



# The Curriculum

## Grade 6 (Age 11-12+)

### WRITING

| Category                | C.C. Reference  | Standard  | Night Zookeeper Reference  |
|-------------------------|---|---|--|
| Text Types and Purposes | LITERACY.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.   |   |  |
|                         | LITERACY.W.6.1.A  | Introduce claim(s) and organize reasons and evidence clearly.   | <a href="#">NZK.G6.S6</a>  |
|                         | LITERACY.W.6.1.B  | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  | <a href="#">NZK.G6.S12</a>   |
|                         | LITERACY.W.6.1.C  | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  | <a href="#">NZK.G6.S16</a>   |
|                         | LITERACY.W.6.1.D  | Establish and maintain a formal style.  | <a href="#">NZK.G6.S10</a>   |
|                         | LITERACY.W.6.1.E  | Provide a concluding statement or section that follows from the argument presented.   | <a href="#">NZK.G6.S6</a>  |
|                         | LITERACY.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |   |  |
|                         | LITERACY.W.6.2.A  | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <a href="#">NZK.G6.S10</a>   |
|                         | LITERACY.W.6.2.B  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  | <a href="#">NZK.G6.S10</a><br><a href="#">NZK.G6.S11</a><br><a href="#">NZK.G6.S12</a> |
|                         | LITERACY.W.6.2.C  | Use appropriate transitions to clarify the relationships among ideas and concepts.  | <a href="#">NZK.G6.S13</a>   |
|                         | LITERACY.W.6.2.D  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   | <a href="#">NZK.G6.S10</a>   |
|                         | LITERACY.W.6.2.E  | Establish and maintain a formal style.  | <a href="#">NZK.G6.S1</a>  |
|                         | LITERACY.W.6.2.F  | Provide a concluding statement or section that follows from the information or explanation presented.   | <a href="#">NZK.G6.S10</a>   |

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|   | LITERACY.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |  |  |
|   | LITERACY.W.6.3.A   | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  | <a href="#">NZK.G6.S7</a>  |
|   | LITERACY.W.6.3.B   | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  | <a href="#">NZK.G6.S8</a>  |
|   | LITERACY.W.6.3.C   | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  | <a href="#">NZK.G6.S2</a>  |
|   | LITERACY.W.6.3.D   | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  | <a href="#">NZK.G6.S9</a>  |
|   | LITERACY.W.6.3.E   | Provide a conclusion that follows from the narrated experiences or events.   | <a href="#">NZK.G6.S7</a>  |
| Production and Distribution of Writing  | LITERACY.W.6.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   | Our lessons give children the opportunity to show their understanding of how to organize their writing across a range of text types.         |
|   | LITERACY.W.6.5   | With some 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 6 here.) | Our tutors provide regular feedback on student writing. They encourage children to revisit their work and make revisions to it.              |
|   | LITERACY.W.6.6   | 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 three 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.6.7   | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  | <a href="#">NZK.G6.S11</a><br><a href="#">NZK.G6.S12</a>   |
|   | LITERACY.W.6.8   | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                          | <a href="#">NZK.G6.S11</a><br><a href="#">NZK.G6.S12</a>   |
|   | LITERACY.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  |  |  |

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|                  | LITERACY.W.6.9.A | Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). | <a href="#">NZK.G6.S15</a>   |
|                  | LITERACY.W.6.9.B | Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").                  | <a href="#">NZK.G6.S11</a><br><a href="#">NZK.G6.S12</a>   |
| Range of Writing | LITERACY.W.6.10  | 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. |

## LANGUAGE

| Category                        | C.C. Reference   | Standard  | Night Zookeeper Reference   |
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| Conventions of Standard English | LITERACY.L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |   |   |
|                                 | LITERACY.L.6.1.A   | Ensure that pronouns are in the proper case (subjective, objective, possessive).  | <a href="#">NZK.G6.S7</a>   |
|                                 | LITERACY.L.6.1.B   | Use intensive pronouns (e.g., <i>myself, ourselves</i> ).   |   |
|                                 | LITERACY.L.6.1.C   | Recognize and correct inappropriate shifts in pronoun number and person.  |   |
|                                 | LITERACY.L.6.1.D   | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  |   |
|                                 | LITERACY.L.6.1.E   | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | Children have regular opportunities to read their own and others' writing when on Night Zookeeper. They are encouraged to provide feedback to their peers on a regular basis. |
|                                 | LITERACY.L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |   |   |

