

Goodnight, Goodnight, Construction Site

By Sherri Duskey Rinker, Illustrated by Tom Lichtenheld



ACTIVITY GUIDE

For Teachers • Designed for Pre-K through First Grade

This booklet offers a variety of ideas for enhancing the experience of reading *Goodnight, Goodnight, Construction Site* with your class! We hope that you find the ideas helpful, and that they spark other inspirations for increasing the learning opportunities and enjoyment of this delightful book.

Free, Downloadable Activity Sheets Are Available! Incorporate additional engaging and creativity-enhancing activities by downloading and using the activity sheets available. Activities include a maze game, a dot-to-dot, a coloring book, a “match the word to the picture” sheet, a “complete the picture” activity and a memory game. Additional fun “freebies,” including a sticker sheet and bookmarks, are also available to download and print.



Sherri Duskey Rinker and Tom Lichtenheld

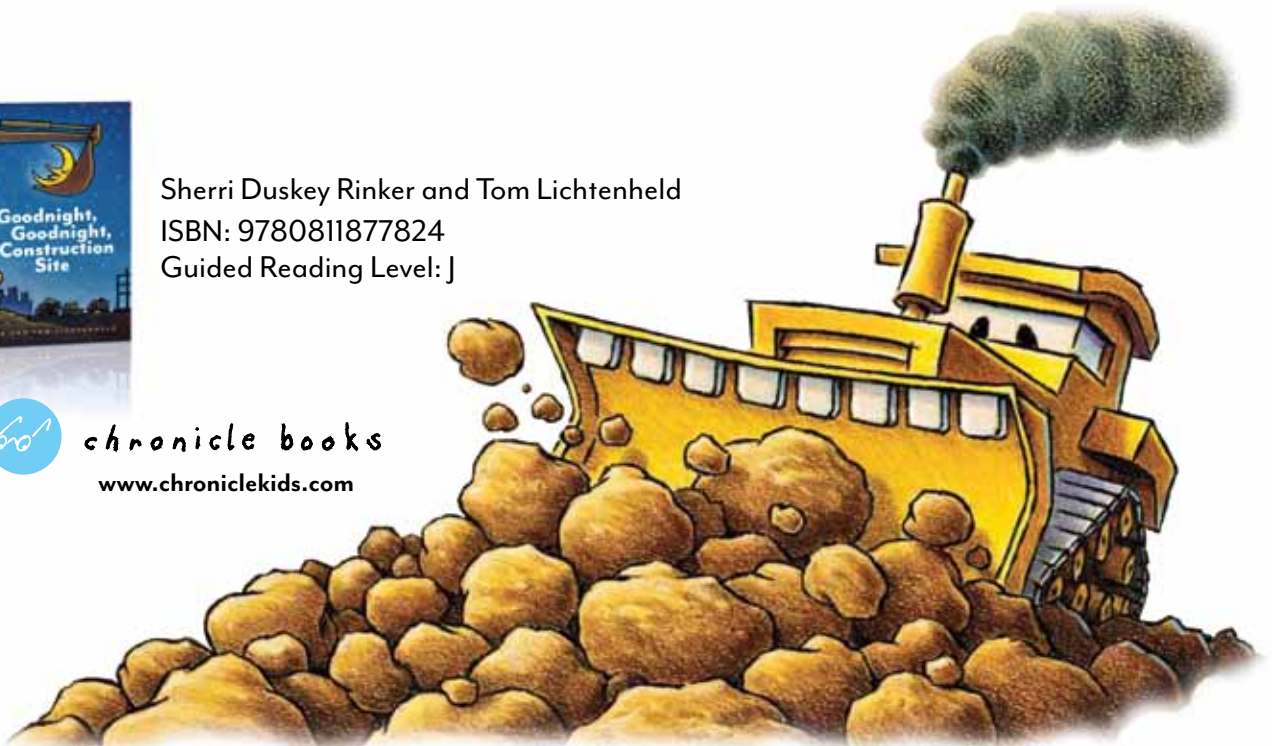
ISBN: 9780811877824

Guided Reading Level: J



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Dear Teachers,

Goodnight, Goodnight, Construction Site has many layers in which to engage the youngest readers. Rhyming text combined with fun sound effects and the repeating, “Shh...” at the end of each truck’s story encourages everyone to join in the fun of reading.



