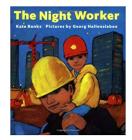
WEEK 4 Day 1



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	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). I can describe the roles of night workers at a construction site. (Global Connections)		
Language Objective	I can answer questions about key details from the story in partner and group discussion. (SL.2.K.a)		
Vocabulary	 engineer: a person who designs and builds machines or public works construction: the process of making or building; something that is made or built survey: to examine, gather, and record information about a topic or an area of land; a tool that gathers data motion: movement 		
Materials and Preparation	 The Night Worker, Kate Banks Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins "Night falls" The Night Worker vocabulary cards 		
Opening	Introduce the text and set a purpose.		

1 minute	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. 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.	
Text and Discussion 12 minutes	An engineer is a person who designs and builds things.	
page 1		
Page 6	Based on the reading so far, what are some examples of night workers? 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." What do you think it means to be a night worker?	
page 10	<i>Survey</i> means to look around to get information. While remaining seated, show me how you might survey our classroom.	
page 16	Invite children to Turn and Talk. Based on what we've read so far, what happens at this construction site? Highlight children's ideas that reference specific details from the text and illustrations.	
page 22	We met another night worker. What job does this night worker have?	
page 32	What happens at the end of the story?	
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. Discussion prompt 1: Why do you think Alex dreams of being a night worker? How do you know?	
	Discussion prompt 2: Based on the words and illustrations, what happens at night at a construction site?	

Closing 1 minute	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.		
Standards	 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. 		
Ongoing assessment	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?		
Center Activities	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.	

Read Aloud U3 W4 D1

Notes

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