

***GOODNIGHT, GOODNIGHT CONSTRUCTION SITE***  
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**Lesson Objective:**

*To be able to identify and summarize characteristics and descriptions in a text, making text-to-world connections and accessing prior knowledge*

**Grade Level:** K - 3

**Common Core Connections:**

***Meaning:*** Multiple levels of meaning, explicitly stated purpose

***Structure:*** traits specific to a common genre (non-fiction), simple graphics

***Language Convention/Clarity:*** conventional structure, specific vocabulary

***Knowledge Demands:*** common experience, multiple themes (opposites)

**Strategies:** Students will be able to identify and summarize characteristics and descriptions in a text making text-to-world connections.

Students will be able to compare opposites (day and night) using prior knowledge.

**Materials/Resources:**

- *Good Night, Good Night Construction Site* e-book on Tumblebooks
- SMARTboard or other interactive white board (or projector/laptop)
- Compare/Contrast chart on the SMARTboard
- Writing logs/journals

### **Strategic Lesson Plan:**

- Discuss with students what a construction site is – accept all ideas and discover where they have seen construction sites (eg. Home construction, road construction, large building construction, etc) Ask what all these construction sites have in common (heavy equipment, building materials, workmen, etc)
- Review with students what ‘opposite’ means and ask for examples – if no one offers the ‘day/night’ example, provide it as a one option and explain today’s book explores what construction sites look like at night – the opposite of day time
- Ask students for predictions – what might construction sites look like at night?
- Invite the students to read/listen carefully today to discover the differences and explain students will be coming back together as a large group to complete an ‘opposites’ chart of the information they have discovered
- Invite students in pairs to read/listen to the Tumblebooks story *Good Night, Good Night Construction Site*
- Circulate while students are reading, offering support where needed and making note of those students who are particularly encountering challenges - they may need extra support for the next activity
- Early readers are invited to re-read the story and confirm or collect additional information they can share during the next discussion
- Once students have finished reading the text, draw the large group back together to attend to the SMARTboard
- Using a similar plan to the one below, ask children for ideas and have them complete the chart on the SMARTboard with their observations about the differences on the construction site between day (their prior knowledge and text-to-world connections) and night (the information they have identified in the book)
- To summarize today’s discoveries from the book, ask students to generate 1 – 3 ‘big ideas’ they have learned (eg. The equipment doesn’t work at night, there are no workmen, etc)
- Finally, in their notebooks, have students draw or write the 1 – 3 things they have learned and discussed about construction sites at night from today’s activity

***This activity can be used as a formative assessment strategy for successfully mediating text in the early years of learning. It can also be used as a brief summative assessment for initial summarizing skills.***

[illegible]