

# TEACHERS ACTIVITIES




## Theme:


A sneak peak at the excitement of a city that’s “open all night” shows that while some of us are drifting off into sleep, others are just beginning their day.

## Topics For Discussion:


Before watching the program, discuss with students why some people work at night and what types of jobs must have workers around the clock.

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In the story, *Animal Café*, Maxwell thinks that Casey and Sedgewick, his cat and dog, are very lazy. Why does he think that way?

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Discuss with students why they think Casey and Sedgewick do what they do and “open” their café one night a week.

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Discuss the importance of an adequate amount of sleep to good health. How does sleep help our bodies? How does a good night’s sleep help us at school?

## Curriculum Extension Activities:

Arrange a classroom sleepover. Enlist some parent volunteers so that the student-to-parent ratio is small. Plan a variety of events, including storytelling, singing, art activities, book reading, puppet shows, and the like. Prepare a simple snack, such as popcorn and a drink. Have students come dressed in bedtime attire and bring a favorite stuffed animal. Plan the event as an overnight activity, in which students bring sleeping bags, or a late-night activity, where everyone goes home at an appointed time (e.g., 9:00).

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Casey enjoyed experimenting with recipes when he cooked at the “Animal Café.” Have students write recipes that different animals might like. For example, what would a panda enjoy eating (e.g., bamboo salad) or what would be a tasty treat for a monkey (e.g., banana casserole)?

Enlist the aid of parents in helping their children keep a log of bedtimes and wake-up times for a week. Have students return their logs to school and calculate how many hours they slept that week, individually and as a class.



After the students have written recipes for the animals' specialty dishes (see above), have them create menus for the "Animal Café." Assign some monetary values (less than one dollar) to the menu items, so that students can devise some math problems associated with ordering from a menu.



Inquire among students' parents and locate a family member or friend who has a nighttime job. Invite that person into the classroom to talk about the advantages and disadvantages of working at night. Ask her/him to explain why that particular job needs a night worker.



Have students pantomime activities involved in getting ready for bed (brushing teeth, putting on pajamas, turning back the covers, reading a bedtime story, snuggling down to sleep, etc.) and getting up in the morning (being awakened, stretching and yawning, crawling out of bed, etc.)



Brainstorm a list of nocturnal animals. With the help of the library media specialist, have students locate pictures of these animals (and possibly add to their list) and find out where they live. As a class, make large dioramas of different habitats for these animals. Use cardboard boxes and have students paint the insides (back, top and sides, but not the "floor") dark blue. Use a separate box for each habitat, such as forest, desert, and rain forest. Provide construction paper and other materials so that students may add appropriate scenery for the habitats. Have them draw and cut out nocturnal animals and place them in their habitats. Students may also wish to suspend stars and a moon in their dioramas.



Have the class brainstorm a list of reasons why they should be allowed to stay up later than their regular bedtime on Friday and Saturday nights. Discuss which types of activities are more likely to persuade their parents that it's a good idea than others. (Here's a tip to pass along to parents: when their children beg to stay up later, allow another 15 minutes, *if* they spend it reading.)

**SUPPLEMENTARY BOOKLIST:**

BY THE DAWN'S EARLY LIGHT

by Karen Ackerman, illus. by Catherine Stock (Atheneum)

ANIMALS OF THE NIGHT

by Merry Banks, illus. by Ronald Himler (Scribner's)

DINNER AT THE PANDA PALACE

by Stephanie Calmenson, illus. by Nadine B. Westcott (HarperCollins)

LIGHT

by Donald Crews (Greenwillow)

NIGHT OWLS

by Sharon Phillips Denslow, illus. by Jill Kastner (Bradbury)

FRIDAY NIGHT AT HODGES' CAFÉ

by Tim Egan (Houghton Mifflin)

IN THE MIDDLE OF THE NIGHT

by Kathy Henderson, illus. by Jennifer Eachus (Macmillan)

THE NIGHT I FOLLOWED THE DOG

by Nina Laden (Chronicle)

BATS, NIGHT FLIERS

by Betsy Maestro, illus. by Giulio Maestro (Scholastic)

CITY NIGHT

by Eve Rice, illus. by Peter Sis (Greenwillow)

STEP INTO THE NIGHT

by Joanne Ryder, illus. by Dennis Nolan (Four Winds)

NIGHT CREATURES

by Susanne Santoro Whyne, illus. by Steven Schindler (Simon & Schuster)

Distributed by:



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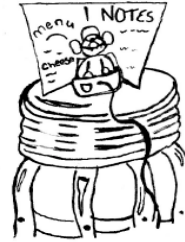
## Description:

Maxwell found the food on his shop shelves had vanished overnight, and his cash register was “stuffed full of money.” This made him wonder what really happens during the middle of the night. LeVar takes us to New York City, where we discover that while some people are drifting off to sleep, others are just beginning their day. We meet some people who work the night shift—a disc jockey, fish market workers, a flower shop employee, bakery workers and workers in a diner. Then it’s off to Texas for a scientist-guided tour of a bat cave and its nocturnal inhabitants.



### Social Studies Concepts:

- ◆ careers/occupations
- ◆ community
- ◆ transportation



### Classroom Activities:

#### Careers/occupations

Before viewing the video, *Animal Cafe*, have students speculate about why some people work during the night and what kinds of jobs they do. Make a list of these jobs – examples to get them started might include police, ambulance, hospital, 911 workers, airport workers, truck drivers. After watching the episode, have students add to the list of night jobs. Then invite students to take turns pantomiming a job on the list while the class guesses which job it is.

#### Careers/occupations

Ask if any students have a family member who works during a night shift. If so, see about the possibility of this person visiting the class to talk about the job they do while students are sleeping. Have students plan questions to ask the worker, such as: When do you sleep? When do you eat? Is it difficult to stay awake all night? Do you go to bed right after you get off work? If no family member is available, invite a member of the community who works at night. Following the visit, have students write a paragraph about their preference for being a night or day worker and have them include at least three reasons for their choice.

#### Community

Talk with students about what makes a community (i.e. who are the people, what are the jobs, what are the places of business, who makes sure that laws are kept). After students have expressed ideas about what a community is, have them create a miniature version of one. Use small brown lunch sacks for the buildings and have the students decorate and mark the sacks for businesses and homes. Construction paper and crayons/markers work well for adding details. Cut small pictures of people and animals from magazines and mounted them on cardboard to give their community a “friendly” appeal. [This can be used as an interactive center after it is completed.]

## Transportation

Explore another aspect of community by talking about how people get to places. Brainstorm the many ways – by foot, car, truck, van, train, subway, taxi, airplane, bus and so on. Have each set of partners or each small group take responsibility for adding one mode of transportation to the miniature community created in the previous activity. Encourage positive, cooperative participation as they work together.

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## Community

Another community that works while students are sleeping is the bat community. Replay the section of the video about the bats and bat cave. After a discussion ask students to write an illustrated story where a bat or other nighttime creature is the main character.

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## Transportation

Using old magazines, have students cut out pictures of as many kinds of transportation as they can find, and then create a collage with these pictures. Students can tell about their collages and/or display them on the bulletin board.

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## Do-At-Home Activities:

### On The Go

Invite parents to join the discussion about transportation. Have them list all types of transportation family members have used, and then record at least one interesting “on the road” experience.

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### I Spy

Encourage families to take a walk around their neighborhood to discover tracks of animals that make a home in their community. Create an activity sheet so families can list or draw the tracks or signs of the animals they notice.