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|                                | LITERACY.L.6.2.A   | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   | <a href="#">NZK.G6.C5</a><br><a href="#">NZK.G6.C6</a>   |
|                                | LITERACY.L.6.2.B   | Spell correctly.  | <a href="#">NZK.G6.C16</a><br><a href="#">NZK.G6.C18</a><br><a href="#">NZK.G6.C45</a>   |
| Knowledge of Language          | LITERACY.L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |   |  |
|                                | LITERACY.L.6.3.A   | Vary sentence patterns for meaning, reader/listener interest, and style.  | <a href="#">NZK.G6.S2</a>  |
|                                | LITERACY.L.6.3.B   | Maintain consistency in style and tone.   | <a href="#">NZK.G6.S13</a>   |
| Vocabulary Acquisition and Use | LITERACY.L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |   |  |
|                                | LITERACY.L.6.4.A   | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | <a href="#">NZK.G6.C17</a><br><a href="#">NZK.G6.C30</a>   |
|                                | LITERACY.L.6.4.B   | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).   |  |
|                                | LITERACY.L.6.4.C   | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Our tutors provide feedback on spelling errors, regularly encouraging students to check dictionaries to correct their errors and uplevel their vocabulary. |
|                                | LITERACY.L.6.4.D   | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |  |
|                                | LITERACY.L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |   |  |
|                                | LITERACY.L.6.5.A   | Interpret figures of speech (e.g., personification) in context.   | <a href="#">NZK.G6.S9</a>  |
|                                | LITERACY.L.6.5.B   | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.   | <a href="#">NZK.AP7</a><br><a href="#">NZK.G6.S6</a><br><a href="#">NZK.AP9</a>  |
|                                | LITERACY.L.6.5.C   | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).     | <a href="#">NZK.G6.C17</a><br><a href="#">NZK.G6.C36</a><br><a href="#">NZK.G6.G2</a>  |

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|  | LITERACY.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <a href="#">NZK.G6.S9</a><br><a href="#">NZK.AP10</a> |
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## Night Zookeeper Lesson Content

| NZK Ref.  | Series Name                                | Learning Goals  | Text Type                | Key Vocabulary  | Learning Outcome                                       |
|-----------|--|---|--------------------------|---|--|
| NZK.G6.S1 | Igloo City Instructions                    | <ul style="list-style-type: none"> <li>- Use imperative verbs in instructions.</li> <li>- Use adverbs of time.</li> <li>- Use adverbs to add description to - verbs.</li> <li>- Use verbs correctly.</li> <li>- Use common adjectives.</li> </ul>   | 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.G6.S2 | Building Tension with the Sea Lion General | <ul style="list-style-type: none"> <li>- Identify tension and use it in a story.</li> <li>- Use adjectives to describe settings.</li> <li>- Use short sentences to build tension.</li> <li>- Use verbs in sentences..</li> <li>- Use adjectives to describe people or animals.</li> <li>- Use frequently occurring action verbs.</li> <li>- Use common prepositions.</li> <li>- Use frequently occurring conjunctions.</li> </ul> | Narrative                | Bubbling, cracking, howling, rattling, thumping, salty, fruity, bitter, sour, nutty, citrusy, acrid, pungent, earthy, smooth, rough, sharp, slimy, after, whenever, until, since, whereas,<br>Oh no! He can't swim! She's under! I'm coming!<br>He's disappeared! Help! I'm going in! Hold this!<br>Tossed, churned, smashed, hurled, whirled, torrential (rain), disorientating (fog), howling (wind), ferocious (storm), dusky (shadows), hopeless, exhausted, defeated<br>skidded, slid<br>howled, whispered, screamed, drummed, hammered, ran, reached, wrapped, crept, chased, danced, threatened,<br>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.G6.S3 | Electro Spike Spelling                     | <ul style="list-style-type: none"> <li>- Spell words with the suffix -able and -ible.</li> <li>- Vocabulary definition practice</li> </ul>  | Narrative, Report, Diary | Replace, replaceable, wash, washable, notice, noticeable, change, changeable, knowledge, knowledgeable, autograph,  | To write a story including specific spelling patterns. |

