



The Curriculum

Grade 5 (Age 10)

WRITING

Category	C.C. Reference	Standard	Night Zookeeper Reference
Text Types and Purposes	LITERACY.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
	LITERACY.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	NZK.G5.S6 NZK.G5.S10
	LITERACY.W.5.1.B	Provide logically ordered reasons that are supported by facts and details.	NZK.G5.S6
	LITERACY.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	NZK.AP9
	LITERACY.W.5.1.D	Provide a concluding statement or section related to the opinion presented.	NZK.G5.S6
	LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	LITERACY.W.5.2.A	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	NZK.G5.S10 NZK.AP9
	LITERACY.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	NZK.G5.S10
	LITERACY.W.5.2.C	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	NZK.AP7
	LITERACY.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	NZK.G5.S11 NZK.G5.S12
	LITERACY.W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.	NZK.G5.S11 NZK.G5.S6
	LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
	LITERACY.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	NZK.AP1 NZK.G5.S7
	LITERACY.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	NZK.G5.S8 NZK.G5.S2

	LITERACY.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	NZK.G5.S7 NZK.G5.S15 NZK.G5.C2
	LITERACY.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.	NZK.G5.S5
	LITERACY.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.	NZK.G5.S2 NZK.G5.S7
Production and Distribution of Writing	LITERACY.W.5.4	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.)	NZK.G5.S13
	LITERACY.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	Our tutors provide regular feedback on student writing. They encourage children to revisit their work and make revisions to it.
	LITERACY.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Night Zookeeper is an online creative writing community, therefore, we provide students with an excellent platform to achieve this standard.
Research to Build and Present Knowledge	LITERACY.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	NZK.G5.S11 NZK.G5.S12
	LITERACY.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	NZK.G5.S1
	LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	LITERACY.W.5.9.A	Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	NZK.B1AP NZK.B2AP NZK.B3AP
	LITERACY.W.5.9.B	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	NZK.B1AP NZK.B2AP NZK.B3AP
Range of Writing	LITERACY.W.5.10	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.	Children build up a portfolio of writing during their time on Night Zookeeper. We encourage them

			to write in a range of styles and for a range of audiences.
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LANGUAGE

Category	C.C. Reference	Standard	Night Zookeeper Reference
Conventions of Standard English	LITERACY.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	LITERACY.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	NZK.G5.S6 NZK.G5.C12 NZK.G5.C14
	LITERACY.L.5.1.B	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	NZK.G5.S7 NZK.G5.C1 NZK.G5.C4 NZK.G5.C5
	LITERACY.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.	NZK.G5.C5 NZK.G5.C38 NZK.AP2
	LITERACY.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.	NZK.G5.G8
	LITERACY.L.5.1.E	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	NZK.G5.C15
	LITERACY.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	LITERACY.L.5.2.A	Use punctuation to separate items in a series.	NZK.AP2 NZK.G5.S7
	LITERACY.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.	NZK.G5.C2 NZK.G5.C7 NZK.AP2
	LITERACY.L.5.2.C	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	NZK.G5.C7
	LITERACY.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.	NZK.G5.S11 NZK.G5.S12
	LITERACY.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.	NZK.G5.C18 NZK.G5.G1 NZK.G5.G3

Knowledge of Language	LITERACY.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	LITERACY.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	NZK.G5.S2
	LITERACY.L.5.3.B	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	<i>Coming soon November 2021</i>
Vocabulary Acquisition and Use	LITERACY.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
	LITERACY.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	NZK.G5.C29 NZK.G5.C35 NZK.G5.C47
	LITERACY.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	NZK.G5.C35
	LITERACY.L.5.4.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.	NZK.G5.G2 NZK.G5.G12
	LITERACY.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	LITERACY.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.	NZK.G5.S9 NZK.G5.C47 NZK.G5.C29
	LITERACY.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	<i>Coming soon November 2021</i>
	LITERACY.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	NZK.G5.C40 NZK.G5.G2 NZK.G5.G11 NZK.G5.G12
	LITERACY.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	NZK.AP7 NZK.G5.S6

Night Zookeeper Lesson Content

NZK Ref.	Series Name	Learning Goals	Text Type	Key Vocabulary	Learning Outcome
NZK.G5.S1	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	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.G5.S2	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	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.G5.S3	Electro Spike Spelling	<ul style="list-style-type: none"> - 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.G5.S4	Poetry with Riya	<ul style="list-style-type: none"> - Identify rhyming words to create a poem in alternate rhyme. - Identify rhyming words. - Identify adverbs and create a 	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,	To write poems using rhyming words. To write a poem using a specific rhyming scheme.

		poem. - Identify rhyming words to create a limerick.		lamb, ben, ten, stone, bone	
NZK.G5.S5	Wonderful Words With Will	- 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, barrellled, 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.G5.S6	The Persuasive Professor	- Use exclamations and questions to write persuasively. - Use phrases to express beliefs and opinions. - Write persuasively using connectives. - Identify and use facts, stats & opinions.		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.
NZK.G5.S7	Sam's Story Writing	- Use facts to describe characters. - Identify and use adverbs. - Identify and use contractions. - Use past tense verbs. - Use adverbials correctly. - Use commas in 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 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	To write a description of a character. To write a story including great character descriptions.

