



# Who Works at Night?

Standard Connection:

- ELA.RI.PK4.7
- ELA.RF.PK4.4
- S.LS.PK4.4c
- SS.FC.PK4.2
- SS.FC.PK4.7
- PD.FM.PK4.4

**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"> <li>• <i>Night Shift Daddy</i></li> <li>• <i>Who Works at Night?</i> (see Resource)</li> <li>• blank books</li> <li>• paper</li> <li>• writing utensils</li> </ul>	<p><b>building:</b> anything built or constructed</p> <p><b>custodian:</b> a person who is responsible for taking care of someone or something</p> <p><b>information:</b> knowledge learned/facts/data</p> <p><b>job:</b> a regular employment</p> <p><b>research:</b> a way of looking for new information</p> <p><b>work:</b> an activity one gets paid money for completing</p>	

Intro to Centers	
<b>Preparation: Set up materials</b>	
"In <i>Night Shift Daddy</i> , the little girl said goodnight to her daddy. What do you notice?"	Show Illustrations. <b>Children respond.</b>
"Her daddy didn't go to bed like she did. He went to <b>work</b> . What do you notice?"	
"He was a <b>custodian</b> - someone who takes care of and cleans <b>buildings</b> . What do you notice?"	
"Why did he <b>work</b> at his <b>job</b> at night instead of during the day?"	<b>Children respond.</b>
"It was easier to do his <b>job</b> of cleaning the <b>building</b> at night because all the people in the school were at home asleep."	
"The title of this book is <i>Who Works at Night?</i> "	Read book.
"Many people work at night with different <b>jobs</b> . Today in Library and Listening, you can <b>research jobs</b> that people do at night."	Show materials.

### **During Centers:**

Compare and contrast people working at night to nocturnal animals. Encourage children to act out the jobs they researched in Dramatic Play. Encourage children to show people working at night in their *Night City*. Encourage children to create a survey question based on their research.

### **Guiding Questions During Centers:**

- How is work people do at night similar to or different from work nocturnal animals do?
- Why is (job) done at night?
- How are artificial light sources helpful to people who work at night?
- What jobs do people do in your *Night City*?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered and strategies used.

### **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 night shift worker to the classroom to talk about their job. Write a letter with questions to the school custodian, i.e., *Why is your job easier to do at night?*

### **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 partner children together who may need more support with children who can be helpers. Provide pictures of people doing night jobs to provide visual support for children who need it.