



Researching Nocturnal and Diurnal Animals

Standard Connection:

ELA.RI.PK4.2

ELA.SL.PK4.5

M.MD.PK4.3

S.LS.PK4.3

PD.FM.PK4.4

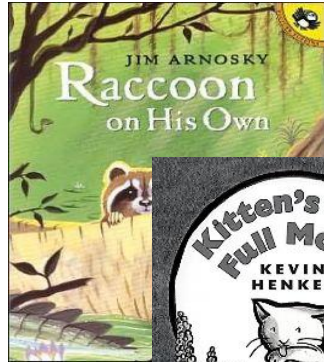
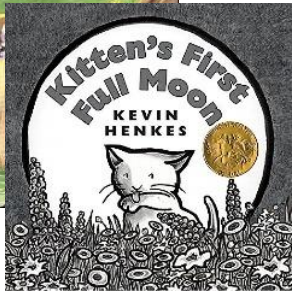
PD.SHS.PK4.5

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> • add non-fiction books about nocturnal and diurnal animals • 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.	
"In <i>Raccoon on His Own</i> , the raccoon and his family looked for food in the daytime. How do you know?"	Show Illustrations. Children respond.
"In <i>Kitten's First Full Moon</i> , the kitten also looked for food, but at nighttime. How do you know?"	Show Illustrations. Children respond.
"Here are images of diurnal and nocturnal animals. What do you notice?"	Show images. Children respond.
"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 images.

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.