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|           |                           | <ul style="list-style-type: none"> <li>- Vocabulary definition practice</li> <li>- Using homophones and other words that are often confused.</li> </ul>  |           | <p>paragraph, biography, choreograph, telegraph, geography, photograph, photocopy, photojournalist, photosynthesis, photometer, to, too, two, isle, aisle, assent, ascent, dissent, descent</p>  |  |
| NZK.G6.S4 | Poetry with Riya          | <ul style="list-style-type: none"> <li>- Identify rhyming words to create a poem in alternate rhyme.</li> <li>- Identify rhyming words.</li> <li>- Identify adverbs and create a poem.</li> <li>- Identify rhyming words to create a limerick.</li> </ul>  | Poetry    | <p>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>   | <p>To write poems using rhyming words.<br/>To write a poem using a specific rhyming scheme.</p>                                |
| NZK.G6.S5 | Wonderful Words With Will | <ul style="list-style-type: none"> <li>- Use common and proper nouns to describe characters.</li> <li>- Use adjectives to describe characters.</li> <li>- Use verbs to describe actions.</li> <li>- Use adverbs to describe actions.</li> <li>- Use words to express dialogue.</li> </ul>  | Narrative | <p>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> | <p>To write a detailed character description.<br/>To write a story featuring specific characters.</p>                          |
| NZK.G6.S6 | The Persuasive Professor  | <ul style="list-style-type: none"> <li>- Use exclamations and questions to write persuasively.</li> <li>- Use phrases to express beliefs and opinions.</li> <li>- Write persuasively using connectives.</li> <li>- Identify and use facts, stats &amp; opinions.</li> </ul>  |           | <p>Time: meanwhile, firstly, finally, then;<br/>Cause and effect: because, so that, therefore;<br/>Difference: although, but, however;<br/>Adding information: and, also, furthermore</p>  | <p>To write a persuasive text using facts and opinions.<br/>To write a letter from the point of view of a story character.</p> |
| NZK.G6.S7 | Sam's Story Writing       | <ul style="list-style-type: none"> <li>- Use facts to describe characters.</li> <li>- Identify and use adverbs.</li> <li>- Identify and use contractions.</li> <li>- Use past tense verbs.</li> <li>- Use adverbials correctly.</li> <li>- Use commas in lists.</li> <li>- Identify and use proper nouns.</li> <li>- Use a range of pronouns.</li> </ul> | Narrative | <p>Invisible, mischief, carefree, clumsy, Dangerous - dangerously<br/>Courageous - courageously<br/>Slow - slowly<br/>Careful - carefully,<br/>They're - they are<br/>Couldn't - could not<br/>Should've - should have<br/>Can't - can not<br/>I'm - I am<br/>I've - I have<br/>Shouldn't - should not</p>   | <p>To write a description of a character.<br/>To write a story including great character descriptions.</p>                     |

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|            |                                   |   |              | <p>Wouldn't - would not<br/> Doesn't - does not,<br/> Hide - hid<br/> see - saw<br/> fight - fought<br/> run - ran<br/> feel - felt,<br/> time - firstly, next, soon<br/> place - underneath, nearby, here,<br/> invisible, mischief, carefree, clumsy<br/> (explained),<br/> proper nouns, New York, Lego</p>   |  |
| NZK.G6.S8  | Dialogue With Grudge              | <ul style="list-style-type: none"> <li>- Understand what dialogue is.</li> <li>- Use names and reporting clauses in dialogue.</li> <li>- Use verbs to describe the dialogue of characters.</li> <li>- Use punctuation correctly when writing dialogue.</li> <li>- Use adverbs to describe characters using dialogue.</li> </ul> | Narrative    | <p>Reporting clauses - excitedly, growled, bitterly, warned, shouted, roared, shouted, cried, giggled, cheered, chuckled, sobbed, groaned, blubbered, quietly, angrily, lazily</p>   | To write a story using dialogue and a range of speech verbs.   |
| NZK.G6.S9  | Figurative Language with Florence | <ul style="list-style-type: none"> <li>- Understand and create similes.</li> <li>- Understand and create metaphors.</li> <li>- Understand and create sentences using personification.</li> <li>- Use onomatopoeia in poetry.</li> </ul>   | Narrative    | <p>Like..., as..., moon, pearl, sky<br/> classroom - zoo, desert - furnace, wind<br/> whispered, moon played, alarm clock yelled,<br/> zoom, whoosh, rumble, croak, plop, buzz,<br/> flutter, pitter-patter, clip-clop</p>   | To write poetry and stories using figurative language.   |
| NZK.G6.S10 | Bertie's Explanations             | <ul style="list-style-type: none"> <li>- Use how and why questions in an explanation text.</li> <li>- Write step by step sequences using time connectives.</li> <li>- Use facts to create explanations.</li> <li>- Learn about the life cycle of a butterfly to write an explanation.</li> </ul>                                | Explanations | <p>Because, therefore, so that, as a result,<br/> firstly, finally, then, continue, each time, after a while, nectar, hive, hexagonal, honeycomb, fanning, wax, illustration, life cycle, egg, caterpillar, cocoon (pupa/chrysalis), hatch</p>   | <p>To write an explanation text using sequential points.<br/> To write an explanation about the life cycle of a butterfly.</p> |
| NZK.G6.S11 | Writing Animal Reports 2          | <ul style="list-style-type: none"> <li>- Use facts to write a story.</li> <li>- Use facts to write a report.</li> <li>- Use facts to write a newspaper article.</li> </ul>  | Reports      | <p>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,</p> | <p>To learn facts about animals.<br/> To write reports based on facts and knowledge acquired.</p>                              |



