



READ Guide:

Goodnight, Goodnight Construction Site

Why do we
READ?

R Repeat the Read

When we repeat books with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become the storytellers and talk about the book, we give them the chance to use language and vocabulary, and they learn empathy as they relate to the characters. By reading this book at least three times, you help children build language and vocabulary, engage in meaningful conversation, and nurture critical thinking. They become powerful, determined learners and problem-solvers.

Read 3 times: transform story time into the ultimate learning experience

- 1st read** Focus on events: what's happening in the story
- 2nd read:** Focus on emotions: how character's feel
- 3rd read:** The child tells the story: ask "why " questions

E Engage & Enjoy

When we keep our children engaged in the book, they are more likely to learn the vocabulary we are trying to teach and to participate in conversations about the book. Using silly voices, with movement helps to keep them focused on the book and make the most of every opportunity to build vocabulary and model what skilled readers do when they read.

Enjoy acting out and explaining **vocabulary** from Goodnight, Goodnight Construction Site to your child. Change your voice to show emotion. Use gestures, actions and sounds, and have the children join you. Point to words and share child-friendly definitions.

Grin:	Smile	Bed:	Back part of truck, carries the dirt
Weary:	Sleepy	Wheels:	Tires
Dizzy:	Shaky	Smooth:	Flatten
Engine:	Motor, what makes him move	Grade:	The ground
Haul:	Move things around	Stack:	Little chimney
Heap:	Pile	Track:	His wheels
Great work:	Good job!	Thunderous:	Loud
		Proud:	Pleased and happy

Describe what the trucks are doing while they work.

Ask "How does it feel to go to bed after a long day of really hard work?"

Talk about different kinds of construction vehicles, and what their jobs are on a site.

Explain that everyone has different kinds of jobs, and when you work hard and do a job well, you feel proud.

A Ask Questions

Conversation about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with "how" or "why" to encourage children to look back in a story and discuss key events and characters' thoughts and feelings related to those events. Children who cannot yet talk can still listen - answer your own questions. Use think-alouds to help children understand important parts of the story. You can say things like, "I wonder why..." or "He must feel..." or even, "What does it mean that the construction trucks work "with all their might?" (That they are working SO hard!)

Read other books about construction sites:
Mike Mulligan and His Steam Shovel by Virginia Lee Burton
Construction Countdown by K.C. Olson
Tip Tip Dig Dig by Emma Garcia
Demolition by Sally Sutton

D Do More

Make the book come alive. Tie the book to other parts of the day, and connect children to the events of the book. .

Call attention to the different types of trucks seen in the book when out driving through the neighborhood or past construction sites..

Create a construction site of you own using sand, dirt and trucks you have at home. Incorporate activities into your bedtime routine

Let your toddler wash a truck in the bathtub or pretend to brush the wheels of the truck as he/she brushes his teeth. .



READ Guide: *Goodnight, Goodnight Construction Site*

READ to make a difference for a lifetime.

1st READ **Focus On Events**

READ is a way to have meaningful conversations with a child, using a book to promote thinking, enhance comprehension, build vocabulary and enhance relationships.

The first time you read, use think-alouds to teach vocabulary, introduce key events, and help the child understand the story problem and relate to the character. Use voices, expressions, tone and pace to bring the story to life.

Look at the cover, read the title and author and say "The name of this book is *Goodnight, Goodnight, Construction Site*. I see a backhoe and three other construction trucks in the distance. Look at the moon and the stars! I'm thinking it must be nighttime. Let's read the book and find out more about the construction site at nighttime!" As you read, explain any words your child may not understand like *dizzy, engine and haul*. Act out words like grin and scooping. Point to illustrations as you say the words to help support vocabulary. After the first read, say "We just read about different vehicles at the construction site! Let's look back and say goodnight to all the trucks!"

2nd READ **Call Out Emotions**

Ask open-ended questions: "how" or "why" to encourage children to discuss key events, characters

The second time you read, use think-alouds to teach vocabulary and characters' thoughts and feelings related to key events. Remember to use expression in your voice to bring joy to reading.

Before reading, say, "Now that you know this story so well, help me read it. Do you remember all the different trucks working at the construction site? Let's read and find out how all the trucks felt after working hard all day." Say things like, "I am thinking the Crane Truck, Cement Mixer and the other truck must have been exhausted and ready for bed after a long day of work." Use this read to talk about the importance of working hard and also how important it is to rest your body and sleep. After finishing the read, ask "Why do the trucks have to turn off their engines and rest at night?"

3rd READ **Child Tells Story**

Point to words, act-out words, and tell child-friendly definitions using words the children understand

The third time you read, encourage children to tell you about the key events and how they relate to the character's thoughts and feelings. As you read, ask questions like "What's happening here?"

The third time you read, encourage children to tell you about the key events and how they relate to the characters' thoughts and feelings. As you read, promote new vocabulary words and ask questions like "What's happening here?" For this read, before you start, say, "Remember the busy construction site? All the trucks worked hard at their jobs but at night they all rested and went to sleep. Why do they need to rest and sleep? Let's read and find out." Then, instead of reading every word, encourage your child to tell you what is happening on each page and how the characters feel about what is happening. Use vocabulary from the book and previous reads to restate what your child says (for instance, if your child says "Because they work hard and are tired from working all day" say, "Yes, I think the trucks worked very hard and were exhausted after a long day of work.")