



WEEK 5 Day 2

Discovery Table: Night Worker, part 2

Children tell and act out their own stories, inspired by *The Night Worker*, using sand, model vehicles, and props. When possible, teachers take dictations of children’s stories.

<p>Big Ideas</p>	<p>Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts. People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
<p>Guiding Question</p>	<p>How do people use different tools and materials for different purposes?</p>
<p>Vocabulary</p>	<p>construction site: where a building is built</p>
<p>Materials and Preparation</p>	<p><i>Same materials as previous week:</i></p> <ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks ● sensory/discovery table, or tabletop tubs filled with sand ● small model construction vehicles ● craft/popsicle sticks and/or small twigs (for the puppets and for play) ● small, flat wooden blocks/planks, 5-10 pieces (e.g., tabletop blocks or Kapla blocks) ● <i>The Night Worker</i> stick puppets Print the images provided onto heavy paper and laminate. Adhere to popsicle sticks. ● spray bottle filled with water ● dustpan and brush for sweeping sand ● gloves, optional ● hardhats for children, optional <p><i>Add this week:</i></p> <ul style="list-style-type: none"> ● a method to collect children’s stories such as a classmate notebook (paper stapled together), blank paper, or paper/clipboard

	<p>Gather model vehicles and props that might mimic a construction site (e.g., popsicle sticks or wooden blocks for beams). Fill a spray bottle with water to dampen the sand.</p> <p>For the Intro to Centers, bring a couple of the construction vehicles and stick puppets to the Whole Group Meeting area.</p>
Intro to Centers	<p>Show <i>The Night Worker</i>.</p> <p><i>Last week at the Discovery Table, you created a construction site and retold The Night Worker.</i></p> <p>Show the stick puppets. Name one specific way one child used this prop or one of the vehicles.</p> <p><i>This week, you will tell your own stories that might take place at a construction site. You might begin your story just like The Night Worker. Or you might construct a different story entirely.</i></p> <p>Using the text as a jumping off point, model telling a story in your own words. Use the props to dramatize the story.</p> <p><i>Remember that stories have a beginning, middle and end. Stories also include characters. I will leave the book near the Discovery table for you to access. As you start to tell your stories I might come by to write your story down in this journal. I also might share a construction story that a friend told that you could add to and dramatize. If you decide to work with a partner, remember to discuss what part you will retell and who will play which part.</i></p>
During Centers	<p>Children build construction sites with the sand and props. As they play, children will tell and dramatize stories. Support children to reference the text, as needed. Some children might tell stories inspired by, or similar to <i>The Night Worker</i>, while others will have completely different ideas.</p> <p>When possible, visit the Center and take dictations, with little prompting. Or share a story that another child told. This might inspire children to combine ideas to co-construct new stories.</p>
Facilitation	<ul style="list-style-type: none"> ● What is your construction story? ● How does the story begin/continue/end? ● What inspired you to tell this story? ● How is your story the same and/or different from <i>The Night Worker</i>? Why do you think that is? ● How does communicating with your peers help you tell your story?
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p>

R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SEL. Relationships Skills. Effectively Communicating (Boston)

Notes