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|            |                                 |   |   | crabs, clutch, hatchling, carnivore, shed, venomous, venom, fangs, reptiles, scales, cold-blooded, prey, forked, flexible  |  |
| NZK.G6.S12 | Writing Animal Reports          | <ul style="list-style-type: none"> <li>- Use facts to write a report.</li> <li>- Learn new animal facts.</li> </ul>   | 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.G6.S13 | Monster Text Types              | <ul style="list-style-type: none"> <li>- Use adjectives and nouns to describe characters and actions in stories.</li> <li>- Use headings and sub-headings in reports.</li> <li>- Answer questions based on a text.</li> <li>- Use persuasive vocabulary to write articles.</li> </ul>             | Narrative, Letter                         | Evil, enemy, aggressive, wonderful, hideous, devious, cruel  | <p>To write a report about a character.</p> <p>To write a letter in the role of a character.</p>   |
| NZK.G6.S14 | Describing Characters with Maji | <ul style="list-style-type: none"> <li>- Describe character appearance.</li> <li>- Describe the personality of a character.</li> <li>- Describe character actions.</li> <li>- Use different speech verbs.</li> <li>- Describe character skills.</li> <li>- Identify character motives.</li> </ul> | 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.G6.S15 | The Night Zookeeper Show        | <ul style="list-style-type: none"> <li>- Use and understand vocabulary about the Night Zoo.</li> <li>- Answer questions about a story plot to show understanding.</li> </ul>  | 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"> <li>- Introduce an opinion text.</li> <li>- Give reasons to support an opinion.</li> <li>- Provide reasons that are supported</li> </ul>   | Opinion Writing                           | first, to start, to begin with, next, most importantly, another reason, in addition  | To write opinion pieces based on extracts from Night Zookeeper texts.  |

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|  |  | <p>by facts and details.</p> <ul style="list-style-type: none"><li>- Use linking words to join opinions and reasons.</li><li>- Include a concluding statement.</li></ul> |  | <p>In my opinion..., I think..., I believe...</p> <p>safe, worried, exciting, quick<br/>light, dark, important, urgent<br/>for example, in addition, magical (entrance),<br/>glowing (gates), giant (shapes), (leaves)<br/>rustling, (strange) portal<br/>because, therefore, since<br/>in order to, consequently, specifically</p> | <p>To introduce an opinion piece.</p> <p>To give reasons for their opinion, use linking words, and include a concluding statement.</p> |
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## Night Zookeeper Skills Challenges

