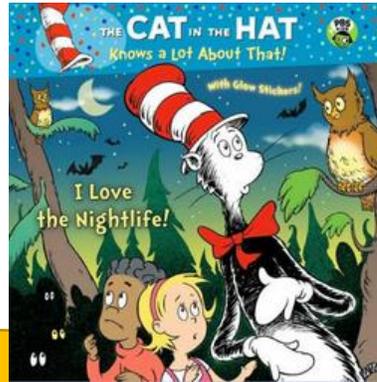


Project-Based Learning with FDLRS, WFSU & POPIN

Cat in the Hat – I Love the Nightlife!



Curriculum Links:

- ✓ Science- Study of Structure, Behaviors and Relationships of Living Organisms
- ✓ Literacy- Phonological Awareness (Rhyming)

Learning Goals- Children will:

- ✓ understand and use the word *nocturnal*
- ✓ practice supplying words from text using rhyming cues
- ✓ name types of nocturnal animals and their sensory strengths
- ✓ act out the sleep patterns of nocturnal animals

Vocabulary: *nocturnal animal*

Episode: *Cat in the Hat: "I Love Nightlife"*

Book: Book-Cat in the Hat: *I Love the Nightlife*
(Written by Tish Rabe)

Materials:

- Flashlight
- Small Backpack
- Nocturnal animal masks
- scissors
- masking tape
- Craft sticks (large)
- Markers (animal tones-red, brown, black, grey)

Activating Learning:

- Display the backpack. Build suspense by telling students you like to hike in the woods and always keep something special in the backpack to help you see at night. Pull out the flashlight and turn it on.
- Discuss other reasons why we might use a flashlight, then link to nocturnal animals and their superior night vision.
- Explain the meaning of *nocturnal*. Practice saying it together. Have the kids use it in context, such as "A bat is a nocturnal animal because it sleeps in the day and hunts insects at night."

Screening: Introduce Cat in the Hat: “I Love Nightlife.” In this episode, three nocturnal animals help the Cat in the Hat find his missing hat. Ask children to listen to find out what the three nocturnal animals are and what special skills each one has.

- **Stop the Video:** when Cat and friends encounter each nocturnal animal. Ask children to predict what special senses the animal has to support their nocturnal living.
- **Talk:** After viewing, discuss the key vocabulary and scientific links. Reinforce the meaning of *nocturnal*. *What are the three nocturnal animals Cat in the Hat and his friends encountered? What special abilities did they have to help them find food and other things they need?*

Book:

- **Read** *I Love the Nightlife* interactively. Stop frequently at the end of sentences to allow children to fill in the rhyming words to the verses. This technique builds phonemic awareness and sets the stage for learning phonics skills.

Note: This book mirrors the episode, so let the children take the lead in predicting what happens next.

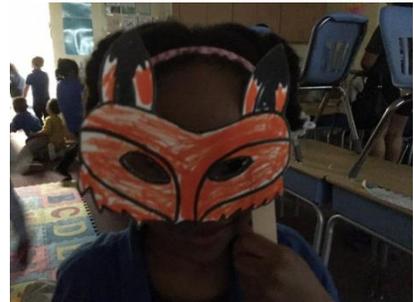
- **Bridge** to the activity-show a model and explain to the children that after they design their masks they will transform into nocturnal animals, sleeping during the day and moving about at night for food and water.

Activities:

- **Nocturnal Animals Mask:** Allow students to select an animal mask. Provide markers/crayons and a few minutes to decorate. Using masking tape, attach the craft stick on the back. This serves as a handle.
- **Game:** Using their masks as their animal identity, children hide around the room in their burrows or nests and “go to sleep.”

After a few moments, turn the lights off. The animals “wake up.” They forage for food, hunt, or work on building their home. Guide them with pointers if necessary: “I see some acorns over by that tree.” “Are you looking for more soft grass to build your nest?”

After a short time, turn on the lights. The animals scurry to their homes to rest. So fun! Repeat!



Closing (Wrap up/challenge for future inquiry): Gather children back to circle. Have them put their masks on and listen quietly and carefully in case there is a predator nearby!

In a whisper voice, reinforce the concept that all animals have special abilities that help them find food and shelter. (Some are really fast, some are very large, some have thick skin to protect them from cold weather, and, like the animals we saw today, some have excellent hearing, night-time eyesight and smelling abilities). We are all special in different ways!