



WEEK 4 Day 3

Read Aloud
The Night Worker
 Read 3 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 details from the text to describe night workers, using a combination of drawing, writing, and speaking. (W.3.K.b, W.1.K.b)
Language Objective	I can use construction vocabulary when talking and writing in response to text. (L.6.K)
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 ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● chart paper, 5 sheets <p>On each sheet, write 2 questions: What do night workers do? Why are night workers important to our community?</p> <p>Children will work in groups of four to write and draw. Plan strategic groupings. Place 4 of the 5 sheets around the room for small group work.</p> <ul style="list-style-type: none"> ● 5 sets of writing tools

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Yesterday, when we read The Night Worker, we paid attention to the illustrations and the language in the text in order to better understand construction. Today we will be responding to the text with our own drawing and writing.</i></p> <p><i>We will answer 2 questions: What do night workers do? Why are night workers important to our community?</i></p>
<p>Discussion 6 minutes</p>	<p>Gather children for a whole group discussion. Display the Sentence Frames for Discussion chart, as well as one chart with the two questions.</p> <p><i>What do night workers do?</i></p> <p>Flip back to pages of the text that provide evidence for children’s ideas and highlight evidence-based thinking.</p> <p><i>Now let’s think about the next question. Remember to use details from the text to support your ideas.</i></p> <p><i>Why are night workers important to our community?</i></p> <p>Encourage children to use the prompts to build on each other’s thinking.</p> <p>Explain the task. <i>Now we will draw and write in response to these same questions. I have placed five sheets of chart paper around the room for you to write and draw with your classmates.</i></p> <p><i>Think about one night worker you learned about. What does that night worker do? Why is that night worker’s role important to our community?</i></p> <p>Support the small groups to gather around a chart for drawing and writing.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Circulate and support children as they respond on their charts.</p> <p>After work time, collect the charts and bring them to the whole group meeting area.</p> <p>Discuss together the trends and patterns in how children expressed their thinking about night workers. Invite children to continue drawing and writing about the same topic during Centers.</p>
<p>Closing 1 minute</p>	<p><i>Today we responded to The Night Worker with our own writing and drawing. We highlighted why night workers might be important in thinking about construction.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

	<p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>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 whole group discussion and observe children writing.</p> <p>Do children use key details from the text in their writing and drawing?</p> <p>How are children expressing their ideas through writing, drawing, and speaking?</p> <p>How do children work in a group to share chart paper?</p> <p>What do children understand from the text about night workers and construction?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 919 678 1024">Art Table</td> <td data-bbox="678 919 1406 1024">Children begin working in the Our Boston Design Studio.</td> </tr> <tr> <td data-bbox="451 1024 678 1098">Art Easel</td> <td data-bbox="678 1024 1406 1098">Children continue to work on self-portraits.</td> </tr> <tr> <td data-bbox="451 1098 678 1171">Blocks</td> <td data-bbox="678 1098 1406 1171">Children build a construction site.</td> </tr> <tr> <td data-bbox="451 1171 678 1245">Dramatization</td> <td data-bbox="678 1171 1406 1245">Children continue to construct a dance or music.</td> </tr> <tr> <td data-bbox="451 1245 678 1350">Library & Listening</td> <td data-bbox="678 1245 1406 1350">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1350 678 1455">Discovery Table</td> <td data-bbox="678 1350 1406 1455">Children create the work site from <i>The Night Worker</i>.</td> </tr> <tr> <td data-bbox="451 1455 678 1560">Writing & Drawing</td> <td data-bbox="678 1455 1406 1560">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> .	Writing & Drawing	Children continue their choreography or musical composition.
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> .														
Writing & Drawing	Children continue their choreography or musical composition.														