				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.G5.S8	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.G5.S9	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. 	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.G5.S10	Bertie's Explanations	<ul style="list-style-type: none"> - Use how and why questions in an explanation text. - Write step by step sequences using time connectives. - 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	<p>To write an explanation text using sequential points.</p> <p>To write an explanation about the life cycle of a butterfly.</p>
NZK.G5.S11	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	<p>To learn facts about animals.</p> <p>To write reports based on facts and knowledge acquired.</p>

NZK.G5.S12	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.G5.S13	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 reports. - Answer questions based on a text. - Use persuasive vocabulary to write articles. 	Narrative, Letter	<p>evil, enemy, aggressive, wonderful, hideous, devious, cruel</p> <p>gigantic, dreadful, fierce, monstrous</p> <p>It is believed; It is thought; Many people claim</p>	<p>To write a report about a character.</p> <p>To write a letter in the role of a character.</p> <p>To write a news report about a series of events.</p>
NZK.G5.S14	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.	Write stories including great character descriptions using skills acquired throughout the series.
NZK.G5.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.G6.S16	Ninja Leaf Opinions	<ul style="list-style-type: none"> - Introduce an opinion text. - Give reasons to support an opinion. - Provide reasons that are supported by facts and details. - Use linking words to join 	Opinion Writing	<p>first, to start, to begin with, next, most importantly, another reason, in addition</p> <p>In my opinion..., I think..., I believe...</p> <p>safe, worried, exciting, quick</p> <p>light, dark, important, urgent</p>	<p>To write opinion pieces based on extracts from Night Zookeeper texts.</p> <p>To introduce an opinion piece.</p> <p>To give reasons for</p>

		opinions and reasons. - Include a concluding statement.		for example, in addition, magical (entrance), glowing (gates), giant (shapes), (leaves) rustling, (strange) portal because, therefore, since in order to, consequently, specifically	their opinion, use linking words, and include a concluding statement.
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Night Zookeeper Skills Challenges

NZK Ref.	Learning Goal	Challenge Example	Learning Outcome
NZK.G5.C1	Use the present perfect form of verbs vs the past tense form.	He has gone out to play. / He went out to play.	To place the correct tense of verb in the sentence. To match the sentence beginning to its end.
NZK.G5.C2	Use fronted adverbials to describe place or time.	Lastly, I went to the shop to buy some fruit., Later that day, I heard the bad news.	To match the fronted adverbial with its opposite. To write a sentence that uses a fronted adverbial.
NZK.G5.C3	Use 'a' or 'an' correctly.	a rock, an open box	To match 'a' and 'an' with the words they should go before. To unscramble the mixed up sentences that either use 'a' or 'an'.
NZK.G5.C4	Practice using the simple verb tenses.	I walked / I walk / I will walk	To answer multiple choice questions on the subject correctly. To fill in the missing simple tense verbs.
NZK.G5.C5	Practice using the progressive verb tenses.	I was walking / I am walking / I will be walking	To unscramble the mixed up sentences that use a progressive tense verb. To match the correct progressive verb with the picture shown.
NZK.G5.C6	Add description to noun phrases by using adjectives.	The teacher. / The strict maths teacher with curly brown hair.	To group together the adjectives that describe each story setting. To identify the adjectives in the paragraph.
NZK.G5.C7	Use commas after fronted adverbials.	Lastly I went to the shop. / Lastly, I went to the shop.	To unscramble the mixed up sentence that uses a fronted adverbial. To match each instruction with the order it should go in.
NZK.G5.C8	Indicate ownership by using the possessive apostrophe with plural nouns.	Airplanes' wings, bosses' orders, children's hands	To answer multiple choice questions on the subject correctly. To unscramble the mixed up sentence that

