



MIGHTY, MIGHTY CONSTRUCTION SITE

AUTHOR: SHERRI DUSKEY RINKER

ILLUSTRATOR: TOM LICHTENHELD

See a video of the book read aloud here: [Mighty, Mighty Construction Site](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

In this follow up to *Goodnight, Goodnight, Construction Site*, all of our favorite trucks are back on the construction site—this time with a focus on team-building, friendship, and working together to make a big task seem small. Down in the big construction site, the crew faces their biggest job yet, and will need the help of new construction friends to get it done. Working as a team, there's nothing they can't do. ([amazon.com](#))

ABOUT THE AUTHOR

Sherri lives in the Chicago area with her photographer husband and two sons. She is constantly inspired – and often exhausted. Her books are love stories for her children, written to wrangle some smiles and with the hopes of happier bedtimes and sweet dreams for all. ([amazon.com](#))

ABOUT THE ILLUSTRATOR

"I've always loved to draw pictures and make up stories. My earliest childhood memory is of sitting in the kitchen, drawing pictures of ships and trucks on a blackboard. My venture into children's books was a happy accident. Back in 1995 I got a letter from my nephew Adam, who LOVED pirates, asking me to draw him a picture of a pirate. I sat down at my drawing board to draw a few pirates and ended up creating 20 pages of silly pictures and nonsense about pirates. It was enough to fill a book, so that's what I did. I called it *Everything I Know About Pirates*. I sent it off to my nephew and saved a copy for myself. After four years of submitting the idea to editors, it was accepted by Simon & Schuster and published in 2000. I get ideas by keeping my eyes and ears open, especially when I'm around kids. Then I try to see things as a child would and write from their perspective. I always write with a specific child in mind, as if we're just having a fun conversation. For inspiration, I have a bunch of photos of kids on my wall. Whenever I'm stuck for an idea, I look at one of those photographs and think to myself, "What would make THAT kid laugh?" I get a lot of help from our cats, who lay on my pencils, my drawings, my hands and anything else that puts them in the way of what I'm trying to do. My wife helps edit my ideas and often comes up with ideas for the endings for my books, which is the hardest part. She also helps keep me organized and on schedule. Until I come up with a better one, that's my story."

([www.tomlichtenheld.com](#))

THE READ ALOUD

BEFORE READING

MIGHTY, MIGHTY CONSTRUCTION SITE

TOPICS & THEMES:

- Team-building
- Friendship
- Working together

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

Use these prompts before reading the story to help students activate background knowledge and make predictions:

- (cover) What are we looking at here? Let's open the book up so that we can see the front and back at the same time. What do we see now?
- (cover) What time of day do you think it is? What hints did you use to figure that out?
- (title page) I notice that the sun is just coming up – and look – the construction trucks all have their eyes closed. It must be very early in the morning.
- Let's read and see what happens.

DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content:

- (p. 1) I think I know what "gear up" means. Do you?
- (p. 2) Do you notice the rhyming words on this page? (sun, run)
- (p. 3) They are "eager" to start. Can anyone guess what that means? When you are eager, you are very ready to do something.
- (p. 5) This is going to be a BIG job for them. Three words on this page describe how big: massive, immense, and giant. It must be a pretty big job if the author has used three words that mean the same thing!
- (p. 6) HHONNK!! That's written in big capital letters. That's really loud!
- (pp. 7-8) What's the rabbit doing? Why?
- (pp. 11-12) What's in the background of this illustration?
- (pp. 13-14) Each truck has its own job but working together makes it go faster.
- (p. 22) What do you think they are pouring concrete so high up?
- (p. 30) What do you see in the sky?

AFTER READING

Use these prompts after reading the story to help students understand what they just read:

- What does teamwork mean?
- How was teamwork shown in this story?

BRINGING THE BOOK TO LIFE!

- (p. 2) Can you show me how you would wipe your faces with your windshield wipers?
- (pp. 9-10) Let's count the trucks.
- (p. 15) There are no more building supplies. Put your hands on your cheeks and say, "Oh no!"
- (p. 18) Can you make the "beep, beep, beep" sound of a truck backing up?
- (p. 28) Roll up in your cozy beds (on the floor). After your hard day's work, it's time to rest.

COOPERATIVE LEARNING

- (pp. 11-12) Turn to your neighbor and talk about how friends can help friends with big jobs.

EXTENSION ACTIVITY

- Pair off children and have them sit on the floor facing each other with their knees bent, toes touching. Ask them to hold hands (both hands). One student (you can assign numbers or let them figure out who goes first) leans back, as close to lying down as possible, being sure to keep holding hands. The other student pulls the first student up as he/she tries to lie down. This resembles two-person sit-ups. It doesn't work without cooperation (teamwork).