lion General	- 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	bubbling, cracking, howling, rattling, thumping, salty, fruity, bitter, sour, nutty, citrusy, acrid, pungent, earthy, smooth, rough, sharp, slimy, after, whenever, until, since, whereas, Oh no! He can't swim! She's under! I'm coming! He's disappeared! Help! I'm going in! Hold this! tossed, churned, smashed, hurled, whirled, torrential (rain), disorientating (fog), howling (wind), ferocious (storm), dusky (shadows), hopeless, exhausted, defeated skidded, slid howled, whispered, screamed, drummed, hammered, ran,reached, wrapped, crept, chased, danced, threatened, In the middle of the night, Before he could reach his friend, All of a sudden, In the depth of the night, When the moon was high in the sky, Before the time ran out, Just as time was running out	To write narratives that build suspense and tension.
NZK.G4.S3	Electro Spike Spelling	- Spell words with the suffix -able and -ible. - Vocabulary definition practice - Vocabulary definition practice - Using homophones and other words that are often confused.	Narrative, Report, Diary	replace, replaceable, wash, washable, notice, noticeable, change, changeable, knowledge, knowledgeable, autograph, paragraph, biography, choreograph, telegraph, geography, photograph, photocopy, photojournalist, photosynthesis, photometer, to, too, two, isle, aisle, assent, ascent, dissent, descent	To write a story including specific spelling patterns.

NZK.G4.S4	Poetry with Riya	- 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. - Use the collective noun for giraffes.	Poetry	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, tower, tall, roaming, wild, fleeting, long, wobbly, elegant, huge	To write poems using rhyming words. To write a poem using a specific rhyming scheme. To write an acrostic poem.
NZK.G4.S5	Wonderful Words With Will	- Use proper and common nouns. - 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	To write a detailed character description. To write a story featuring specific characters.
NZK.G4.S6	The Persuasive Professor	- Use exclamations and questions to write persuasively. - Use linking words. - Identify and use stats, facts and statistics. - Identify and use conditional words. - Use powerful adjectives.	Persuasive	eccentric, expert, teacher, guide, brave invisibility, super strength/speed In my opinion... I believe... It is my view... I would say... Time: meanwhile, firstly, finally, then; Cause and effect: because, so that, therefore; Difference: although, but, however; Adding information: and, also, furthermore Conditional words: if - would, will - because, once - will, if - then Powerful adjectives: critical, worthwhile, prohibited, unquestionable, qualified	To write a persuasive text using facts and opinions. To write a letter from the point of view of a story character. To write a persuasive text using powerful adjectives.
NZK.G4.S7	Sam's Story Writing	- Use facts to describe characters. - Identify and use adverbs. - Identify and use contractions. - Be able to use past tense verbs. - Be able to use adverbials. - Be able to use lists. - Identify and use proper nouns.	Narrative	Invisible, mischief, carefree, clumsy, Dangerous - dangerously Courageous - courageously Slow - slowly Careful - carefully, They're - they are Couldn't - could not	To write a description of a character. To write a story including great character descriptions.

				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 place - underneath, nearby, here, invisible, mischief, carefree, clumsy (explained), proper nouns, New York, Lego	
NZK.G4.S8	Dialogue With Grudge	- Understand what dialogue is. - Use names and reporting clauses in dialogue. - Use verbs to describe the dialogue of characters. - Be able to 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.G4.S9	Figurative Language with Florence	- Understand and create similes. - Understand and create metaphors. - Understand and create sentences using personification. - Use and write a poem using onomatopoeia.	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.G4.S10	Bertie's Explanations	- Use how and why questions. - 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.G4.S11	Writing Animal Reports 2	- 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	To learn facts about animals. To write reports based on facts and

					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	knowledge acquired.
NZK.G4.S12	Writing Animal Reports	- 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	To learn facts about animals. To write reports based on facts and knowledge acquired.
NZK.G4.S13	Monster Text Types	- Use adjectives and nouns to describe characters and actions in stories. - Use headings and sub-headings in reports. - Answer questions based on a text. - Use persuasive vocabulary to write articles.		Narrative, Letter, Newspaper Article, Biography	Evil, enemy, aggressive, wonderful, hideous, devious, cruel gigantic, dreadful, fierce, monstrous It is believed; It is thought; Many people claim	To write a report about a character. To write a letter in the role of a character. To write a news report about a series of events.
NZK.G4.S14	Describing Characters with Maji	- Describe character appearance. - Describe character personality. - Describe character actions. - Use different speech verbs. - Describe character skills. - Identify character motives.		Narrative, Description	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.	Write stories including great character descriptions using skills acquired throughout the series.
NZK.G4.S15	The Night Zookeeper Show	- Use and understand vocabulary about the Night Zoo.		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	To write story predictions. To write letters from the point of view of a character. To write poems about characters in stories.

