

A close-up photograph of a Barn Owl being held by a person wearing white gloves. The owl is wrapped in a white towel, and its face is visible. A medical tag is attached to its leg.

BARN OWL
PATIENT NUMBER: 3336
DAYS IN CARE: 12
REASON FOR INTAKE: LEG INJURY

WILD RESCUE

Educator Guide: Grades K-2

K-2 WILD RESCUE CURRICULUM: ANIMALS OF THE DAY & NIGHT

OVERVIEW

Students explore a variety of animal species featured in the *Wild Rescue* film and learn the difference between **diurnal** and **nocturnal** animals. They'll sort familiar and new animal neighbors into diurnal or nocturnal categories, and test their new skills in a fun game where they mimic animal behaviors related to activity and rest.

KEY CONCEPTS

- Diurnal animals are awake during the day, and asleep at night. Nocturnal animals are awake at night, and asleep during the day.
- Diurnal and nocturnal animals aren't just awake during their special times, they're **active!** When animals are active, they can be doing all sorts of things to help with their survival - moving around, finding food or water, or even taking care of their babies!
- Many of the animals featured in the *Wild Rescue* film are known for liking people-food, and sometimes for eating trash. One of the best ways to help our animal neighbors is to always throw trash away in the proper place.

VOCABULARY

Diurnal – active during the day, and restful at night.

Nocturnal – active during the night, and restful during the day.

Active - when an animal is awake, moving, and doing things to survive, like finding food, grooming, or protecting its young.

MATERIALS

- Printed *When is Your Bedtime? Animal Guessing Game* pages - Round 1
- Printed *When is Your Bedtime? Animal Guessing Game* pages - Round 2 (optional)
- Large whiteboard or blank wall outside
- Expo markers OR painter's tape, yarn or ribbon, or sticky notes (see setup below)
- Scotch tape
- Printed *Lights On, Lights Off! Morning Birds & Night Owls* cards (print 2 copies of each page)
- Printed *Notice Nature* worksheets
- Colored pencils

SETUP

- Print the *When is Your Bedtime? Animal Guessing Game* pages included with this curriculum (pages 11 - 37). Note, the Round 2 pages are optional, but recommended.
- On a large, clean whiteboard, draw a line vertically down the middle with a brightly-colored expo marker. Then, tape the moon icon page from the *When Is Your Bedtime? Animal Guessing Game* on one side.

OR

On a large, blank wall outside the classroom, use painter's tape, yarn or ribbon, or sticky notes to create a vertical line down the middle of your wall space. Then, tape the moon icon page from the *When is Your Bedtime? Animal Guessing Game* pages on one side, and the sun icon page on the other side.

- Print the *Lights On, Lights Off! Morning Birds & Night Owls* cards included with this curriculum (pages 7 - 10). Depending on your class size, you may need to print two copies of each page in order to have enough cards for each student. Cut out the cards and organize into two stacks - one stack of dashed borders, and one stack of solid borders.

Note: Please print only the pages for your students' grade level (either Kindergarten, or 1st & 2nd Grade), which is indicated at the top of each page.

- If possible, allot 5-15 minutes during which students can spend time outside on school grounds to enjoy nature before your review.
- Print the *Notice Nature* worksheets, and set out colored pencils.

PROCEDURE

I. Introduction - Daytime Animals & Nighttime Animals

- a) Tell the class that you are going to start with a funny question, and that you would like them to just nod their heads "yes," or shake their heads "no" - Have you ever been sleepy before? Ask the class to use their bodies to show what it looks like when someone is tired. What does "tired" look like?
- b) Next, ask the class what their home looks like when they are just about to go to sleep. Are most of the lights on or off? Are family member's voices quiet or noisy? Do you ever wear special bedtime clothes to help you get cozy? Do you have any special items in your bed (a blanket, or maybe a stuffed animal) that help you to feel safe and calm?

c) Tell the class that now you'd like to know about what the world is like outside, when they are just about to go to sleep. Is it bright or dark outside? When you look up at the sky, can you see anything way out in space? Is it easier for you to see in the dark, or harder?

d) "That's right! When we go to bed, it is usually nighttime. When we wake up, it is usually morning. When an animal is awake during the day and sleeps at night, it's called a **diurnal animal**. Can you say 'diurnal animals?' Great!

