



WEEK 4 Day 2

Read Aloud
The Night Worker
 Read 2 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 Objectives	<p>I can explore and explain the meaning of phrases in a story, including figurative language. (R.7.K)</p> <p>I can describe how the author and illustrator of a text work together to tell a story. (R.9.K.a, R.9.K.b, R.11.K.a, R.11.K.c)</p>
Language Objective	I can explore and explain the meaning of nuanced words and phrases, including figurative language. (L.K.5)
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 ● <i>The Night Worker</i> vocabulary cards
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today we will reread The Night Worker. We will pay close attention to the illustrations, in order to learn even more about construction</i></p>

	<p><i>sites and construction vehicles, as well as to help us understand some of the language in the story.</i></p> <p><i>We will closely read some of the phrases that Kate Banks uses to tell the story and to teach us about construction sites.</i></p>
<p>Text and Discussion 12 minutes page 8</p>	<p><i>On this page we learn that Papa works at a construction site. There are several words here that describe the construction site that we might not be familiar with. These are words like “rattle,” “heavy machinery,” and “hollowing earth.” Let’s use the illustrations to help us make sense of these descriptions.</i></p> <p><i>What do you see in the illustrations? Pay attention to all of the details.</i></p> <p><i>How does the illustration help you understand what “heavy machinery” does at a construction site?</i> Harvest several responses.</p> <p><i>What do you think it means that “men are hollowing out the earth?” How can the illustration help you?</i> Harvest a few ideas and prompt children as needed by referring to details in the illustrations.</p>
<p>page 14</p>	<p><i>On these pages the book talks about an excavator. The author uses words we might use to describe a person, like “giant arm” and “sinks its teeth into the earth.”</i></p> <p>Invite children to Turn and Talk and use the illustrations to unpack figurative language.</p> <p><i>What do you notice in the illustrations that helps you understand what an excavator does? Use details to share your thinking with your partner.</i></p> <p><i>Now that you’ve used the illustrations to understand the work of an excavator, what does the author mean by “sinks its teeth into the earth and lets out a groan like a giant rolling over in bed?”</i></p>
<p>page 18</p>	<p><i>On these pages the book talks about a crane. The author used the words “moves its mammoth load across the sky” to describe the work of the crane.</i></p> <p><i>What does a crane do?</i> <i>How does the illustration help you understand a “mammoth load”?</i></p>
<p>page 26</p>	<p><i>Motion</i> is movement. It’s stopped, so everything is still, like when you hold your breath. That phrase the author used made me feel like</p>

	<i>I was there at the construction site.</i>											
Key Discussion and Activity 6 minutes	<p>Invite children to have a whole group discussion.</p> <p><i>How did the author and the illustrator of The Night Worker work together to depict a construction site at night?</i></p> <p><i>What choices did the author and illustrator make to help us imagine a construction site at night?</i></p>											
Closing 1 minute	<i>Authors and illustrators are so careful about the words and images they choose so that readers understand their stories! Tomorrow we'll have an opportunity to communicate what we have learned from this story.</i>											
Standards	<p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>											
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children make connections to unit content about construction?</p> <p>Do children use illustrations to make sense of complex language?</p> <p>Do children explain the relationship between illustrations and words of the text?</p>											
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children begin working in the Our Boston Design Studio.</td> </tr> <tr> <td>Art Easel</td> <td>Children continue to work on self-portraits.</td> </tr> <tr> <td>Blocks</td> <td>Children build a construction site.</td> </tr> <tr> <td>Dramatization</td> <td>Children continue to construct a dance or music.</td> </tr> <tr> <td>Library &</td> <td>Children research architects, choreographers or</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 &	Children research architects, choreographers or
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	Listening	musicians.
	Discovery Table	Children create the work site from <i>The Night Worker</i> .
	Writing & Drawing	Children continue their choreography or musical composition.

Notes