



"Welcome to the World of Night, a magical place where anything is possible!"

This is the first video in a storytelling series produced by [Night Zookeeper](#). Each video takes children through the process of writing a great story.

Creating a character

This first video in the series specifically addresses the issue of creating a rich fictional character with depth. It does so by introducing a number of characters from the [Night Zookeeper](#) story.

Key questions to ask before watching the video:

1. What type of characters would you expect to find in a story entitled 'Night Zookeeper'?
2. Can you guess what special power a Spying Giraffe may have?
3. What type of story do you think Night Zookeeper and the Spying Giraffes will be? A True story, Science Fiction, Fantasy or a Fairy Tale?

Bring your ideas to life on
nightzookeeper.com

Key questions to ask after watching the video:

1. Who were the main characters discussed in the video?
2. What is Tom's main job as a Night Zookeeper?
3. Describe some of the skills you may need to have as a Night Zookeeper
4. Why do you think Sam would be a good character to include in a story?
5. Can you invent your own character to live in the World of Night?

[Download this resource pack for more activities](#)

Story setting

Night Zookeeper story. At this point, you can also ask children to make notes on some of their favourite adjectives used within the descriptions. You will then be asked to pause the video at certain moments, and ask the children to suggest where the characters may be in the Night Zoo based on the setting description.

Key questions to ask before watching the video:

1. Can you describe to a part what you think it would be like to walk through the Waterfly Woods?
2. Which other locations do you think might exist in the World of the Night Zoo?
3. What is an adjective, and what can they do for a story?

Key questions to ask after watching the video:

1. Can you list the settings that were mentioned during the video?
2. Which were your favourite adjectives that you heard during the video?
3. Think about the character that you invented in the first lesson. Where do you think it lives and can you describe this setting to your partner?

[Download this resource pack for more activities](#)

A problem to address

The third video in this series focusses on creating a problem to address within a story. Students are given a variety of examples of problems that could occur in stories set in the Night Zoo. They are then asked to transfer these ideas and place them in stories that they are drafting.

Key questions to ask before watching the video:

1. Think about your favourite story. Are there any problems in it that the main characters face?
2. What problems have you come up against in your life recently? Could these be included in a story?
3. Can you think of examples of problems that characters may face within adventure stories?

Key questions to ask after watching the video:

1. What problem did Tom Rivers face in the video?
2. What problem did the Penguin Professor face in the video?
3. Can you think of a problem to include in your story?
4. When should you introduce the problem in a story? At the beginning, in the middle, or at the end?

[Download this resource pack for more activities](#)

solving the problem

The fourth video in this series highlights the need to solve the problem created during the previous lesson. Students are given examples of solutions to problems faced by the Night Zookeeper and his friends in the video and are asked to participate in an active game towards the end of the clip.

At the end of this lesson, students will be ready to write their first draft of the adventure story they have planned throughout the series.