| NZK Ref.  | Learning Goal   | Challenge Example  | Learning Outcome   |
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| NZK.G6.C1 | Use hyphens to add description                                      | Absent-minded<br>half-eaten<br>open-air  | To unscramble the mixed up hyphenated word.<br>To group together the hyphenated and compound words.                            |
| NZK.G6.C2 | Recognize and correct inappropriate shifts in verb tense            | The bridge was open. / The bridge is opening right now.                          | To group together the past, present and future tense sentences.<br>To write a sentence using the past tense.                   |
| NZK.G6.C3 | Use commas to set off the words 'yes' and 'no'                      | Yes, thank you!  | To match the beginning of the sentence to its end.<br>To unscramble the mixed up sentence.                                     |
| NZK.G6.C4 | Use commas to set off a tag question from the rest of the sentence  | It's true, isn't it?   | To write a sentence that ends in a question.<br>To answer multiple choice questions on the subject correctly.                  |
| NZK.G6.C5 | Use commas to indicate a direct address (e.g., Is that you, Steve?) | Is that you, Riya?   | To group all the sentences that directly address a character.<br>To write a question to a character.                           |
| NZK.G6.C6 | Use commas to add more details to sentences                         | Will's torch, powerful and bright, illuminated the forest.                       | To answer multiple choice questions on the subject correctly.<br>To group the sentences together that use the comma correctly. |
| NZK.G6.C7 | Use brackets, dashes or commas to indicate parenthesis              | Will - never one to give up - was determined.                                    | To unscramble the mixed up sentence.<br>To answer multiple choice questions on the subject correctly.                          |
| NZK.G6.C8 | Use semi-colons, colons or dashes                                   | "The teacher's not going to be happy with you; everyone else is doing it right." | To pick out the word that best completes the sentence.<br>To answer multiple choice questions on the subject correctly.        |
| NZK.G6.C9 | Use a colon to introduce a list                                     | You'll find the following in Will's bag: a torch, a notepad, and a pencil.       | To unscramble the mixed up sentence.<br>To answer multiple choice questions  |

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|            |  |  | on the subject correctly.  |
| NZK.G6.C10 | Proof-read for punctuation errors                      | Where would you like to go! / Where would you like to go?          | To answer multiple choice questions on the subject correctly.  |
| NZK.G6.C11 | Proof-read to identify grammar errors                  | We go to the Night Zoo. / We went to the Night Zoo.                | To write a sentence, making sure to check for grammatical errors.<br>To answer multiple choice questions on the subject correctly. |
| NZK.G6.C12 | Use words to ensure your paragraphs flow well          | then, after that, this   | To unscramble the mixed up conjunctions.<br>To write a sentence using a conjunction.   |
| NZK.G6.C13 | Link ideas across paragraphs using adverbials of time  | later, after, every day  | To match the adverbial to its definition.<br>To unscramble the mixed up sentence that includes an adverbial.                       |
| NZK.G6.C14 | Link ideas across paragraphs using adverbials of place | nearby, around, everywhere   | To match each adverbial of places to its antonym.<br>To answer multiple choice questions on the subject correctly.                 |
| NZK.G6.C15 | Use correlative conjunctions correctly                 | either / or, neither / nor, both / and                             | To match the correlative conjunctions to its pair.<br>To write a sentence including correlative conjunctions.                      |
| NZK.G6.C16 | Spell words with 'silent' letters                      | knight, psalm, solemn  | To answer multiple choice questions on the subject correctly.<br>To unscramble the mixed up word that includes a 'silent' letter.  |
| NZK.G6.C17 | Identify words that have a similar meaning             | rich, wealthy, prosperous  | To match words with their synonyms.<br>To unscramble the mixed up sentence that includes synonyms.                                 |
| NZK.G6.C18 | Proof-read for spelling errors                         | Will wasnt shure what she ment. / Will wasn't sure what she meant. | To unscramble the mixed up, frequently misspelt word.<br>To answer multiple choice questions on the subject correctly.             |
| NZK.G6.C19 | Convert nouns or adjectives into verbs using the       | formalise, serialise, advertise                                    | To unscramble the mixed up   |