			includes a plural noun.
NZK.G5.C9	Punctuate direct speech correctly.	"I want to go to the Night Zoo!" cried Will and Riya.	To group together all the correctly punctuated dialogue. To unscramble the mixed up dialogue.
NZK.G5.C10	Use commas and quotation marks in dialogue.	"Oh dear," said Mrs Barnes. "What a pity, Will."	To group together all the correctly punctuated dialogue. To answer multiple choice questions on the subject correctly.
NZK.G5.C11	Extend sentences with more than one clause by using a wider range of conjunctions.	when, if, because	To group the adjectives and conjunctions correctly. To unscramble the mixed up sentence that includes a conjunction.
NZK.G5.C12	Express time, place and cause using connectives.	when, before, after	To group the nouns and conjunctions correctly. To write a sentence that includes a conjunction that expresses time.
NZK.G5.C13	Express time, place and cause using adverbs.	then, next, therefore	To unscramble the sentence that includes an adverb. To write a sentence using an adverb that expresses place.
NZK.G5.C14	Express time, place and cause using prepositions.	before, after, during	To write a sentence that includes a preposition. To group together all the adverbs that are related to time and the adverbs related to location.
NZK.G5.C15	Use coordinating and subordinating conjunctions.	for, and, nor	To unscramble the mixed up sentence that includes a conjunction. To write a sentence that includes a conjunction.
NZK.G5.C16	Use relative pronouns correctly.	who, whose, whom	To unscramble the mixed up sentence that includes a relative pronoun. To group together the relative pronouns and relative adverbs.
NZK.G5.C17	Use relative adverbs correctly.	where, when, why	To pick out the relative adverbs in the paragraph. To unscramble the mixed up sentence that includes a relative adverb.
NZK.G5.C18	Proof-read for spelling and punctuation errors.	Incorrect: " He is my freind! Will cried! / Correct: "He is my friend!" Will cried.	To pick out the punctuation errors from the paragraph. To pick out the spelling errors from the paragraph.

NZK.G5.C19	Form nouns using a range of prefixes.	super-, anti-, auto-	To answer multiple choice questions on the subject correctly. To match each prefix word with its original base.
NZK.G5.C20	Add the suffix -ation to verbs to form nouns.	information, adoration, preparation	To pick the -ation word that best completes the sentence. To unscramble the mixed up -ation word.
NZK.G5.C21	Add the suffix -ly to an adjective to form an adverb.	sadly, completely, usually	To unscramble the sentence that includes an -ly word. To write a sentence that includes an adverb.
NZK.G5.C22	Spell words ending with this suffix: -sion.	confusion, invasion, division	To unscramble the sentence that includes a -sion word. To complete the sentence with the missing -sion word.
NZK.G5.C23	Spell words ending with the /g/ sound in this format: -gue.	league, tongue, argue	To answer multiple choice questions on the subject correctly. To unscramble the mixed up sentence that includes a -gue word.
NZK.G5.C24	Spell words ending with the /k/ sound are spelled: -que.	antique, unique	To answer multiple choice questions on the subject correctly. To unscramble the mixed up sentence that includes a -que word.
NZK.G5.C25	Words with the /s/ sound are spelled sc.	science, fascinate, crescent	To unscramble the mixed up sentence that includes an 'sc' word. To answer multiple choice questions on the subject correctly.
NZK.G5.C26	Words with the /ei/ sound are spelled 'ei, eigh, or ey'.	vein, weigh, obey	To pick the missing word that best completes the sentence. To answer multiple choice questions on the subject correctly.
NZK.G5.C27	Order adjectives within sentences according to conventional patterns.	A red small bag. / A small red bag.	To unscramble the mixed up sentence. To answer multiple choice questions on the subject correctly.
NZK.G5.C28	Use the possessive apostrophe with plural words.	girls', boys', mice's	To match each group with the thing that it belongs to. To unscramble the mixed up possessive group word.

NZK.G5.C29	Explain the meaning of simple similes and metaphors in context.	As pretty as a picture. / He is a lion.	To unscramble the mixed up simile or metaphor. To group together the similes and metaphors.
NZK.G5.C30	Use conjunctions, adverbs and prepositions to express time and cause.	at first, in the end, eventually	To group together the words that describe time and words that describe cause. To unscramble the mixed up sentence.
NZK.G5.C31	Use comparative and superlative adjectives and adverbs.	faster / fastest, more quietly / most quietly	To unscramble the mixed up sentence that includes a comparing word or phrase. To unscramble the mixed up comparative and superlative adjectives.
NZK.G5.C32	Produce simple, compound, and complex sentences.	Sam and Will are friends. They like one another because they are both brave and enjoy adventures.	To unscramble the mixed up sentence.
NZK.G5.C33	Practice choosing which homophones to use within sentences.	accept / except, affect / effect, ball / bawl	To pick out the homophones in the paragraph. To match each homophone with its definition.
NZK.G5.C34	Choose pronouns clearly and to avoid repetition.	Will loves the Night Zoo. He loves it because it is the place where all his friends are.	To pick out pronouns that refer to characters in the paragraph. To unscramble the mixed up pronoun and character names.
NZK.G5.C35	Determine the meaning of the new word formed when a known affix is added to a known word.	comfortable / uncomfortable, care / careless, heat / preheat	To match each word with its definition. To pick out the two words with familiar spelling patterns in the paragraph.
NZK.G5.C36	Demonstrate understanding of words by relating them to their opposites (antonyms).	agree / disagree , honest / dishonest, large / small	To match words to their antonyms. To answer multiple choice questions on the subject correctly.
NZK.G5.C37	Capitalize appropriate words in titles.	the Giraffes Of whispering wood / The Giraffes of Whispering Wood	To answer multiple choice questions on the subject correctly. To match the beginning of each book title to its end.
NZK.G5.C38	Use the past tense of action verbs correctly.	improve / improved	To answer multiple choice questions on the subject correctly. To group together the present and past tense action verbs.
NZK.G5.C39	Identify and use opposite words.	gloomy / cheerful, individual / group, simple / complicated	To answer multiple choice questions on the subject correctly. To match the words to their antonyms.