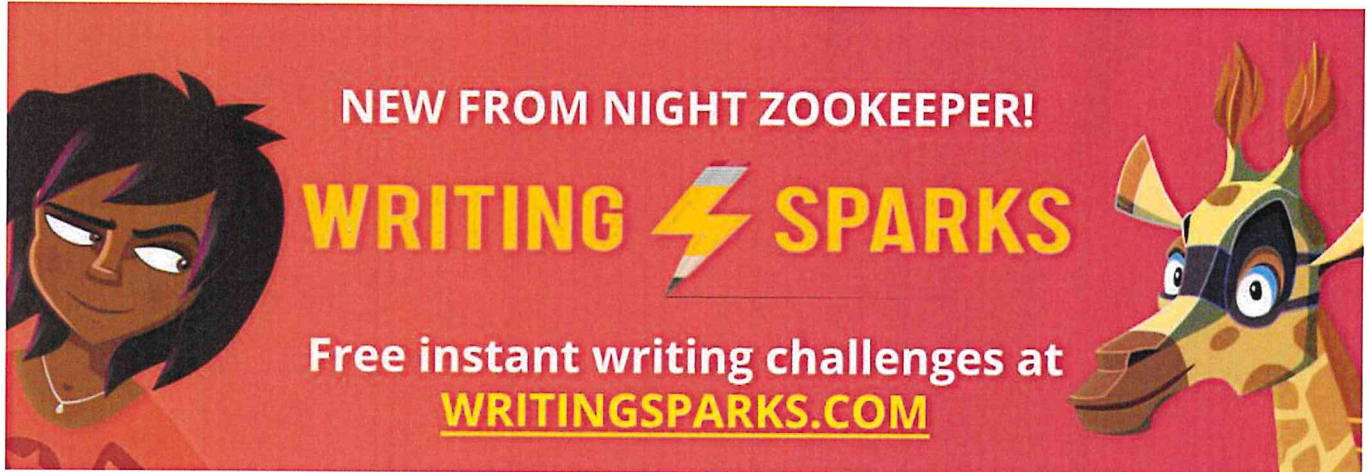
Key questions to ask before watching the video:

1. Think about a problem you have faced in your life. How did you solve this problem?
2. How could a Night Zookeeper solve the problem of being surrounded by evil monsters?
3. Think about a film you watched recently. How did the main characters solve a problem that they had?

3. Can you think of a solution that you will use in your story, based on the problem you created in the previous lesson?
4. When should you write about the solution in a story? At the beginning, in the middle, or at the end?

Download this resource pack for more activities

In the meantime, you can visit nightzookeeper.com in order to complete more activities like this.



NEW FROM NIGHT ZOOKEEPER!

WRITING ⚡ SPARKS

Free instant writing challenges at
WRITINGSPARKS.COM

Writing Sparks is a new free creative writing tool from the creators of Night Zookeeper. Visit writingsparks.com for free, instant creative writing challenges. Each writing challenge is unique and perfect for your early morning or afternoon activity time.

You may also like to [download this PDF](#) that includes helpful planning templates and more information on [Writing Sparks](#).



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THE LITERACY SHED

Big Ideas: Storytelling
Class Discussion Questions & Activities



Big Ideas: Storytelling #1 Meet Tom Rivers Discussion Guide

In Chapter 1 of “Big Ideas: Storytelling” we meet Tom Rivers and Sam the Spying Giraffe. We are encouraged to create our own characters.

- ① What is the name of your animal and where does it live?
- ② What things does your animal like and dislike?
- ③ Why is your animal special and what skills does it have?



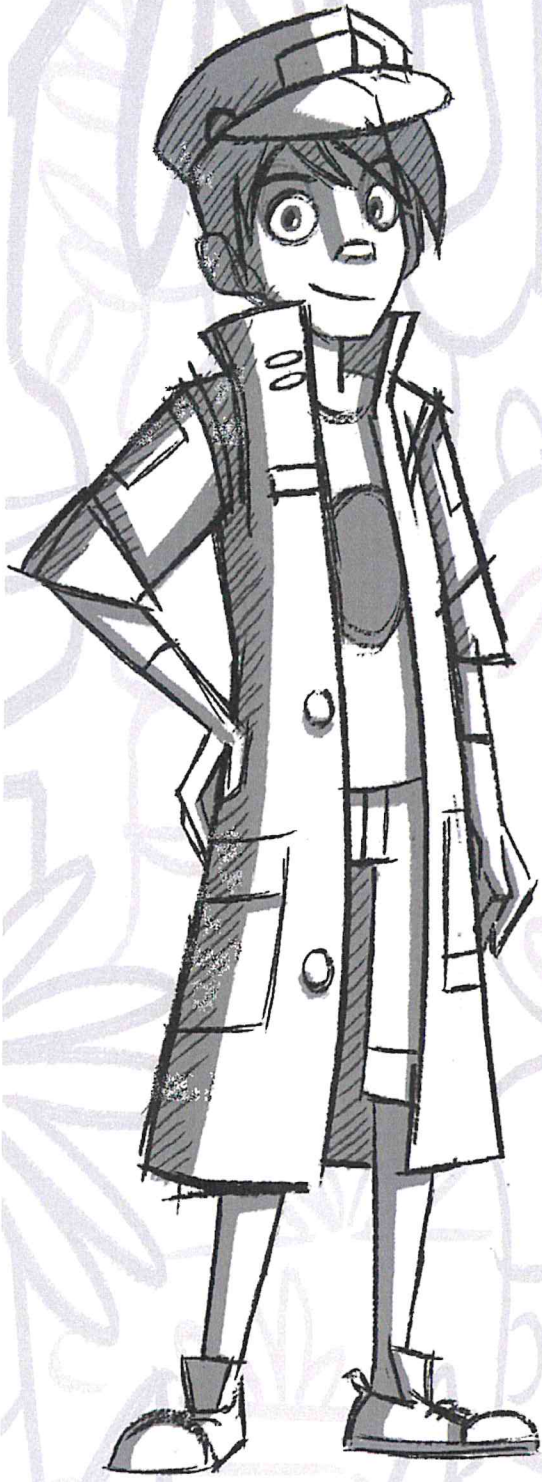
Teacher tip: Visit nightzookeeper.com to create characters and view your students creations online.

