

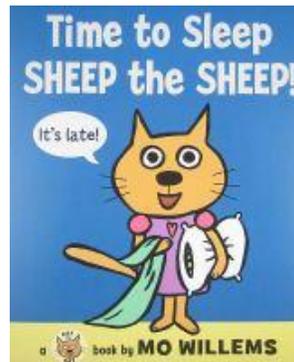
Books to Treasure

Time to Sleep SHEEP the SHEEP!

By Mo Willems

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English Language Arts

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Summary: Cat the Cat has a slumber party with her animal friends.

Focus: The student will research a nocturnal animal, use an online computer program to create a Word Cloud with relevant vocabulary, and then present an oral report about the animal researched.

Common Core Objectives:

Writing 2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing 2.7- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening 2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Supplies: Computers with internet access, list of nocturnal animals, books about nocturnal animals, graphic organizers/ notebook paper and pencils for note-taking

Process: The classroom teacher and school librarian could collaboratively plan, present, and evaluate this lesson:

1. Activate student's prior knowledge by asking if all animals sleep at night. Can they think of some animals that sleep during the day? What do they think those animals are doing at night while we sleep?
2. Working individually or in pairs, the students should select a nocturnal animal (possibly from the prepared list provided here) that they would like to research.
3. The teacher and school librarian may provide the questions that the students must find the answers to in their research. Alternatively, the class could collectively brainstorm the questions that they think would be important to answer. (Sample questions are provided, as well)
4. Using electronic databases, reliable websites, and library texts, students should research and take notes about their chosen nocturnal creatures.
5. Once research has been completed, the teacher and/ or school librarian may show the students how to create a word cloud using Wordle (www.wordle.net).
6. Students will select the vocabulary they wish to use, and then create and publish the final word cloud.
7. Students may present an oral report to their peers in which they present the information they learned about their nocturnal animal, using the Wordle creation for reference.
8. Teachers may display the students' creative masterpieces.

Related books, databases, and websites:

Books:

Cooper, W.E. (2007). *Night Creatures*.

Malam, John. (2008). *Scary Creatures of the Night*.

Mattern, Joanne. (2010). *Pebble First Guide to Nocturnal Animals*.

Web sites:

<http://www.animalfactguide.com/>

<http://www.animalcorner.co.uk/>

<http://www.exploringnature.org/>

<http://www.kidsplanet.org/factsheets/map.html>

Databases via the Tulsa City-County Library webpage (www.tulsalibrary.org):

- Searchasaurus for Kids
- Britannica PreK-8

Example questions about nocturnal animals:

Where does it live?

What does it look like?

What does it eat?

What does it do at night?

What does it do during the day?

How long does it live?

What is the most interesting thing you learned about this animal?

Examples of Nocturnal Animals:

1. Aardvarks
2. Armadillos
3. Aye-Ayes
4. Bats
5. Beavers
6. Fennec Foxes
7. Fireflies
8. Hedgehogs
9. Hyenas
10. Kakapos
11. Kinkajous
12. Kiwis
13. Naked Mole Rats
14. Ocelot
15. Opossums
16. Owls
17. Porcupine
18. Raccoons
19. Red foxes
20. Red kangaroo
21. Sloth bear
22. Tapir
23. Tarsiers
24. Wolves
25. Wombats