



WEEK 4 Day 2

Discovery Table: Night Worker, part 1

Children act out scenes based on *The Night Worker*, using sand, model vehicles, and props.

Big Ideas	<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.</p> <p>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>
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	construction site: where a building is built
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks Flag the page that begins “Papa pulls into the construction site.” ● sensory/discovery table, or tabletop tubs filled with sand ● small model construction vehicles ● craft/popsicle sticks and/or small twigs (to create 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>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</p>

	stick puppets to the Whole Group Meeting area.
Intro to Centers	<p>Show <i>The Night Worker</i>. Show the flagged page.</p> <p><i>When reading The Night Worker, I thought about our Discovery Table, filled with sand. This week, you can create a construction site at the Discovery Table. Look at the materials I have. Use the “me too” signal if you’ve seen some of these vehicles before outside somewhere.</i></p> <p>Show and name some of the items available for play in the sand such as the construction vehicles. Show the stick puppets.</p> <p><i>After you’ve created a construction site, you can then use the props to retell and act out the story The Night Worker.</i></p> <p>Model retelling a piece of the story in your own words and filling in some details not mentioned in the story. Use the props to dramatize the story.</p> <p><i>I will leave the book near the Discovery table for you to access. Also, it might be helpful to ask a friend to help you retell the story. 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	Children build construction sites with the sand and props. They retell parts of the book or retell the entire story in its entirety. Support children to reference the text, fill in unknown details, and to act out the different parts.
Facilitation	<ul style="list-style-type: none"> ● What part of <i>The Night Worker</i> do you want to tell? ● Why did you choose these materials? ● What comes next? ● How does the sand feel in between your fingers? ● What additional materials do you need for this part of the story? ● How does communicating with your peers help you retell the story?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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).</p> <p>SEL. Relationships Skills. Effectively Communicating (Boston)</p>