Besides most of us, can you think of any other animals that are diurnal, and that are awake during the day?" Call on a few students until at least three examples or guesses are given.

e) In the *Wild Rescue* movie that we just watched, we got to see a few diurnal animals! Some of the daytime animals that you might have noticed were the hummingbirds, squirrels, and pelicans. Yes, those animals are diurnal—meaning they are active during the day and sleep at night.

f) Now, the opposite of a diurnal animal is a 'nocturnal animal.' Does anyone know what a nocturnal animal is?"

g) "A nocturnal animal is an animal that goes to sleep during the day, but stays awake at night. Can anyone think of an animal that is nocturnal, and stays awake at night?" Call on a few students until at least three examples or guesses are given.

h) "In the *Wild Rescue* movie that we just watched, we got to see a few nocturnal animals! Some of the nocturnal animals that you might have noticed were the owls, the opossums, and the raccoons! Yes, all of those animals were nocturnal - nighttime animals that stay awake at night, but go to sleep during the day."

i) Tell the students that one easy way to remember that diurnal means "daytime animal," is that "diurnal" and "daytime" both start with the letter "d!" An easy way to remember that nocturnal means "nighttime animal," is that "nocturnal" and "nighttime" both start with the letter "n!"

II. When is Your Bedtime? Animal Guessing Game

a) Tell the class that you will be playing a guessing game to discover which animals are diurnal daytime animals, and which animals are nocturnal nighttime animals. Remind the students that it's okay if they don't know the correct answer - they should just give their very best guess!

b) Tell the students you'll soon be showing pictures of animals from the *Wild Rescue* movie. After you show them each picture, you will count to three

and they will shout out "diurnal" or "nocturnal" Once they tell you what kind of animal it is, you will place that animal on the daytime or nighttime side of the wall or whiteboard.

c) Remind the students not to shout out their answers until you count to three, and show them the first animal picture. Walk around the room so that everyone can see the picture clearly, tell them the name of that animal, and then ask if they are ready to make their guesses. Count to three, and tape that animal picture on the side of the board or wall that matches the students' guess.

i) **Note:** Students may give a mix of answers. That's okay—go with the majority and gently correct after. When this happens, you can say "I think most students said _____(day/night)," and place that animal's photo accordingly.

d) After all 10 animal pictures have been placed using the students' best guesses, correct any animals that were misplaced. Please see below for the correct placement of each animal:

i) DIURNAL ANIMALS: Hummingbird, Pelican, Seagull, Squirrel

ii) NOCTURNAL ANIMALS: Bat, Owl, Raccoon, Coyote, Opossum, Gray Fox

e) If there is time, invite the students to play a bonus round using the "When is Your Bedtime? Animal Guessing Game" Round 2 animal pictures. Warn the students that this round will be even tougher, and make sure to draw special attention to any animals that are found in or around your school community! Please see below for the correct placement of each animal:

i) DIURNAL ANIMALS: Pig, Cow, Duck, Pigeon, Ant, Chimpanzee, Butterfly, Sea Turtle, Horse

ii) NOCTURNAL ANIMALS: Rat, Frog, Moth, Dungeness Crab, Tiger, Python

III. Lights On, Lights Off! Morning Birds & Night Owls

a) "You have learned about many new animals that are awake during the day, and you've also learned about animals that are awake at night! Now, it's important to know that the animals that we were sorting aren't just awake during these times, but they are active! Right where you are, can you show me again what sleeping or resting looks like? Great job! Now right where you are, without moving out of your own little space, can you show me what active looks like? That's right!"

b) Ask the students to imagine what "active" might look like for one of the animals that they learned about today. What could an owl be doing that is "active?" What about a coyote? What about a pelican?

