



WEEK 4 Day 1

Read Aloud
The Night Worker
 Read 1 of 3

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objective	<p>I can use key details from the words and illustrations to answer questions about the text. including about the roles of the night workers.(R.4.K, R.11.K.a, R.11.K.c).</p> <p>I can describe the roles of night workers at a construction site. (Global Connections)</p>
Language Objective	I can answer questions about key details from the story in partner and group discussion. (SL.2.K.a)
Vocabulary	<p>engineer: a person who designs and builds machines or public works</p> <p>construction: the process of making or building; something that is made or built</p> <p>survey: to examine, gather, and record information about a topic or an area of land; a tool that gathers data</p> <p>motion: movement</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Night falls...” ● <i>The Night Worker</i> vocabulary cards
Opening	Introduce the text and set a purpose.

<p>1 minute</p>	<p><i>Today we will read The Night Worker, written by Kate Banks and illustrated by Georg Hallensleben. This story takes place at a construction site. Right now we are learning all about construction. Construction is the process of making or building. A construction site is the place where a new building or structure is being built.</i></p> <p><i>Today when we read The Night Worker, we will learn what it's like at a construction site at night! We'll pay attention to key details in the words and the illustrations in order to learn about the different kinds of roles night workers have at a construction site.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 1</p>	<p><i>An engineer is a person who designs and builds things.</i></p>
<p>Page 6</p>	<p><i>Based on the reading so far, what are some examples of night workers?</i></p> <p>Harvest several ideas and prompt children as needed by rereading the text and identifying workers in the illustration. Then, invite children to interpret the phrase "night worker."</p> <p><i>What do you think it means to be a night worker?</i></p>
<p>page 10</p>	<p><i>Survey means to look around to get information. While remaining seated, show me how you might survey our classroom.</i></p>
<p>page 16</p>	<p>Invite children to Turn and Talk.</p> <p><i>Based on what we've read so far, what happens at this construction site?</i></p> <p>Highlight children's ideas that reference specific details from the text and illustrations.</p>
<p>page 22</p>	<p><i>We met another night worker. What job does this night worker have?</i></p>
<p>page 32</p>	<p><i>What happens at the end of the story?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Discussion prompt 1: <i>Why do you think Alex dreams of being a night worker? How do you know?</i></p> <p>Discussion prompt 2: <i>Based on the words and illustrations, what happens at night at a construction site?</i></p>

<p>Closing 1 minute</p>	<p><i>Today we read The Night Worker and learned about night workers at construction sites. Tomorrow we will read this story again, paying even closer attention to the illustrations.</i></p>																	
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>																	
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do children reference details from text to support their thinking? Do children make connections to unit content about construction? What do children understand from the text about night workers and construction?</p>																	
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1098 678 1209">Art Table</td> <td data-bbox="678 1098 1406 1209">Children begin working in the Our Boston Design Studio.</td> </tr> <tr> <td data-bbox="451 1209 678 1283">Art Easel</td> <td data-bbox="678 1209 1406 1283">Children continue to work on self-portraits.</td> </tr> <tr> <td data-bbox="451 1283 678 1356">Blocks</td> <td data-bbox="678 1283 1406 1356">Children build a construction site.</td> </tr> <tr> <td data-bbox="451 1356 678 1430">Dramatization</td> <td data-bbox="678 1356 1406 1430">Children continue to construct a dance or music.</td> </tr> <tr> <td data-bbox="451 1430 678 1541">Library & Listening</td> <td data-bbox="678 1430 1406 1541">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1541 678 1652">Discovery Table</td> <td data-bbox="678 1541 1406 1652">Children create the work site from <i>The Night Worker</i>.</td> </tr> <tr> <td data-bbox="451 1652 678 1743">Science & Engineering</td> <td data-bbox="678 1652 1406 1743">Children make particle board.</td> </tr> <tr> <td data-bbox="451 1743 678 1854">Writing & Drawing</td> <td data-bbox="678 1743 1406 1854">Children continue their choreography or musical composition.</td> </tr> </table>		Art Table	Children begin working in the Our Boston Design Studio.	Art Easel	Children continue to work on self-portraits.	Blocks	Children build a construction site.	Dramatization	Children continue to construct a dance or music.	Library & Listening	Children research architects, choreographers or musicians.	Discovery Table	Children create the work site from <i>The Night Worker</i> .	Science & Engineering	Children make particle board.	Writing & Drawing	Children continue their choreography or musical composition.
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Notes

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