Night Zookeeper uses storytelling and technology to encourage creativity and imagination. Our magical stories inspire traditional creative play and develop reading, writing and drawing skills.

We believe in fairness and offer free digital education products to children around the world. Visit nightzookeeper.com for more information.

On the next page are a few printable activities for students.

nightzookeeper.com



It's time to create your own character. The more details you can imagine the better!



Name:

Lives:

Likes:

Dislikes:

Skills:

Special because:



What does your
character look like?
Draw it below.





LESSON HIVE

Interactive lessons & resources

High Impact Interactive Lessons

Night Zookeeper has developed an engaging library of interactive literacy lessons. Teachers from around the world have helped to create thousands of activities to help your students develop their English skills.

Our interactive lessons work perfectly as homework or classroom activities. Simply select a lesson and send it to your students. Their completed work will then be sent to you, where you can easily assess and export it.

Activities within an interactive lesson can range from: long form and short form writing, comprehension quizzes, drawing activities, watching videos and listening to sound clips.

Night Zookeeper's Storytelling Series

Each lesson in this collection includes a different inspirational video, which acts as a guide for composing an adventure story in four stages.

Click the link below to visit the interactive lessons that accompany this storytelling series:

<https://www.nightzookeeper.com/edu/lesson-hive/storytelling-series>



Big Ideas: Storytelling #2 The Waterfly Woods Discussion Guide

In Chapter 2 of “Big Ideas: Storytelling” we discuss story settings and how, as authors, we can bring them to life with descriptions.

There are four questions that follow the video. These are to help children practice using a range of vocabulary to evoke a feeling of place.

- ① The Waterfly Woods and the Endless Ocean are both locations.

What other locations can you imagine?

Start by listing out: Desert, Jungle, Arctic, Houses, Beaches, Forests, Skyscrapers, Fields, Gardens etc. Then try and invent some magical locations like neverending mountains and Ice Jungles.

- ② What does a bakery smell like?

List as many words as you can.

- ③ What sounds might you hear in a jungle?

List as many words as you can.

- ④ How do you imagine it would feel to be stood on top of a mountain?

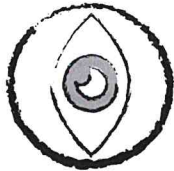


Teacher tip: Visit nightzookeeper.com to view hundreds of inspiring settings and write about them.

The three resources that follow, ask children to draw their character's home, along with another unique setting for their story. They are also asked to write how the setting for their story: looks, sounds, smells and feels. This is to help them with their final task, which is to write a descriptive paragraph of their story setting.

