

Goodnight, Goodnight, Construction Site

Mighty, Mighty Construction Site

By Sherri Duskey Rinker, illustrated by Tom Lichtenheld

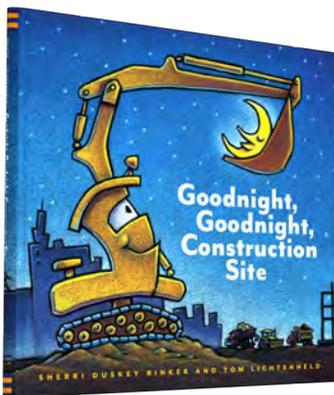
ACTIVITY GUIDE

For Teachers

Designed for Pre-K through First Grade

This guide offers a variety of ideas for enhancing the experience of reading *Goodnight, Goodnight, Construction Site* and *Mighty, Mighty 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 these delightful books.

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, coloring pages, a “match the word to the picture” sheet and a game. Find these and more at goodnightconstructionsite.com.

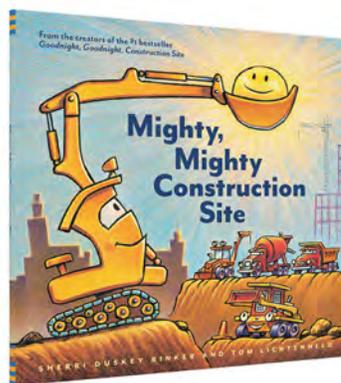


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Guided Reading Level: J

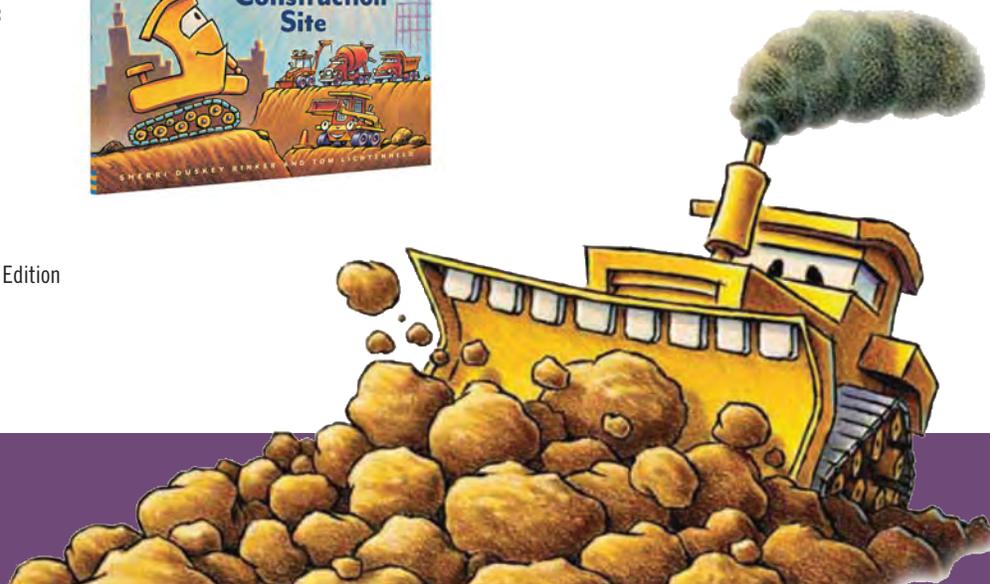
Also available:
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Lexile® Measure: AD710L



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 and *Mighty, Mighty Construction Site* lend themselves 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 books in your class.

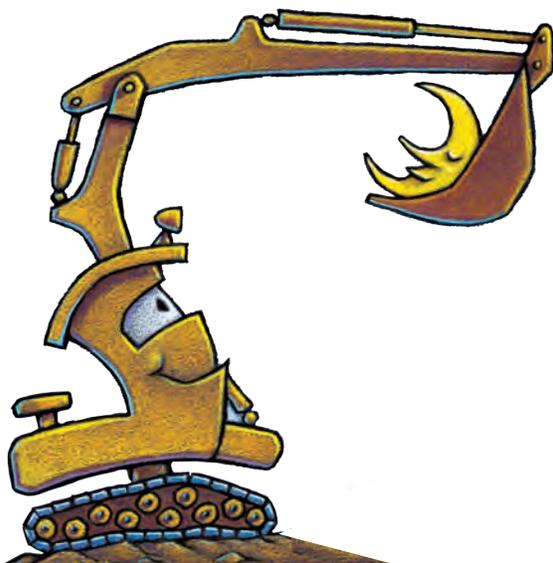
Once you read the books to your students, you will realize that the possibilities are endless! Follow some or all of the suggested reading prompts.

Pre-reading Activity:

Show students the cover of the books 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 books. 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 books 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

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 books are full of rhyming words. Reread the books 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 books, 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

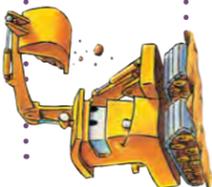
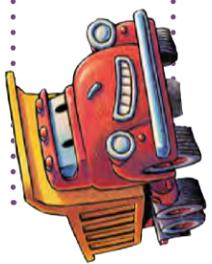
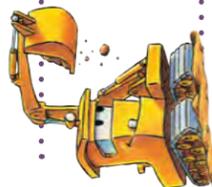
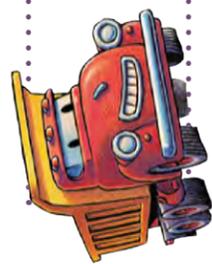
Discuss how, of course, trucks don’t really need to sleep the same way that people need to sleep. But talk about what happens if machines aren’t “rested” for fuel and maintenance and safety checks, and what some of those maintenance items might include. This can introduce opportunities to discuss friction: 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.

Supplemental Activity

Mighty, Mighty Construction Site emphasizes the power of teamwork to get a job done. Create a classroom job chart, assigning students to a daily, weekly, or monthly task, such as putting away classroom supplies, organizing the classroom bookshelf, and caring for classroom pets and plants.



_____’s Crew: Together, There’s Nothing We Can’t Do!

Name					Job	Day: _____	Day: _____	Day: _____	Day: _____