| NZK.G4.S16 | Ninja Leaf Opinions | - Introduce an opinion text.
- Give reasons to support an opinion.
- Provide reasons that are supported by facts and details.
- Use linking words to join opinions and reasons.
- Include a concluding statement. | Opinion Writing | first, to start, to begin with, next, most importantly, another reason, in addition
In my opinion…, I think…, I believe…
safe, worried, exciting, quick
light, dark, important, urgent
for example, in addition, magical (entrance), glowing (gates), giant (shapes), (leaves) rustling, (strange) portal
because, therefore, since
in order to, consequently, specifically | To write opinion pieces based on extracts from Night Zookeeper texts.
To introduce an opinion piece.
To give reasons for their opinion, use linking words, and include a concluding statement. |

Night Zookeeper Skills Challenges

NZK Ref.	Learning Goal	Challenge Example	Learning Outcome
NZK.G4.C1	Use alliteration correctly - level 1	Penguin Professor, smooth sand, beautiful butterfly	To answer multiple choice questions on the subject correctly. To match the words to create alliteration.
NZK.G4.C2	Capitalise holidays, product names, and geographic names.	Easter, Lego, London	To unscramble the jumbled up sentence, ensuring that holiday, product and location words are capitalised. To match the capitalised words to create the place name.
NZK.G4.C3	Use the past tense of common verbs that don't follow conjugation rules	sat, hid, told	To complete the sentence with the correct verb. To answer multiple choice questions on the subject correctly.
NZK.G4.C4	Use an apostrophe when describing something that belongs to multiple people	girls', boys'	To find the word that is missing an apostrophe in the sentence. To write a sentence using an apostrophe.
NZK.G4.C5	Use an apostrophe when describing something that belongs to a group of people shown by a single noun	children's, family's	To answer multiple choice questions on the subject correctly. To pick out the group word in the sentence.
NZK.G4.C6	Use commas in greetings and closings of letters	Dear,, Sincerely,, Faithfully,	To correctly place commas in the opening of a letter. To group together the openings and

			closings used in letters.
NZK.G4.C7	Use collective nouns to describe a group of things or people	colony, swarm, choir	To match the collective word to the group of people or things it represents. To answer multiple choice questions on the subject correctly.
NZK.G4.C8	Connect collective nouns with the group of animals they represent	A flock of birds. , A herd of cattle. , A colony of ants.	To match each group of animals with their collective word. To identify collective nouns by their definition.
NZK.G4.C9	Use and spell frequently occurring irregular plural nouns	feet, children, teeth	To match the collective word with its singular form. To answer multiple choice questions on the subject correctly.
NZK.G4.C10	Spell words that are often misspelt	angel, casually, always	To pick out the word that best completes the sentence. To answer multiple choice questions on the subject correctly.
NZK.G4.C11	Add suffixes beginning with vowel letters to words of more than one syllable	limit / limiting, garden / gardening	To match the words together that share the same root word. To complete the sentences using the correct word.
NZK.G4.C12	Spell words where the /ɪ/ sound is spelt with a 'y'	myth, gym, Egypt	To match the word with its definition. Spell words where the /ɪ/ sound is spelt with a 'y' correctly.
NZK.G4.C13	Use prefixes that have negative meanings (un–, dis–, and mis–)	disturbed, misunderstanding	To match words to their antonyms. To complete the sentence with the missing un- word!
NZK.G4.C14	Use the prefix re– to mean 'again' or 'back'	redo, relocate, repeat	To match the correct word to its definition. To pick the re- word that best completes the sentence.

