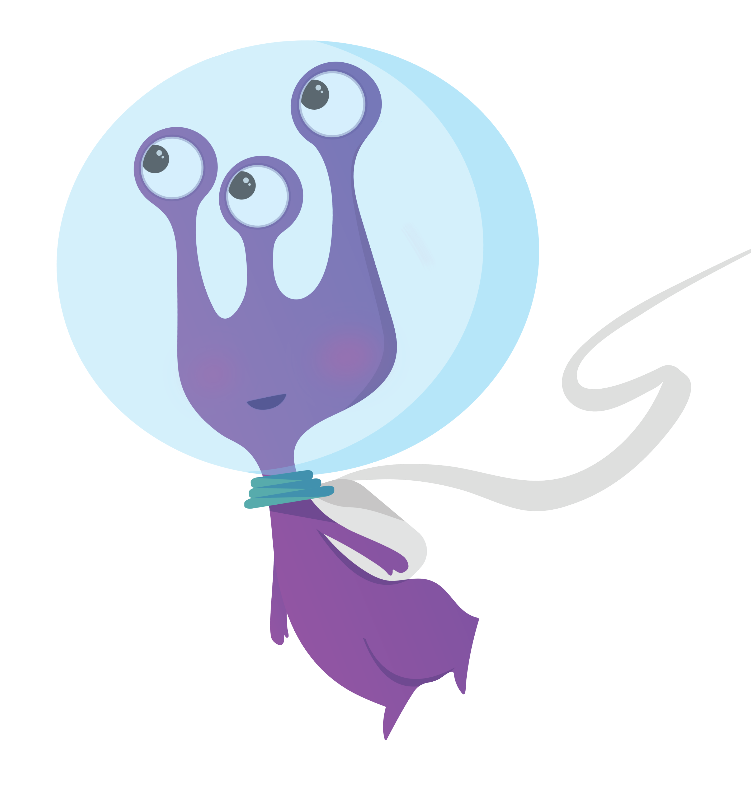
# **Extended Learning Activities**

**PLANET R | USING TOOLS**



**PLANET R ACTIVITY**

Ask students if they know what a “tool” is and continue the conversation with the following questions:

* *What are tools used for?*
* *What tools do you use or have you used? What did you do with the tool you used?*
* *What are some tools we use here at school? In this classroom?*

Use the chalkboard/whiteboard or chart paper to write down the names of as many tools as students can list. Convey that tools are used to help us do our work better, more efficiently, and effectively.

Tell students that you will name various occupations and they should raise their hand if they know of a tool that an individual in that occupation might use, one tool at a time. Record answers on the chalkboard/whiteboard or chart paper — or simply keep a count of the number of tools identified. See how many tools students can identify.

Use the following Realistic (“Doer”) occupations as discussion starters, or create a list of your own, and then expand into other occupations:

* A farmer
* A construction worker
* A pilot
* A mechanic
* A baker
* A bus driver

An optional addition to this exercise is to have the class decide if they think a person in the stated occupation would *definitely* use that tool or *might* use that tool. The occasions when students feel a person in a specific occupation might use the mentioned tool become opportunities for discussing with students how, when, and why various tools are used.

Expand students’ perception of tools by asking the class to consider if items, such as a baker’s hands, could be considered a tool, or if an athlete’s arms or legs could be labeled as a tool. Relay how school skills such as mathematics, reading, science, and reading could also be considered tools.