Name of your animal character: _____

Name of your animal character's home: _____



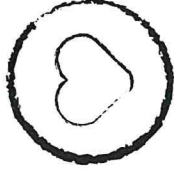
What can you see?



What can you hear?



What can you smell?



How does it make you feel?

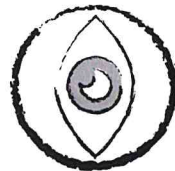
Draw a picture of your animal's home.

Name of your animal character: _____

Name of your animal character home: _____



Draw a picture of a new location. You will use this location in your story.



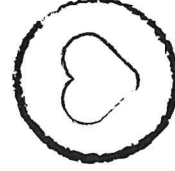
What can you see?



What can you hear?



What can you smell?



How does it make you feel?

THE LITERACY SHED

Big Ideas: Storytelling
Class Discussion Questions & Activities



Big Ideas: Storytelling #3 Elephant Dung Discussion Guide

In Chapter 3 of “Big Ideas: Storytelling” we discuss problems and how they can be used as the basis for stories.

There are four questions that follow the video. These are to help children think of more examples of problems that they could use in their own story.

- ① What is the biggest problem you can think of?
- ② Think of a story you have read or movie you have seen recently. What problems did the character face?
- ③ What sort of problems do you think would make for a good story?
- ④ What problems have you encountered in your life?
You may wish to skip this question if it is a sensitive time in your classroom.

The resources that follow ask children to produce two pieces of writing. First, they must write short diary entries from two contrasting days in the life of their character. In the second resource they have to explain the problem that their character faces and then divide this up into a series of smaller problems/challenges that they will have to overcome.

Thank you for continuing to support this series of lessons. If you have any feedback on this or any other Night Zookeeper lesson please do email: josh@nightzookeeper.com

nightzookeeper.com

Normal Day Vs Bad Day



Name of your animal character: _____

A Normal Day

I want you to start by telling me what happens on a normal day in the life of your magical animal character. What do they do when they wake up? Where do they go? Who do they meet? Do they have a job or hobby?

A Bad Day

Next I want you to write about a day in the life of your character, where everything goes wrong! If they were having the worst day of their life, what would happen?

Elephant Dung



Name of your animal character: _____

What problem does your character have? Fill in the blanks

My character _____

has to _____ and _____ because _____

To make things worse _____

and also _____

Word Bank

buzz

Find

travel

remember

want

lost

show

friends

jump

wear

help

defeat

learn

love

sick

win

poor

dance

discover

smile

need

fast

flower

THE LITERACY SHED

Big Ideas: Storytelling
Class Discussion Questions & Activities



Big Ideas: Storytelling #4 Teleporting Torch Discussion Guide

In Chapter 4 of “Big Ideas: Storytelling” we discuss solutions to the problems we created last time.

Following the video there are four questions to spark your children’s creativity. We encourage you to hold a class wide debate on each question, asking everyone to contribute ideas.

- ① If your animal character fell down a hole, how might they get out?
Do they have a handy gizmo with them? Could a friendly animal drop a rope down for them? What is the most creative idea your class can come up with?
- ② If your character lost something important, how might they find it?
What is the ‘something’ they have lost? Keys perhaps? Or a mobile phone? Does it smell? Where could they have left it?
- ③ Grudge the Bear needs to be at the top of the Neverending Mountain at 9:10pm this evening. What might go wrong and stop him from making it there on time?
*Who does he meet along the way? Is there something else wrong in the Night Zoo?
What solution can you think of to get Grudge to the top of the mountain just in time?
Does he have a form of transport? Or does the Time-Travelling Elephant rewind time for him?*

I hope your students have enjoyed this series on storytelling. If they have, I do encourage you to sign up to NightZookeeper.com and start them off, writing hundreds of stories. Thank you very much for your support.

*Kindest regards,
The Night Zookeeper Team*

Your Story Plan



Now that you have set the scene and outlined the big and small problems that your character is facing, you have to plan the ups and downs of your adventure. Use this planning sheet to help you.