NZK.G4.C15	Use the prefix sub– to mean 'under'	submarine, substitute	To match the word to its definition. To unscramble the mixed up sentence that includes a sub- word.
NZK.G4.C16	Use the prefix super– to mean 'above'	supermarket, supersonic, superstar	To unscramble the mixed up super-word. To write a sentence using the prefix super- to mean 'above'.
NZK.G4.C17	Use the prefix anti– to mean 'against'	antihero, antidote, antitoxic	To write a sentence using the prefix -anti. To unscramble the mixed up sentence that uses the -anti word.
NZK.G4.C18	Use the prefix auto– to mean 'self' or 'own'	autopilot, autograph, automobile	To group together all the words that begin with '-auto'. To unscramble the mixed up sentence that uses '-auto'.
NZK.G4.C19	Spell words where the /k/ sound is spelled ch	scheme, chorus, chemist	To answer multiple choice questions on the subject correctly. To identify the correct 'ch' word that represents the picture.
NZK.G4.C20	Use word families based on common words	solve, solution, insoluble	To match the words that belong in the same word family together. To pick out words in the sentence that belong to the same word family.
NZK.G4.C21	Tell the difference between closely related verbs and closely related adjectives	toss, throw, hurl	To answer multiple choice questions on the subject correctly. To group together all the closely related verbs and closely related adjectives.
NZK.G4.C22	Tell the difference between closely related adjectives	thin, slender, skinny	To group together all the closely related adjectives. To answer multiple choice questions on the subject correctly.

NZK.G4.C23	Use reflexive pronouns	myself, ourselves	To unscramble the mixed up sentence containing the reflexive pronoun. To write a sentence using a reflexive pronoun.
NZK.G4.C24	Read whole sentences to understand the meaning of words	Sam was in a particularly jovial mood that day, he kept laughing and smiling all day long.	To answer multiple choice questions on the subject correctly. To pick the correct word by reading the whole sentence.
NZK.G4.C25	When a prefix is added to a word, use the root word to understand the meaning of it	happy / unhappy, tell / retell	To match the longer, unfamiliar word with its base word. To unscramble the mixed up unfamiliar word.
NZK.G4.C26	Use a known root word as a clue to the meaning of an unknown word with the same root	addition, additional, adding	To group together the words that have the same root word. To answer multiple choice questions on the subject correctly.
NZK.G4.C27	Use knowledge of root words to predict the meaning of compound words	birdhouse, lighthouse, housefly / bookshelf, notebook, bookmark	To unscramble the mixed up sentence that uses a compound word. To write a sentence using a compound word.
NZK.G4.C28	Use a range of sentence structures	simple, compound, complex	To answer multiple choice questions on the subject correctly. To group together the word to their compound word partner.
NZK.G4.C29	Produce, expand, and rearrange complete simple and compound sentences	The boy watched the movie. / The little boy watched the movie. / The action movie was watched by the little boy.	To click on the connecting words in the paragraph. To add the most appropriate connecting word to the sentence.
NZK.G4.C30	Identify and use opposite words	positive / negative, profit / loss, sunny / cloudy	To match the word to its antonym. To unscramble the mixed up sentence that uses an antonym.
NZK.G4.C31	Identify and use similar words	love / adore, rise / climb, risk / chance	To match the word to its synonym. To unscramble the mixed up sentence that uses a synonym.

NZK.G4.C32	Use rhyming words	At the bottom of a lake / There once lived a snake.	To match the rhyming words. To unscramble the mixed up rhyming words.
NZK.G4.C33	Answer questions about unknown words		To work out the meaning of the unknown words in the paragraph.
NZK.G4.C34	Make inferences by reading between the lines of a story		To make inferences about the story when reading the paragraph.
NZK.G4.C35	Answer questions about characters and events in a story		To answer questions about characters and events in the story.
NZK.G4.C36	Turn adjectives into adverbs using the suffix --ly - Level 2	nicely, lively, lightly	To match the adverb to its antonym. To match the definition to the adverb.
NZK.G4.C37	Using imperative verbs in instruction writing	put, mix, add, close	To use imperatives to write an instruction. To pick out the imperatives from the paragraph.
NZK.G4.C38	Use linking words in informative writing	whereas, even though, moreover	To unscramble the jumbled up sentence that uses the linking word To group the words into linking and opinion words.
NZK.G4.C39	Learn vocabulary to use in opinion writing	I think, Firstly, Finally	To write a sentence using opinion words. To group together the evidence opinion words and conclusion opinion words.
NZK.G4.C40	Use a variety of interesting story openings	There once was…, I woke up and..., It all started...	To unscramble the mixed up sentence that includes an opening line. To match the beginning and the ending of the opening line.
NZK.G4.C41	Add description to noun phrases by using adjectives	The pond. / The quiet pond with murky water.	To match each noun with its description. To pick the correct adjective that describes the noun picture.
NZK.G4.C42	Add the suffix –ly to an adjective to form an adverb	foolish / foolishly, bad / badly, careful / carefully	To unscramble the mixed up adverb.