- c) Explain that animals have lots of active behaviors, such as:
 - i) Moving from one place to another. This could be flying, swimming, or even just walking.
 - ii) Searching for food. This could be hunting for some animals, or foraging for special plants and berries for other animals.
 - iii) Searching for water. We all need food, water, and shelter to survive!
 - iv) Grooming or preening. Some animals will groom themselves to keep clean. Can you think of any animals that groom or preen to keep themselves clean?
 - v) Teaching skills to their babies. Just like you might have had someone you love teach you to tie your shoes, ride a bike, or write your name, many little animals also learn important skills from their parents.
 - vi) And many more!
- d) Tell the students that now that they know what some active animal behaviors are, they are going to practice what they've learned with a fun game. Let them know that in this game, they will get the chance to act like either a nocturnal nighttime animal, or a diurnal daytime animal, but they will have to pay very close attention to make sure that they are being active at the right time, and restful at the right time.
- e) Split the students into two equal (or nearly equal) halves. Now, name one group "red group" and the other group "blue group," and ask them to remember which color group they are in.
- f) Ask the students to take a seat and pay close attention while you explain the rules.
 In this game, each student will get a **secret animal card**. When you get your card, hold it close to your chest and don't let anyone else see it just yet. When you take a seat, then you can peek at your card and see what animal you got, but don't tell anyone what you have - it's still a secret!"
- g) Begin with the red group, and pass out one "Lights On, Lights Off! Morning Birds & Night Owls" card bordered in dashes to each student. For the blue group, pass out one *Lights On, Lights Off! Morning Birds & Night Owls* card bordered in a solid line to each student.
 - i) **Note:** It is important to pass out cards based on border pattern to ensure that by the end of Round 2, each student will have had the chance to be both a diurnal animal AND a nocturnal animal.

- h) Once all of the students are seated again, make sure that every student has taken a peek at their animal cards. Tell them that you will now explain the rules of the game:

"Now that you have your animal, we are going to begin our game very soon. Take another look at your animal, very quickly. You either have a nocturnal animal, or a diurnal animal. Remember: **nocturnal** animals are active at night, and diurnal animals are active during the day. So for this game, we are going to act out the animals on our cards by being active at the right times and restful at the right times.

- i) **KINDERGARTEN & 1ST GRADE:** If your animal is a coyote, then when I turn off the lights and it becomes nighttime, then you must wake up and stretch your paws and "yip! yip!" If you are a pelican, then you must rest or sleep when it is nighttime.

Then when I turn the lights back on for daytime, the pelicans must spread their wings and pretend to catch fish! The coyotes must rest or go to sleep when it is daytime.

- ii) **2ND GRADE:** If your animal is a nocturnal nighttime animal, then when I turn off the lights and it becomes nighttime, then you must wake up and act like that animal when it is active. Move your body the way that animal does, and make its sounds too. If you are a coyote, you might stretch your paws and "yip! yip!" or if you are a raccoon, you might use your paws to pick up food and clean your face. If your animal is a diurnal daytime animal, then you must rest or sleep when it is nighttime.

If your animal is a diurnal daytime animal, then when I turn on the lights and it becomes daytime, then you must wake up and act like that animal when it is active. Move your body the way that animal does, and make its sounds too. If you are a pelican, you might stretch your wings wide and catch fish in your mouth. If you are a hummingbird, you might flap your tiny wings quickly, and zip from side to side. If your animal is a nocturnal nighttime animal, then you must rest or sleep when it is daytime.