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|            | suffix -ise   |   | sentence that includes an -ise word.<br>To write a sentence that includes an -ise word.                                     |
| NZK.G6.C20 | Understand that the suffix -cial is common after a vowel letter     | official, special, artificial   | To unscramble the mixed up sentence that includes a -cial word<br>To write a sentence that includes a -cial word.           |
| NZK.G6.C21 | Understand that the suffix -tial is common after a consonant letter | partial, confidential, essential  | To unscramble the mixed up sentence that includes a -tial word.<br>To write a sentence that includes a -tial word.          |
| NZK.G6.C22 | Spell words ending in -able and -ible                               | adorable, applicable, legible   | To unscramble the mixed up -able and -ible words.<br>To group together words that end in -able and words that end in -ible. |
| NZK.G6.C23 | Spell words ending in -ably and -ibly                               | terribly, visibly, considerably   | To unscramble the mixed up -ably and -ibly words.<br>To group together words that end in -ably- and -ibly.                  |
| NZK.G6.C24 | Add suffixes to words ending in -fer                                | refer: referring, referred  | To match together all the words with the same base.<br>To answer multiple choice questions on the subject correctly.        |
| NZK.G6.C25 | Use the hyphen correctly  | co-ordinate , co-operate , co-own                                       | To unscramble the mixed up compound adjective.<br>To group together the compound adjectives and compound words.             |
| NZK.G6.C27 | Use the sound 'ough' when spelling words                            | ought, bought, thought  | To pick the -ough word that best completes the sentence.<br>To unscramble the mixed up sentence that includes a -ough word. |
| NZK.G6.C28 | Understand the use of similes in context                            | As big as an elephant., As cool as a cucumber.,<br>As gentle as a lamb. | To answer multiple choice questions on the subject correctly.<br>To match the beginning of each simile to its end.          |
| NZK.G6.C29 | Understand the use of metaphors in context                          | My teacher is an angel., He is a night owl., The                        | To unscramble the mixed up  |

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|            |  | ocean is a raging bull.   | metaphor.<br>To group together all the metaphors and all the similes.   |
| NZK.G6.C30 | Explain the meaning of common idioms                   | I'm all ears / You have my attention, Get cold feet / Feeling nervous   | To unscramble the mixed up idiom.<br>To match each idiom with its definition.   |
| NZK.G6.C31 | Use the perfect form of verbs                          | Present: I have finished my homework. / Past: He had finished his homework. / Future: I will have finished my homework. | To group the phrases into perfect past and perfect present.<br>To unscramble the mixed up perfect past tense sentence.  |
| NZK.G6.C32 | Show possibility using modal adverbs                   | really, surely, likely  | To unscramble the mixed up sentence that includes a modal adverb.<br>To write a sentence that includes a modal adverb.  |
| NZK.G6.C33 | Use formal and informal vocabulary                     | find out / discover, ask for / request, go in / enter   | To match the formal language to its informal pair.<br>To unscramble the mixed up formal word.   |
| NZK.G6.C34 | Use word endings which are spelt with -cious or -tious | vicious, precious, ambitious  | To group together the words that end in -cious and -tious.<br>To unscramble the mixed up sentence that includes -cious or -tious words.                           |
| NZK.G6.C35 | Identify and use opposite words.                       | Fantastic / terrible, gigantic / tiny, higher / lower   | To answer multiple choice questions on the subject correctly.<br>To match the words to their antonyms.  |
| NZK.G6.C36 | Identify and use similar words.                        | great / wonderful , humiliate / embarrass , applaud / clap  | To match the words to their synonyms.<br>To answer multiple choice questions on the subject correctly.  |
| NZK.G6.C37 | Use relative clauses beginning with who, which, where  | Do you know the boy who started school last week?   | To group together all the words that could start a relative clause and those that cannot.<br>To unscramble the mixed up sentence that includes a relative clause. |

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| NZK.G6.C39 | Use adjectives to describe settings in stories                        | narrow, winding, sprawling   | To match each adjective to the place it describes.<br>To unscramble the mixed up sentence.   |
| NZK.G6.C40 | Use adjectives to describe characters in stories                      | adventurous, noisy, respectful   | To match each adjective to the character it describes.<br>To write a sentence using an adjective.  |
| NZK.G6.C41 | Using homophones and other words that are often confused              | advice / advise, device / devise, practice / practise  | To answer multiple choice questions on the subject correctly.<br>To match the homophones.  |
| NZK.G6.C42 | Use expanded noun phrases to convey complicated information concisely | The girl. / The tall girl over there.  | To unscramble the mixed up expanded noun phrase.<br>To write an expanded sentence.   |
| NZK.G6.C43 | Use a range of words and phrases to link paragraphs together          | furthermore, moreover, additionally  | To answer multiple choice questions on the subject correctly.<br>To unscramble the mixed up sentence that uses a linking phrase.               |
| NZK.G6.C45 | Spell words with the prefix pre-, re-, sub-, mis-                     | prevent, prewash, presume, review, redeem, repair, subside, sublime, subsided, miscue, mistake, misdated | To group together the words that begin with pre- and words that begin with per-.<br>To unscramble the mixed up pre-word.                       |
| NZK.G6.C46 | Spell words with the suffix -ful, -less, -able, ible                  | gainful, restful, tearful, hapless, lawless, useless, mixable, fixable, edible                           | To pick the -ful word that best completes the sentence.<br>To answer multiple choice questions on the subject correctly.                       |
| NZK.G6.C48 | Use pronoun-verb contractions   | you're, they'll, we'll   | To answer multiple choice questions on the subject correctly.<br>To unscramble the mixed up sentence that includes a pronoun-verb contraction. |
| NZK.G6.C49 | Use contractions including 'not'                                      | doesn't, weren't, won't  | To match each contraction with its base word.<br>To unscramble the mixed up base   |