			To pick out the adverbs from the paragraph.
NZK.G4.C43	Use frequently occurring action verbs	fumble, liquefy, craft	To group the common verbs into categories. To write a sentence using an action verb.
NZK.G4.C44	Use adjectives to describe places	the humid rainforest, the freezing Arctic, the busy street	To match each place to the adjective it describes. To answer multiple choice questions on the subject correctly.
NZK.G4.C45	Use adjectives to describe people or animals	the fuzzy tiger, the proud flamingo, the squawking chicken	To match the animal noun to the adjective it describes. To unscramble the mixed up personality adjectives.
NZK.G4.C46	Learn new animal facts	A giraffe has four stomachs.	To unscramble the mixed up animal facts. To group together the facts about animals.
NZK.G4.C48	Build reading comprehension skills		To read and place the words in the blank spaces of the paragraphs.
NZK.G4.C49	Correctly identify vocabulary		To correctly identify synonyms that match the same picture.
NZK.G4.C50	Vocabulary definition practice		To correctly identify the word that matches the picture.
NZK.G4.C51	Understand and use vocabulary about the Night Zoo	Will Rivers, Night Zoo, Igloo City	To answer multiple choice questions on the subject correctly. To group together the words that relate to the character.
NZK.G4.C52	Use nouns and proper nouns in stories.	elephant, Maji, giraffe	To unscramble the mixed up sentence to learn about the character. To fill in the proper nouns in the paragraph.
NZK.G4.C53	Use words that can be grouped into the same category.	igloo, icy, freezing	To sort the adjectives into categories.

| NZK.G4.C54 | Use different settings in stories | woods, cave, ocean | To unscramble the mixed up Night Zoo settings. |

Night Zookeeper Vocabulary, Spelling & Grammar Games

NZK Ref.	Game Name	Learning Goal	Game Explanation	Learning Outcome
NZK.G4.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.G4.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.G4.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.G4.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.G4.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.G4.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.G4.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 of every verb collected.	To gain an understanding of grouping words into categories, whilst also growing a broader vocabulary.
NZK.G4.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.G4.G9	Night Zoom	Identify and use similar and opposite words. To 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.

NZK.G4.G10	Night Zoo Card Battles	Identify and use similar and opposite words. To 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.G4.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.G4.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
NZK.AP1	Storytelling and Spelling with Electro Spike	- Turn adjectives into adverbs using the suffix -ly. - Use the /l/ 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	- 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	- 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	- 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	- 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	- 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. - Sort words into categories.	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 content learned.

NZK.AP7	Persuasive Writing with the Penguin Professor	- 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.	Cause and effect linking words: therefore, so Linking words that show time: eventually, finally Linking words that show contrast: however, but Conditionals: If	To write a persuasive letter including the key criteria (facts and statistics, rhetorical questions, linking words, conditionals).
NZK.AP8	Speech Marks with Grudge	- 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	- 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.	Linking sentences: To begin with, as a result Cause and effect words: consequently, therefore	To write a detailed explanation of how honey is made.
NZK.AP10	Using Figurative Language with Florence Flamingo	- Identify and use similes correctly. - Identify metaphors and understand their meaning. - Identify onomatopoeic words. - Identify and use personification correctly.	Similes: As brave as a lion. Metaphors: The classroom was a zoo. Personification: My bed is calling my name. Onomatopoeia: The door slowly creaked open.	To write a story using the figurative language explained.
NZK.AP11	Writing Reports with the Sea Lion General	- 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	- 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.
NZK.AP13	Orblympics - Activity Pack	- Use linking words to write compound sentences. - Create labelled diagrams to support explanations. - Identify adjectives and use them correctly.	Adjectives: fast, speedy, swift, rapid, quick : and, also, because	To write sentences using specific adjectives. To write a story with a beginning, middle and end.

		- Structure a story including a beginning, middle and end.		To invent a new character and write a report about it.
NZK.AP14	Opinion Writing with Ninja Leaf	-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.	Linking words: because, for example, also, therefore, and Adjectives: shady, restful, reassuring, peaceful, quiet Opinion openers: I think…, I believe…, In my opinion…, I feel…	To write facts based on an image. To write sentences giving reasons for an opinion using adjectives. To state an opinion on a given topic. To write an opinion piece on a given topic giving reasons, supporting details, and a concluding statement.

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	- 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	- 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	- 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	- 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	- 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	- 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		