- iii) **Note:** Before you begin, remind students to be aware of their bodies, to not run, and to be careful to stay in their own spaces.
- i) Turn the lights on and off for 5-20 seconds at a time, watching as the students act out their animals. As they play, offer them cheerful reminders with each switch:

- i) Lights On! Nighttime animals go to sleep, and daytime animals get active!
- ii) Lights Off! Daytime animals go to sleep, and nighttime animals get active!
- j) Congratulate the students on an awesome first round. Now, play a second round by collecting the cards from the students, one color group at a time. This time, offer the red group animal cards with a solid border, and the blue group animal cards with a dashed border. This will ensure that each student gets the chance to be both a diurnal animal AND a nocturnal animal. Repeat the steps above.
- k) "Fun Fact: There are some animals that are not really diurnal, or nocturnal. These animals are most active around sunrise and sunset, and are called crepuscular animals. Can you say, 'crepuscular'? A few crepuscular animals include deer, bobcats, skunks, and bunnies!"

IV. Wrap-Up: How to be a Wild Rescuer

- a) Have students take a seat and congratulate them on their fantastic animal acting!
- b) Remind the students of a few of the animals that they learned about today in their activities.
 - i) A few examples include owls, pelicans, squirrels, foxes, seagulls, and raccoons.
- c) Tell the students that today, they learned that there is a Wildlife Care Center in Santa Barbara, California where all of these animals and more get the help that they need to survive. Ask them to nod their heads if they would like to help animals too, in their own backyards and homes, and even at school.
- d) Ask the students if they knew that some of the animals that they learned about today - like seagulls and raccoons, for example - are known for eating things that aren't always good for them. Ask the students if they have a guess about what these things might be, offering hints such as "something that wraps-up people-food" or "something that gets thrown away when we're all done with it."
- e) "That's right - trash! Many of the animals that we learned about today love the smell of our food, and when those yummy smells get stuck on pieces of trash, those pieces of trash can make animals really sick. One way to help protect animals—whether at home, at the park, or at school—is by making sure your trash goes in the right place when you are done with it, and never on the floor or outside."

WONDER IN THE WILD

If possible, move the class to an outdoor area for just 5-15 minutes, inviting them to notice and enjoy nature a little extra after their time watching *Wild Rescue* and doing so well with their learning activities. Encourage students to touch the grass, dirt, and leaves; look under rocks; listen for birds or wind; and smell nearby plants. What can they spot outside today?

NOTICE NATURE WORKSHEET

Ask students to start by writing their names on their *Notice Nature* worksheets. Then, briefly explain nature journaling and why it is important - scientists and nature-lovers often like to draw pictures of plants and animals to notice them better and really focus on them, and also to have a great way to remember what they looked like later. Now, invite students to draw their favorite nocturnal animal on the side with the moon picture at the top, and their favorite diurnal animal on the side with the sun picture at the top. If they are unsure about which animals to draw, ask them to draw the animal that they acted out in the *Lights On, Lights Off!* game. Encourage them to be creative, and use lots of color in their drawing.

REVIEW & DISCUSSION

- What is the special, scientific name for an animal that is active at night? What about an animal that is active during the day?
- What is your favorite nocturnal, nighttime animal? What is your favorite diurnal, daytime animal?
- What is something that an animal might do when it is being "active?"
- What is one thing you saw in the *Wild Rescue* movie that surprised or amazed you?
- What is one way that we can make our backyards, parks, and schools safer and cleaner for our animal neighbors?

Name: _____

Notice Nature Worksheet



Kindergarten “Lights On, Lights Off”

Morning Birds and Night Owls



Kindergarten “Lights On, Lights Off”

Morning Birds and Night Owls



1st-2nd Grade “Lights On, Lights Off”

Morning Birds and Night Owls



1st-2nd Grade “Lights On, Lights Off”

Morning Birds and Night Owls



When is Your Bedtime? Animal Guessing Game.



When is Your Bedtime? Animal Guessing Game.



When is Your Bedtime? Animal Guessing Game.

Round 1



When is Your Bedtime? Animal Guessing Game.

Round 1



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When is Your Bedtime? Animal Guessing Game.

