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A young girl listens to many types of night time sounds and discovers the amazing nocturnal creatures that visit her own backyard.

Ages: 3 to 8 years

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Night Blooming Jasmine

What nocturnal creatures will Jasmine see and hear?

What is STEAM? Learning through Science, Technology, Engineering, the Arts, and Mathematics. Through STEAM, children problem solve, innovate, create, and collaborate.

STEAM Topics in this Book: nature, nocturnal animals, observation, sound

Activities To Do Together:

Night Blooming Jasmine invites children to enjoy the animals and sounds of night. Children may be surprised when they make observations of the daytime and nighttime creatures that visit their neighborhoods. Many of the animals in this story are common in city, suburban, and rural areas.

Before reading the book:

- Talk with your child about how animals can be classified by the time of day when they are active and when they sleep. An animal that is described with the word nocturnal is active at night and sleeps during the day. Animals that are active during the day and sleep during the night are called diurnal. Animals that are active before dawn and after sunset, when there is partial sunlight, are called crepuscular.

While reading the book:

- Take time to notice the sounds that many of the animals in the story make. What did you think the animal would sound like?
- Look for clues that show that Jasmine really enjoys watching and listening to nature at night.

When you have finished reading the book:

- Listen to and identify sounds you hear at night. Which are animal sounds? Which are not?
- With an adult, sit quietly outside after dark. Keep a list of the animals and insects you see and hear.
- Set up an animal camera to take pictures the animals in your neighborhood.



Questions for STEAM Thinking:

1. Which animals seemed to be quiet in the story? Why do you think they might have been silent?
2. Why do you think that Jasmine tiptoed?
3. Which animals made noises? How were the sounds that were made by the raccoon different than the noises made by the cat and the owl?
4. If this story had taken place during the daytime, how do you think it would have been different?
5. What did you hear or notice in the story that suggests that Jasmine enjoys night time?

Early Math Project Resources:

Visit [Night Blooming Jasmine](https://countplayexplore.org/book/night-blooming-jasmine) (countplayexplore.org/book/night-blooming-jasmine) to find activities and related California Learning Foundations, Mathematics Standards, and/or Next Generation Science Standards for this book.

**Vocabulary**

STEAM words found in the story: cricket, frog, goldfish, hare, mate, moth, nectar, night-blooming jasmine, nocturnal, opossum, omnivores, owl, pollinate, predators, raccoon, round, sounds, spider, star, ten past ten, web

Related STEAM

words: crepuscular, diurnal, domesticated, wildlife

Words to build reading

comprehension: crafty, fading, floorboards, jasmine, hover, moonlit, pane, peers, rail, rousting, shadow, shuffling, spy, trapeze, vine, yowling

Related Books: *Hiking Day* by Anne Rockwell; *Over in the Meadow* illustrated by Ezra Jack Keats; *Where's Rodney?* by Carmen Bogan

Click this link to the [World Catalog](https://bit.ly/3WAWAa4) or enter <https://bit.ly/3WAWAa4> to find *Night Blooming Jasmine* in the public library.

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