



Night City

Standard Connection:

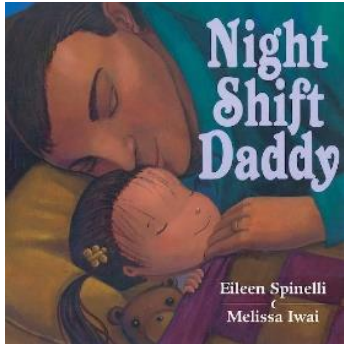
ELA.RL.PK4.3
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SS.OW.PK4.5
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PD.FM.PK4.5
VA.CN11.1.PK
VA.CR1a.2.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Night Shift Daddy</i> writing utensils city skylines from Unit 5, Week 3 blocks Beautiful Stuff pretend people figures paper clipboards flashlights 	<p>building: anything built or constructed</p> <p>create: to make</p> <p>custodian: a person who is responsible for taking care of someone or something</p> <p>nocturnal: asleep during the day and awake at night</p> <p>research: a way of looking for new information</p> <p>skyline: where the sky meets buildings or the land</p> <p>structure: a thing made up of parts joined together in a certain way</p> <p>sweep/swept: to brush lightly</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>Night Shift Daddy</i> , the girl's father worked as a night custodian . What do you notice?"	Show illustrations. Children respond.
"Her father cleaned and swept buildings while other people were sleeping."	
"In Library and Listening, you researched other nocturnal jobs. What did you find out?"	Show examples of children's research. Children respond.
"How are the night-time jobs you researched similar to or different from the girl's father's job?"	Children respond.
"Today in Blocks, you can create a night-time city. Refer to <i>Night Shift Daddy</i> for inspiration, and use the skylines that you created for Skyline Block Structures ."	
"You can use Beautiful Stuff to create night workers for the buildings in your city."	

During Centers:

Encourage children to label their night city. Support children in drawing and labeling a map of their night city. Support children in collaborating - one child can draw a plan, another child can build the city, and another child can label the city and/or create a map. After children have built their night city, turn off lights and give children flashlights to create shadows in their night city.

Guiding Questions During Centers:

- What jobs do people do in your night city?
- How do you think the girl in *Night Shift Daddy* feels about her daddy working at night?
- Why do you think her daddy cleans and sweeps at night instead of during the day?
- How is a night city similar to or different from a city during the day?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Invite a family or community member who works at night to speak to the children about his/her job.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically group children who need extra support with children who can be helpers. Provide a variety of materials for drawing and building that meet the children's fine motor and sensory needs.