Characters

<hr/> <hr/> <hr/>

Settings

<hr/> <hr/> <hr/>

Main Problem

<hr/> <hr/> <hr/>

Small Problem

<hr/> <hr/> <hr/>



Solution

<hr/> <hr/> <hr/>

Small Problem

<hr/> <hr/> <hr/>



Solution

<hr/> <hr/> <hr/>

Small Problem

<hr/> <hr/> <hr/>

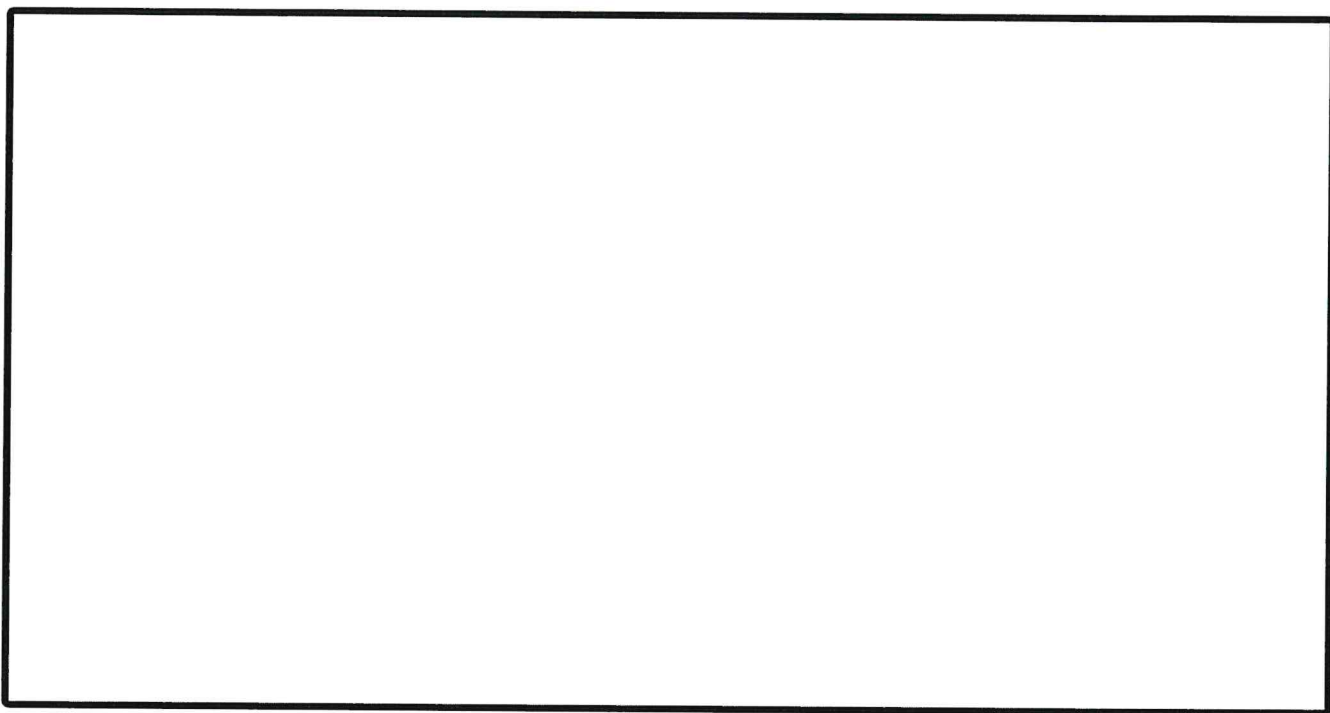


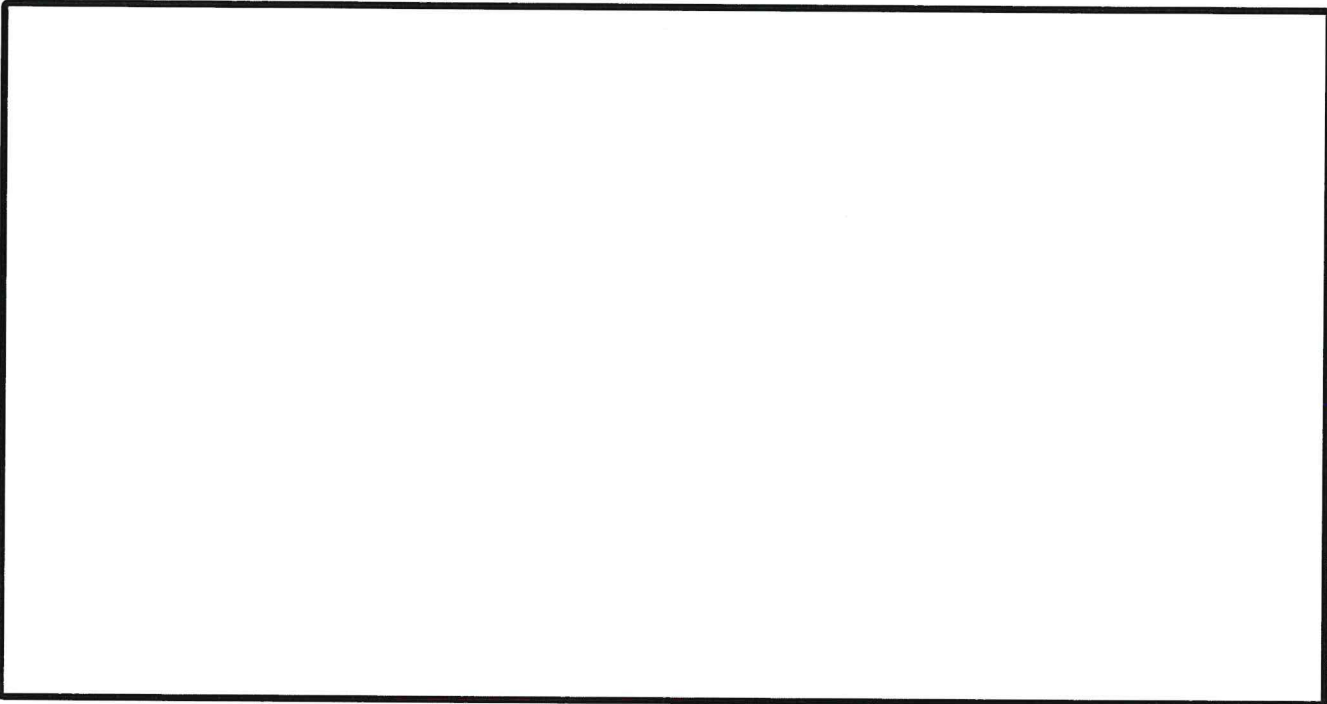
Solution

