

GOODNIGHT, GOODNIGHT, CONSTRUCTION SITE

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by Sherri Duskey Rinker and Tom Lichtenheld

Ages: 4 - 8; Grades: PreK - 3

Themes: People at Work, Construction Vehicles, Sleep

Running Time: 9 minutes

SUMMARY

The vehicles at a construction site work hard all day, each doing an important job. When the day is done, they clean up and rest their weary parts. Children will enjoy identifying different trucks and vehicles that they see in real life at a construction site, as well as learning about their different jobs. Parents will appreciate a new take on a bedtime story. And everyone will enjoy the tough, yet charming, personalities of the star construction site workers.

OBJECTIVES

- Students will identify different vehicles used at construction sites and their functions.
- Students will identify rhyming words.
- Students will differentiate between real and make-believe (fact and fiction).

BEFORE VIEWING ACTIVITIES

Elicit students' background knowledge about construction sites.

Guiding questions:

- What is a construction site?
- What kinds of things get made or built at a construction site?
- Where have you seen a construction site before?
- What kinds of vehicles do you see at construction sites?

Follow up the discussion by telling students that they're going to see a movie about vehicles that work at a construction site.

Encourage them to watch and listen for new things that they learn from the movie.

Preview the names of the construction vehicles in the movie with students. Show a picture of each vehicle. Ask students what each is called. Record students' answers under each picture, even if the answers are incorrect. Tell students that they are going to watch a movie about vehicles that work at construction sites. Encourage them

to watch and listen for the names of the vehicles and the jobs that they do. Revisit this after viewing the movie to clarify misconceptions and identify the function of each vehicle.

Discuss real and make-believe with students. If appropriate, introduce the terms *fact* and *fiction*. Use a T-chart to categorize their responses and create a working definition of each concept together. Guiding questions:

- What does "real" mean? What does "make-believe" mean?
- What are some examples of "real" things? What are some examples of "make-believe" things?
- How can you tell if a book (or movie) is real or make-believe?

Tell students that the movie they are about to see has both real and make-believe things. Encourage them to watch and listen for what is real and what is make-believe. Revisit this discussion after viewing the movie to classify students' observations.

Introduce or review rhyming with students. Start with simple rhymes, such as words ending in *-at* or *-ot*. Then, introduce some of the words from the movie, such as: *site/night*, *road/load*, and *day/play*. Challenge students to brainstorm other words that rhyme with those. Then, encourage students to watch and listen for rhymes in the movie.

AFTER VIEWING ACTIVITIES

Revisit the names of the different vehicles in the movie. Show students' the pictures of the vehicles again and review the names that they called them. Were any of the names from the movie on their lists? If not, add the name from the movie onto the list. Then, go back to each one and review its job or function. It may help to have a copy of the book, *Goodnight, Goodnight, Construction Site*, on hand to review pages with specific information. Create an anchor chart, or poster, with the name and picture of each vehicle and its function. As a follow up, give students blackline pictures of the different trucks. They can color them and practice writing the names of each.

Revisit the conversation of "real" and "make believe" from the **Before Viewing Activities**. After reviewing the definitions that the class generated for each term, ask:

- What did you see in the movie that could be real? (*real trucks/ vehicles, jobs that the trucks do, construction site*)
- What did you see in the movie that was make believe? (*trucks had faces, trucks needed to sleep, trucks acted like people*)

Culminate the discussion by completing a picture sort with the students. Provide them with photographs of real construction vehicles (and other real photographs) and fictional drawings of the same vehicles (and other items). Guide them through sorting each picture into a "real" or "make believe" pile. Alternatively, students can glue the pictures onto a T-chart.

Revisit the rhyming lesson from the **Before Viewing Activities**. Ask students if they noticed if any other words rhymed with the words introduced before the movie. Confirm their answers by repeating the sentence from the movie and writing it on chart paper. Ask if any other rhyming word would make sense in that sentence. Extend the students' rhyming practice by setting up a rhyming center in the classroom. This could be a matching game where children draw picture cards and look for rhyming matches. This could also be a game where students think of as many words as they can in a rhyming family.

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