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|            |   |  | word.   |
| NZK.G6.C50 | Learn vocabulary to use in opinion writing - Level 3          | I think, Firstly, Finally  | To match each sentence with its order.<br>To pick out the opinion words from the paragraph.   |
| NZK.G6.C51 | Use the regular plural possessive                             | boys' club, clocks' hands, parents' books  | To match each group of items with its possessive noun.<br>To use the regular plural possessive in a sentence.   |
| NZK.G6.C52 | Use the singular possessive apostrophe.                       | Will's torch is very powerful.   | To match each person or animal to the thing that belongs to them.<br>To unscramble the mixed up singular ownership word.                                      |
| NZK.G6.C53 | Use the irregular plural possessive apostrophe.               | people's beliefs, children's toys, mice's feet                                   | To answer multiple choice questions on the subject correctly.<br>To unscramble the mixed up sentence that includes an irregular plural possessive apostrophe. |
| NZK.G6.C54 | Use the correct word 'a', 'an' or 'the'.                      | She wrote an article. / She wrote the best article. / She wrote a great article. | To unscramble the mixed up sentence that uses 'a', 'an' or 'the'.<br>To answer multiple choice questions on the subject correctly.                            |
| NZK.G6.C55 | Identify and use abstract nouns correctly.                    | joy, bravery, brilliance   | To identify the abstract nouns in the paragraph.<br>To group together the abstract nouns and the proper nouns.  |
| NZK.G6.C56 | Use interjections to exclaim your feelings within a sentence. | Indeed!, Oh!, Phew!  | To group together the exclamations and questions.<br>To identify the interjections in the paragraph.  |
| NZK.G6.C57 | Use rhyming words.  | A destiny to fulfill/ he's ready for a thrill.                                   | To group together the rhyming words.<br>To write a sentence that uses rhyme.  |
| NZK.G6.C58 | Use alliteration correctly.                                   | Florence Flamingo, buzzing bee, bouncing bear                                    | To match the words that start with the same letter.<br>To write a sentence that includes an   |



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|            |  |  | alliterative phrase.  |
| NZK.G6.C59 | Use personification correctly.                                 | The toy bear smiled as the boy hugged him. | To answer multiple choice questions on the subject correctly.<br>To group together the sentences that include personification and sentences that include hyperbole. |
| NZK.G6.C60 | Answer questions about unknown words.                          |  | To answer multiple choice questions on the subject correctly.   |
| NZK.G6.C61 | Make inferences by reading between the lines of a story.       |  | To answer multiple choice questions on the subject correctly.   |
| NZK.G6.C62 | Answer questions about characters and events in a story.       |  | To answer multiple choice questions on the subject correctly.   |
| NZK.G6.C63 | Explain the meaning of figurative language used by the author. |  | To answer multiple choice questions on the subject correctly.   |
| NZK.G6.C64 | Explain and discuss your understanding of a text.              |  | To answer multiple choice questions on the subject correctly.<br>To write a sentence based on the story read.   |
| NZK.G6.C65 | Identify the difference between fact and opinion               |  | To group together facts and opinions.<br>To unscramble the mixed up opinions.   |
| NZK.G6.C66 | Turn adjectives into adverbs using the suffix --ly.            | mysteriously, confidently, officially      | To pick out the -ly adverbs from the paragraph.<br>To match each adverb with its definition.  |
| NZK.G6.C67 | Build reading comprehension skills.                            |  | To place the correct words into the paragraph.  |
| NZK.G6.C68 | Correctly identify vocabulary.                                 |  | To match the correct word with the picture shown.   |
| NZK.G6.C69 | Vocabulary definition practice.                                |  | 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.G6.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.G6.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.G6.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.G6.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.G6.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.G6.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.G6.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.G6.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.G6.G9 | Night Zoom            | Identify and use similar and opposite words.<br>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.                         |

