Who Works at Night?

Materials:
- *Night Job*
- *Who Works At Night?* resource
- blank books
- paper
- writing tools

Vocabulary:
- custodian
- work
- building
- research
- job
- information

Preparation: Gather materials. Bind pages of *Who Works At Night?* like a book.

Intro to Centers:	
"In *Night Job*, the Dad opens the door to the school and the building sighs. What do you notice?"	*Show illustrations. Children respond.*
"His Dad went to **work.** What do you notice?	*Children respond.*
"He was a **custodian**--someone who takes care of and cleans **buildings**. What do you notice?"	*Show illustrations. Children respond.*
"Why did he **work** at his j**ob** at night, instead of during the day?"	*Children respond.*
"It was easier to do his **job** of cleaning the **building** at night because all the people in the school were at home asleep."	
"The title of this book is, *Who Works At Night?"*	*Read book.*
"Many people work at night with different jobs. Today in Library and Listening, you can **research** jobs that people do at night."	*Show materials.*

During Centers:
Compare and contrast people working at night to people working during the day. Encourage children to act out the jobs they researched in Dramatization.

Guiding Questions during Centers:
- How is work people do at night similar to or different from work during the day?
- Why is (job) done at night?
- How are artificial light sources helpful to people who work at night?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:
Invite a night-shift worker to the classroom to talk about their job. Write a letter with questions to the school custodian, i.e., *Why is your job easier to do at night?*

would you rather have a night job or a day job?	
night 🌙	day ☀️