NZK.G5.C40	Identify and use similar words.	hate / despise, annoy / hound, compete / contest	To match the words to their synonyms. To answer multiple choice questions on the subject correctly.
NZK.G5.C41	Use onomatopoeia in a sentence to add words that sound like the thing they represent.	sizzle, roar, clang	To match the onomatopoeia words with the thing or animal that makes them. To unscramble the mixed up onomatopoeia word.
NZK.G5.C42	Use alliteration correctly.	Penguin Professor, smooth sand, beautiful butterfly	To answer multiple choice questions on the subject correctly. To match the alliteration words.
NZK.G5.C43	Use rhyming words.	The Spying Giraffe / was having a laugh.	To match the rhyming words. To pick out the rhyming words in the paragraph.
NZK.G5.C44	Answer questions about unknown words.		To answer multiple choice questions on the subject correctly.
NZK.G5.C45	Make inferences by reading between the lines of a story.		To write a sentence based upon the paragraph read. To answer multiple choice questions on the subject correctly.
NZK.G5.C46	Answer questions about characters and events in a story.		To answer multiple choice questions on the subject correctly. To answer questions about events in a story.
NZK.G5.C47	Explain the meaning of figurative language used by the author.		To answer multiple choice questions on the subject correctly. To write a sentence based upon the paragraph read.
NZK.G5.C48	Explain and discuss your understanding of a text.		To answer multiple choice questions on the subject correctly. To write a sentence based upon the paragraph read.
NZK.G5.C49	Identify the difference between fact and opinion.	Fact: The Komodo dragon is a reptile. / Opinion: Komodo dragons are the cutest animal ever.	To group together facts and opinions. To match each fact with the animal it is about.
NZK.G5.C50	Add the suffix -ly to an adjective to form an adverb.	uselessly, normally, gracefully	To group together 'how' and 'where' adverbs. To unscramble the mixed up adverb.
NZK.G5.C51	Learn vocabulary to use in opinion writing	I think, Firstly, Finally	To answer multiple choice questions on the subject correctly.

			To unscramble the mixed up sentence.
NZK.G5.C52	Correctly identify vocabulary		To match the correct word with the picture shown.
NZK.G5.C53	Build reading comprehension skills		To place the correct vocabulary into the paragraph.

Night Zookeeper Vocabulary, Spelling & Grammar Games

NZK Ref.	Game Name	Learning Goal	Game Explanation	Learning Outcome
NZK.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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.G5.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	<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. - 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	<ul style="list-style-type: none"> - Identify and use facts, statistics and opinions. - Identify the conditional statements. - Identify cause, time and affect, and contrasting connectives. - Use rhetorical questions in a paragraph. 	<p>Cause and effect connectives: therefore, so</p> <p>Time connectives: eventually, finally</p> <p>Contrasting connectives: however, but</p> <p>Conditionals: If</p>	To write a persuasive letter including the key criteria (facts and statistics, rhetorical questions, connectives, 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. 	<p>Present tense words: eat, use</p> <p>Vocabulary: diet, habitat, appearance, omnivore, herbivore, carnivore.</p>	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. 	<p>Verbs: stir, put, walk,</p> <p>Adverbs: carefully, slowly, quickly</p>	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	<ul style="list-style-type: none"> - Use connectives to write compound sentences. - Create labelled diagrams to support explanations. - Identify adjectives and use them correctly. 	<p>Adjectives: fast, speedy, swift, rapid, quick</p> <p>Connectives: and, also, because</p>	<p>To write sentences using specific adjectives.</p> <p>To write a story with a beginning, middle and end.</p>

		- 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	<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		