FOR THE TEACHER:

Goodnight, Goodnight, Construction Site lends itself very well to many phonemic awareness activities, phonics activities, social studies concepts, and even math and science concepts. This guide will get you started with some ideas about how to incorporate learning activities along with reading the book in your class.

Once you read the book to your students, you will realize that the possibilities are endless! Follow some or all of the suggested reading prompts.

PRE-READING ACTIVITY:

Show students the cover of the book and ask students to tell you about what they might see and hear at a construction site.

Take a picture walk and display some of the different machines illustrated in the book. Ask students to guess what noises and sounds the truck might make while working, and what sound it might make if it were sleepy.



DURING THE READ-ALoud:

Read the book aloud. Pause and encourage the students to make the trucks’ noises with you.

On subsequent readings, pause at the end of each page and ask students to repeat the rhyming words they hear. For older students, write the rhyming words on chart paper and create word-family lists.

AFTER-READING ACTIVITIES

Social Studies Activities Discuss with students the organization of a construction site, and review the names of the machines and their specific jobs. Provide children with pictures of a construction site and various construction trucks. Have the students cut out the pictures of the trucks, organize them on the site, and glue them down. For older students, you can provide challenges, such as using position words to tell them where to put the machines. For example, you might say, “Put the bulldozer beside the crane.” or “Place the crane to the right of the bulldozer.”

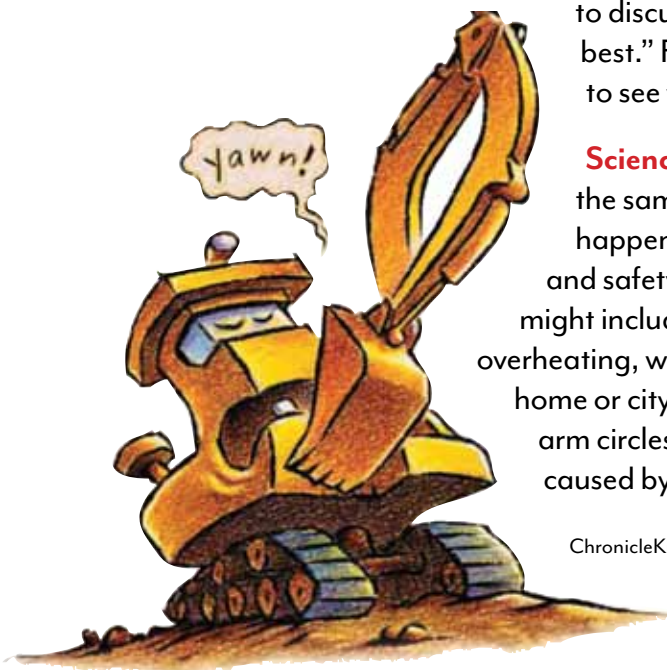


Alternately, discuss the different jobs on a construction site and consider the men and women who design the project, oversee the progress, provide the supplies, drive the trucks, maintain the trucks, etc. Discuss the importance of all of the different roles and the importance of cooperation in order to make projects successful. Discuss the “community” of a construction project and transition into a community helpers unit.



Language Arts Remind children that the book is full of rhyming words. Reread the book and encourage children to share the rhyming words they hear. Ask if they can think of other words that also go in that rhyming set. For older children, type out in large font, print and cut out separate rhyming words used in the book, and have students match up the rhyming pairs. For more fun and to increase word recognition, place the words face down, and play a memory game with the rhyming pairs.

Math Use the cut-out truck pictures from the social studies activity. Provide enough pictures for each child to choose a favorite machine. Allow students to choose one picture and write their names on their favorite machine. Organize the pictures into a bar graph and discuss the results. For older children, this can be an opportunity to discuss basic fractions, “almost half the class likes Dumptruck best.” For the youngest reader, you can simply count the pictures to see which truck is the class favorite.



Science Discuss how, of course, trucks don’t *really* need to sleep the same way that people need to sleep. But, talk about what happens if machines aren’t “rested” for fuel and maintenance and safety checks, and what some of those maintenance items might include. This can introduce opportunities to discuss friction: overheating, wear-and-tear, etc. Relate the concept to the family car at home or city buses and trains. Have children try doing several small arm circles, so that they can relate to the idea of (structural) fatigue caused by repetitive movement.