Round 1



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



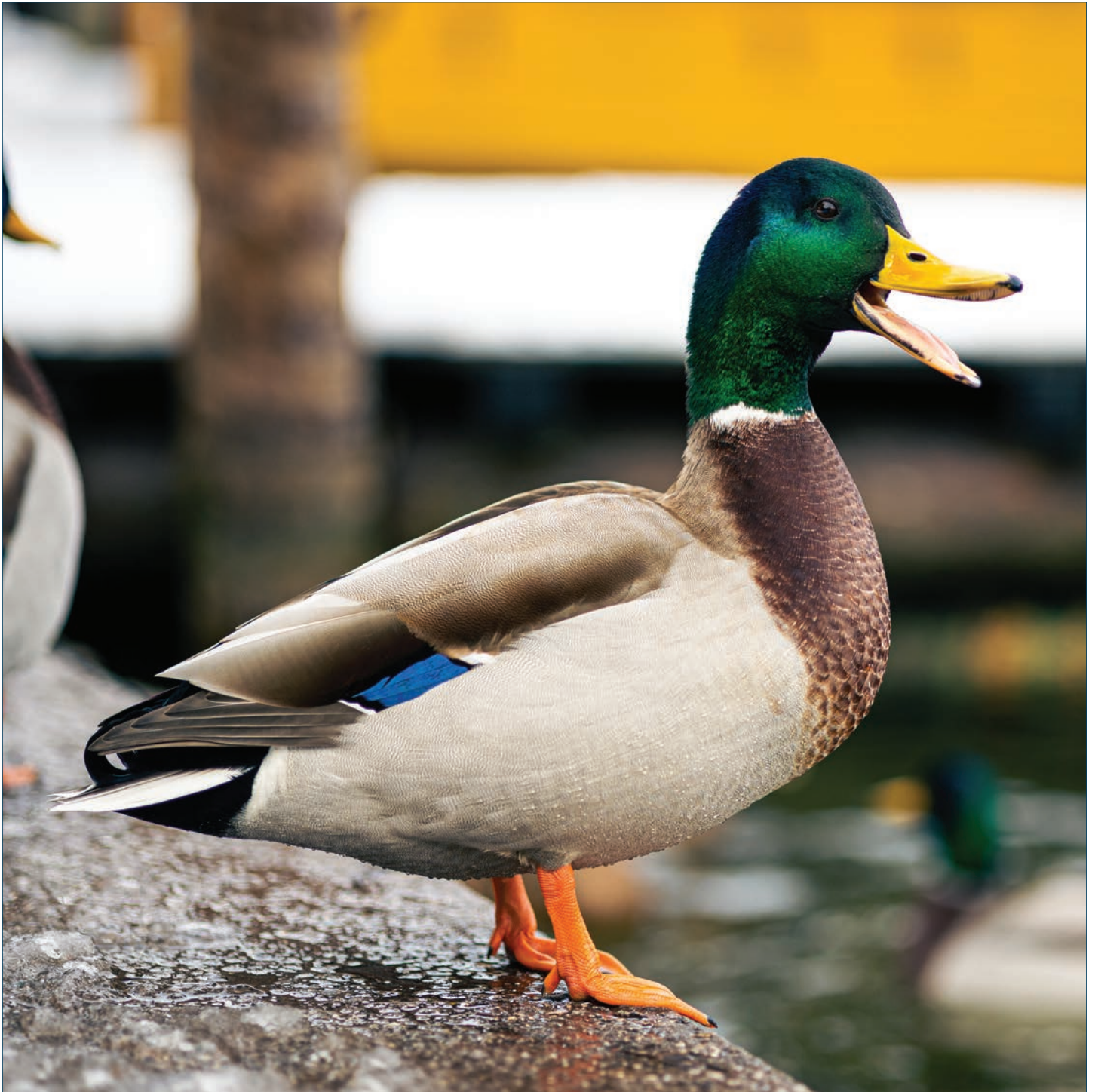
When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



When is Your Bedtime? Animal Guessing Game.