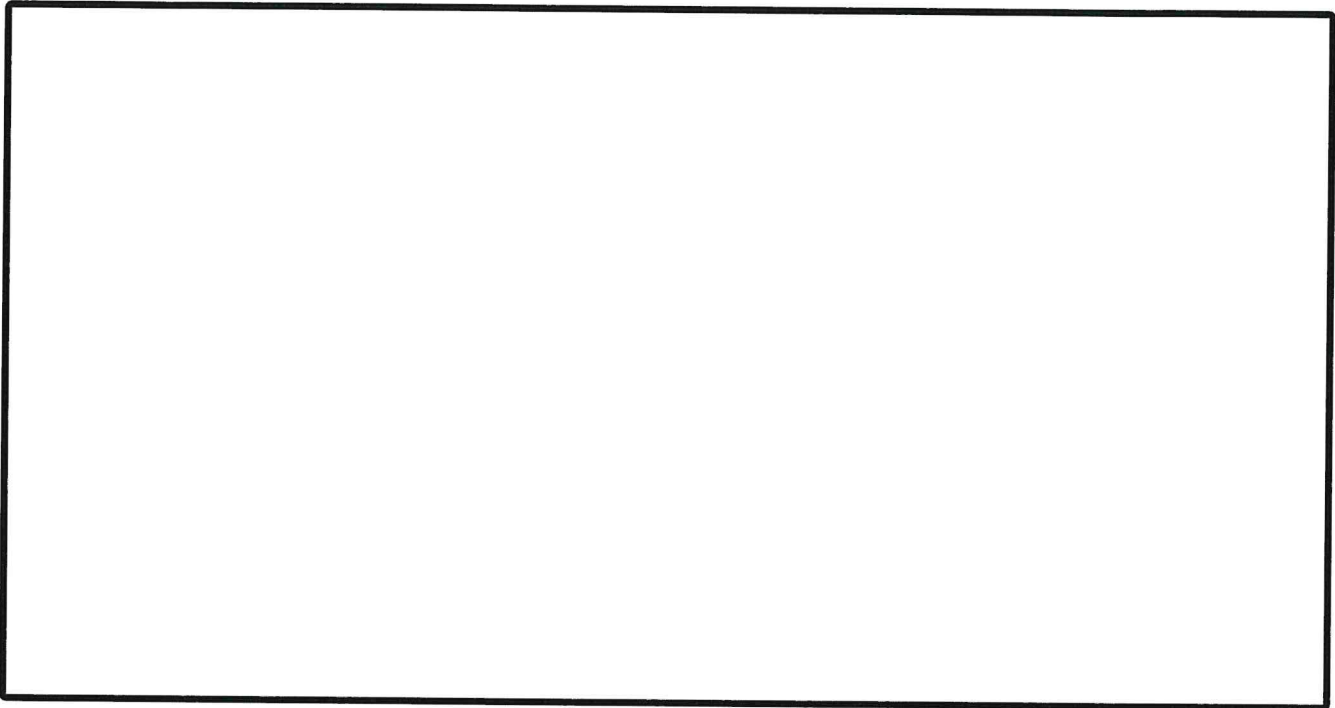
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Conclusion

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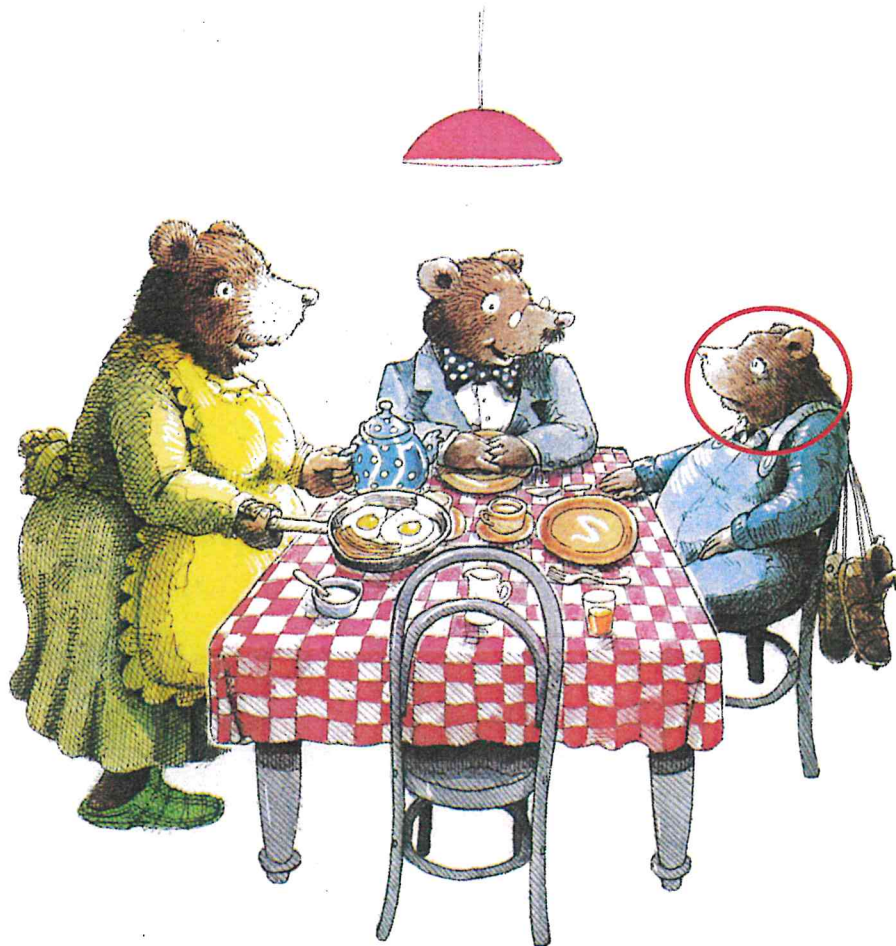






