



Researching Nocturnal Animals



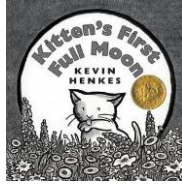
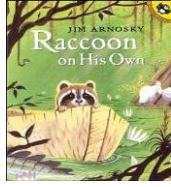
Writing &
Drawing



Library &
Listening

Standards:

ELA.W.TTP.PS.2
ELA.W.R.PS.1-2
ELA.IT.D.PS.1-3
ELA.IT.S.PS.1-3
ELA.IT.I.PS.1-2
S.LS.PS.2, 6



Materials:

- *Raccoon on His Own*
- *Kitten's First Full Moon*
- writing utensils
- Blank books
- *Nocturnal Animals* and *Who is Awake at Night* resources

Vocabulary:

- Nocturnal- active mainly during the night
- Diurnal- active mainly during the day
- research

Preparation: Gather materials.

Intro to Centers:

"In *Raccoon On His Own*, the raccoon and his family looked for food in the daytime. How do you know?"

"In *Kitten's First Full Moon*, the kitten also looked for food, but at nighttime. How do you know?"

"Here are images of **diurnal** and **nocturnal** animals. What do you notice?"

"Today in Library and Listening, you can **research nocturnal** animals and find out how being awake at night is helpful and how they can find food when it's dark."

Show illustrations.

Children respond.

Show illustrations.

Children respond.

Show images.

Children respond.

During Centers:

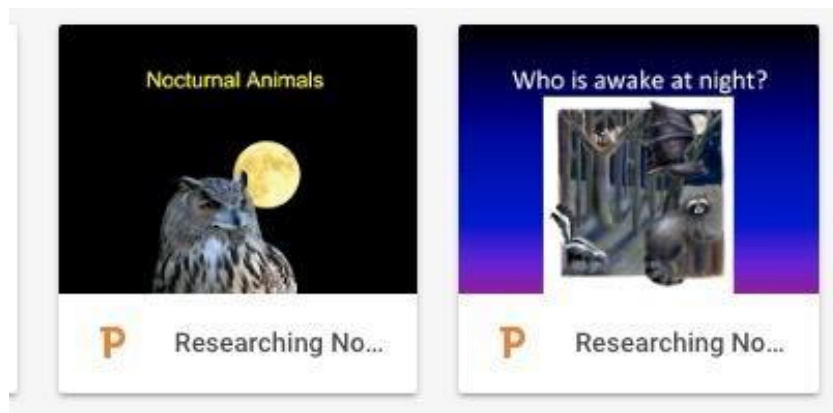
Encourage children to use their *Woodland/Swamp Research*. Compare the animals in research to the illustrations in *Raccoon On His Own* and *Kitten's First Full Moon*. Encourage children to graph a survey, "*Would you rather be a diurnal or nocturnal animal?*" (see sample). Encourage children to create diurnal and nocturnal animals using Beautiful Stuff. Encourage children to construct animal habitats, turn off the classroom lights/use flashlights to act out diurnal and nocturnal animals.

Guiding Questions during Centers:


- How are diurnal animals similar to and different from nocturnal animals?
- How are nocturnal animals similar to and different from people, like the father in *Night Shift Daddy*, who work at night?
- How is being awake at night similar to and different from animal camouflage?
- How can you add your research to your *Woodland/Swamp Research*?
- How is the moon helpful to nocturnal animals?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.



WHICH WOULD YOU RATHER BE?

DIURNAL 	NOCTURNAL 