Round 2



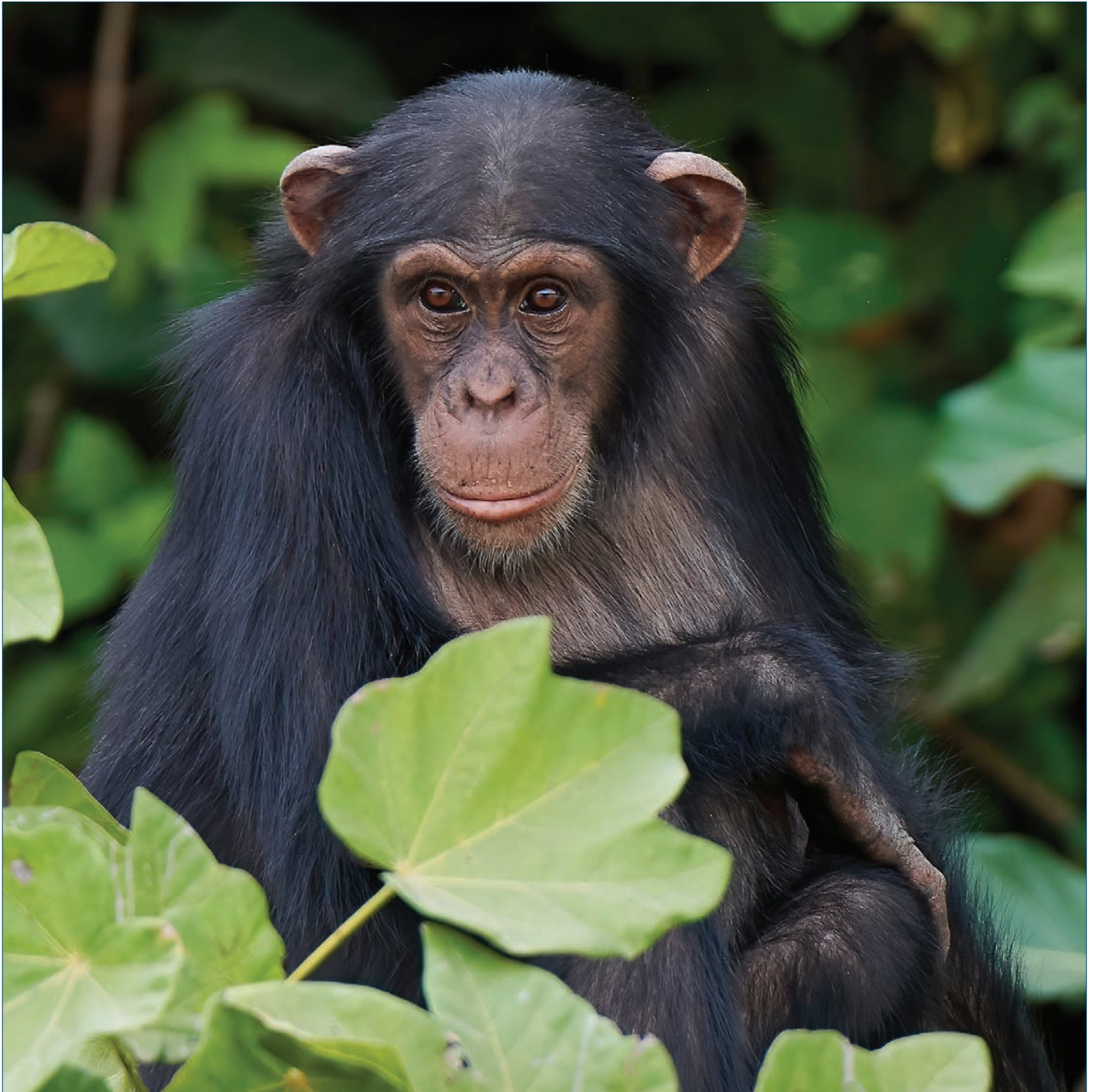
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