



Researching Nocturnal Animals

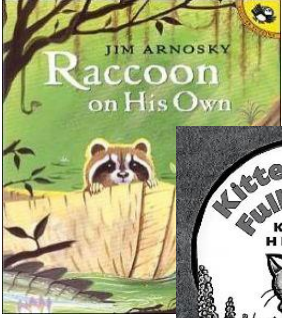
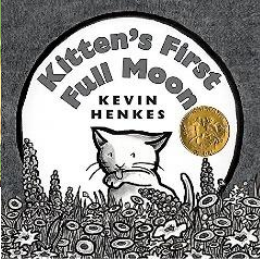
Standard Connection:
 ELA.RI.PK4.2
 ELA.SL.PK4.5
 M.MD.PK4.3
 S.LS.PK4.3
 PD.FM.PK4.4
 PD.SHS.PK4.5

Enduring Understanding(s):

- Light comes from natural and artificial sources.
- Light affects people, animals, and things.

Essential Question(s):

- What are sources of light?
- How does light affect the way things look?

| Materials | Vocabulary | Books |
|---|--|---|
| <ul style="list-style-type: none"> • <i>Raccoon on His Own</i> • <i>Kitten's First Full Moon</i> • writing utensils • blank books • Nocturnal and Diurnal Animals (see Resource) | <p>diurnal: awake during the day and asleep at night</p> <p>nocturnal: awake at night and asleep during the day</p> <p>research: a way of looking for new information</p> |   |

| Intro to Centers | |
|--|---|
| Preparation: Set up materials. | |
| <p>“In <i>Raccoon on His Own</i>, the raccoon and his family looked for food in the daytime. How do you know?”</p> | <p>Show Illustrations. Children respond.</p> |
| <p>“In <i>Kitten's First Full Moon</i>, the kitten also looked for food, but at nighttime. How do you know?”</p> | <p>Show Illustrations. Children respond.</p> |
| <p>“Here are images of diurnal and nocturnal animals. What do you notice?”</p> | <p>Show images. Children respond.</p> |
| <p>“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.”</p> | <p>Show images.</p> |

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 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. Encourage children to graph a survey, "Would you rather be a diurnal or nocturnal animal?"

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 and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered and strategies used.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Arrange and document a field trip to the Hattiesburg Zoo, the Jackson Zoo, Tupelo Buffalo Park and Zoo, or the Museum of Natural Science to observe nocturnal and diurnal animals.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials to meet children's fine motor and sensory needs. Provide manipulatives as needed to help with creating graphs.