Looking for different clues

Look closely for the 'who', 'what' and 'where' information in the text and picture below. Circle clues that explain what is happening and how the characters are feeling. One has been done for you.



Then it was Saturday, the day of the match. The night before, Bruno's dreams were full of football.

"It's no fun being the substitute," he **sighed** at breakfast. "I do wish I was in the team."

"Who says you won't be?" said his dad. "You never know what might happen. Football's a crazy game."

"We'll be there to cheer you on, just in case you get a chance to play," said his mum.

Evaluation questions have no right or wrong answer as long as you link your ideas to the information in the story.



Look again at the picture and text on page 48 and then answer the questions below.

1. Who is having breakfast together on a Saturday morning?

2. Is everyone happy? How do you know that?

3. Why do you think Bruno is sighing?

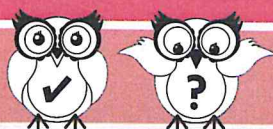
4. What would Bruno like to happen? How do you know that?

Now write your own **evaluation** question and answer.

Your question: _____

Your answer: _____

How did you do?



Stage 1

Break Letters

Letters Which Don't Join

Name _____

Date _____

bubble



Look at the joins, now trace the words.

b bubble b bubble

g age g age

j jump j jump

p people p people

q queen q queen

x xerox x xerox

y yoga y yoga

z puzzle z puzzle

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Stage 2

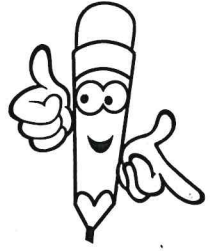
Break Letters

Letters Which Don't Join

Name _____

Date _____

jump



Look at the joins, now trace the words.

b bubble 

Now practise writing the word.

g age

j jump

p people

q queen

x xerox

y yoga

z puzzle



Stage 3

Break Letters

Letters Which Don't Join

Name _____

Date _____

people

Look at the joins, now trace the words.



b bubble 

Now practise writing the word.



Now write a sentence using the word.

g age

j jump

p people

q queen

y yoga

z puzzle



Stage 1

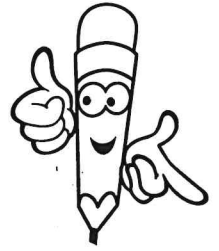
Capital Letters

Letters Which Don't Join

Name _____

Date _____

Christmas



Look at the joins, now trace the words.

Charlie

Charlie

Christmas

Christmas

Halloween

Halloween

January

January

London

London

Miss Smith

Miss Smith

Mr Brown

Mr Brown

Uncle Chris

Uncle Chris

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Stage 2

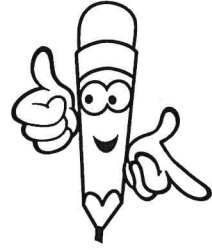
Capital Letters

Letters Which Don't Join

Name _____

Date _____

Halloween



Look at the joins, now trace the words.

Charlie 

Now practise writing the word.

Christmas

Halloween

January

London

Miss Smith

Mr Brown

Uncle Chris

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