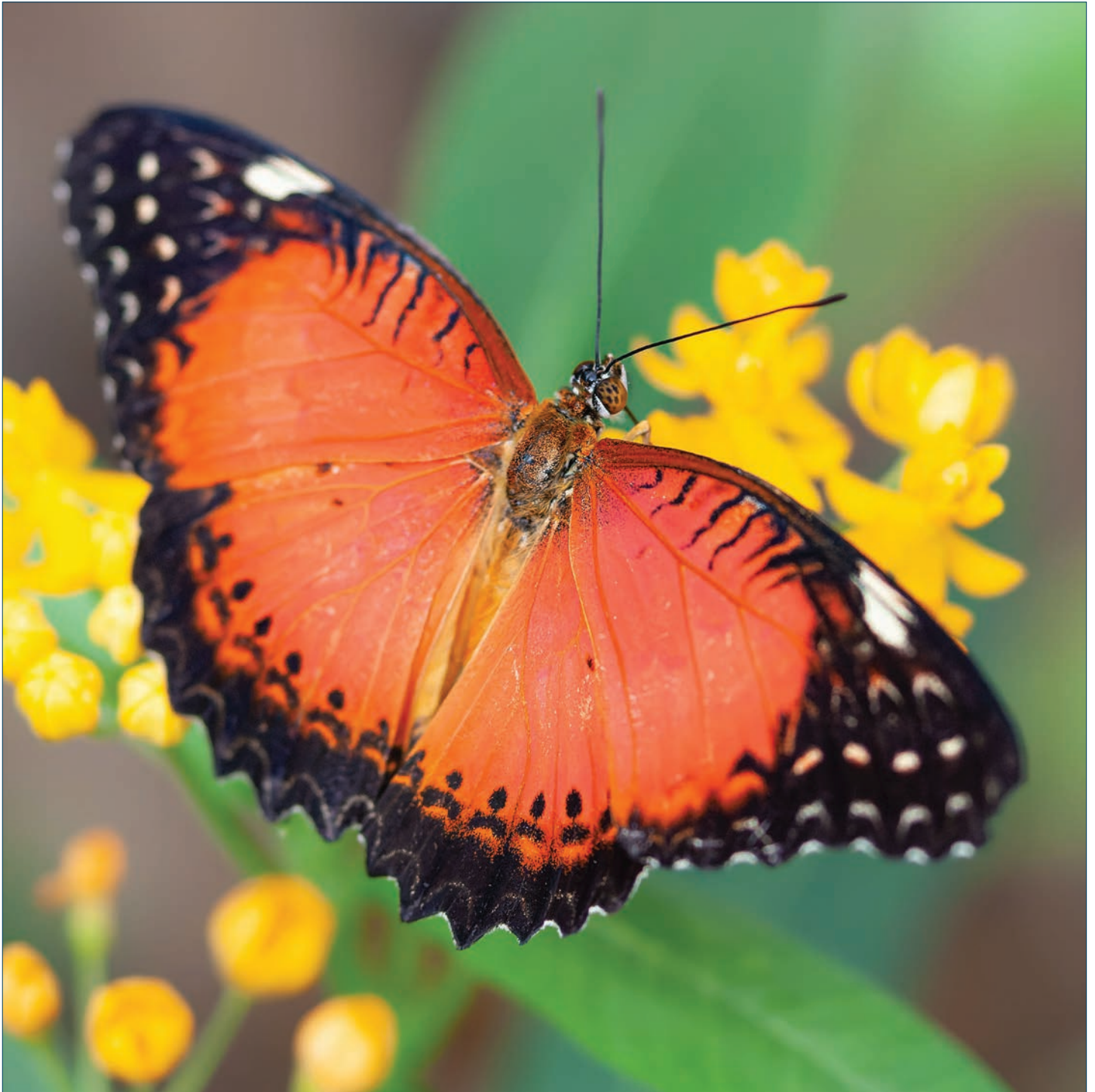
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