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| NZK.G6.G10 | Night Zoo Card Battles | Identify and use similar and opposite words.<br>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.G6.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.G6.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"> <li>- Turn adjectives into adverbs using the suffix -ly.</li> <li>- Use the // sound spelt -le at the end of words.</li> <li>- Use different settings in stories.</li> <li>- Use the prefix un-.</li> <li>- Structure a story using a beginning, middle, and end.</li> </ul>   | suffix -le: temple, castle<br>suffix -ian: electrician, magician<br>prefix un-: unwell, unlucky<br>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"> <li>- Identify past and present tense verbs.</li> <li>- Turn adjectives into adverbs using suffix -ly.</li> <li>- Identify contractions.</li> <li>- Use fronted adverbials in sentences.</li> <li>- Use commas to create lists.</li> <li>- Capitalize letters of proper nouns.</li> <li>- Correctly place speech marks in a text.</li> </ul> | Past and present verbs: listens vs listened, draws vs drew, explained vs explains<br>Suffix -ly: quietly, kindly<br>Fronted adverbials: quickly, thankfully<br>Contractions: would've. Can't<br>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"> <li>- Use adjectives to describe characters.</li> <li>- Use sensory adjectives to describe places.</li> <li>- Write a story using the adjectives learned.</li> </ul>   | Appearance: sparkly, beautiful<br>Shape: round, square<br>Actions: annoying, caring<br>Size: tiny, small<br>Sounds: quiet, loud<br>Quantity: few, couple  | To write a story using a variety of adjectives.  |
| NZK.AP4  | Using Adverbs with Riya                      | <ul style="list-style-type: none"> <li>- Turn adjectives into adverbs using the suffix -ly.</li> <li>- To identify and use adverbs of time and place.</li> <li>- To identify adverbs in a passage of text.</li> </ul>   | Suffix -ly: recklessly, thoughtfully<br>How: happily, gracefully<br>Where: nearby, outside<br>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"> <li>- Use the ABAB rhyme scheme.</li> <li>- Identify adverbs used in a poem.</li> <li>- Identify and write an acrostic poem.</li> <li>- Finish the lines to form a limerick.</li> </ul>  | Rhyming words: half, calf<br>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"> <li>- Use adjectives to describe characters and places.</li> <li>- Use dialogue to create a character's voice.</li> <li>- Read character descriptions and answer comprehension questions.</li> <li>- Illustrate characters and label their key features.</li> <li>- Sort words into categories.</li> </ul>                                   | Describing phrases: white tusks, strong legs<br>Adjectives that describe personality: friendly, fearless  | To describe characters associated with particular settings, using relevant adjectives.<br>To write a character description based upon the content learned. |

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| NZK.AP7  | Persuasive Writing with the Penguin Professor    | <ul style="list-style-type: none"> <li>- Identify and use facts, statistics and opinions.</li> <li>- Identify the conditional statements.</li> <li>- Identify cause, time and affect, and contrasting connectives.</li> <li>- Use rhetorical questions in a paragraph.</li> </ul>             | <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"> <li>- Use speech marks correctly.</li> <li>- Identify action words used to describe speech.</li> <li>- Use action words to create dynamic dialogue.</li> <li>- Identify direct and indirect speech.</li> </ul>   | 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"> <li>- Use linking words to write an explanation.</li> <li>- Identify cause and effect words in a piece of text.</li> <li>- Use formal language in explanation texts.</li> <li>- Read explanation texts and answer targeted questions correctly.</li> </ul> | <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"> <li>- Identify and use similes correctly.</li> <li>- Identify metaphors and understand their meaning.</li> <li>- Identify onomatopoeic words.</li> <li>- Identify and use personification correctly.</li> </ul>  | <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"> <li>- Identify the features of a good report.</li> <li>- Match the correct subheadings to the paragraphs.</li> <li>- Use the correct tense in a report.</li> <li>- Write titles for reports.</li> <li>- Use paragraphs correctly.</li> </ul>               | <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"> <li>- Identify verbs in a set of instructions.</li> <li>- Sort instructions into chronological order.</li> <li>- Add imperative verbs to instructional sentences.</li> </ul>   | <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"> <li>- Use connectives to write compound sentences.</li> <li>- Create labelled diagrams to support explanations.</li> <li>- Identify adjectives and use them correctly.</li> </ul>  | <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>                   |

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