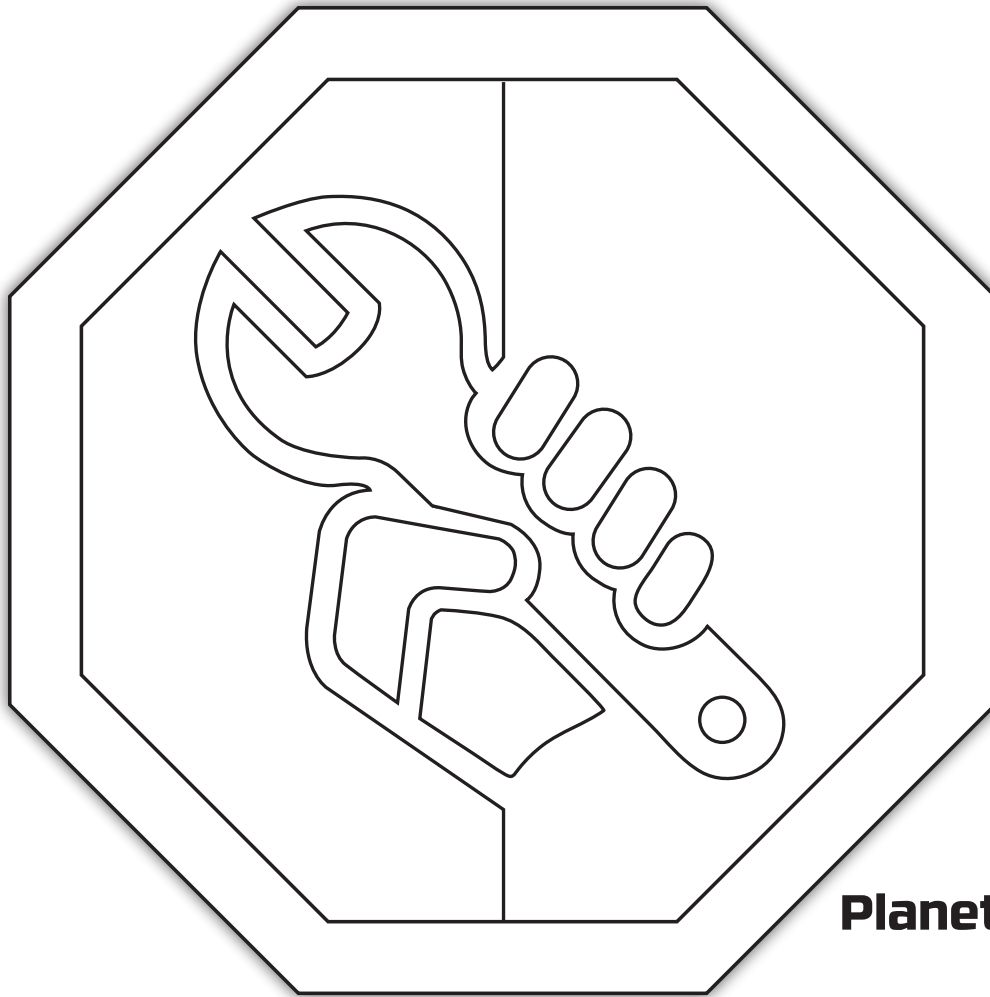

Name



OKLAHOMA
CareerTech



Planet R

Video Questions

1. What tools do you use at home?

2. What tools do you use at school?

Game Questions

1. What did you have to count to attach the parts? _____

2. What tool might you use to attach the parts?

I Statement Questions

1. I can name six (6) different tools that people use at work. a. _____ b. _____

c. _____ d. _____ e. _____ f. _____

Planet R, The Realistic Planet

On Planet R, students learn about the tools do-ers use. Do-ers like to use their hands and to use tools and run machines that help them make, build or grow things. They tend to be active, and these jobs often involve physical activity. Students also learn about goal-setting and technical skills that help people achieve their goals such as choosing and using the right equipment or tools or personnel, troubleshooting, maintenance and monitoring to make sure equipment and operations continue to work as they should. Mathematics is a basic skill that is important for everyone but highlighted here on Planet R.

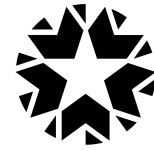
In the game on this planet, students practice their math skills while they help the workers at Rapid Rocket Repair select the correct number of screws needed to install each spaceship part. In the activity on this planet, students learn about different kinds of tools and machines Planet R do-ers use.

Here are suggestions for supporting your child's learning:

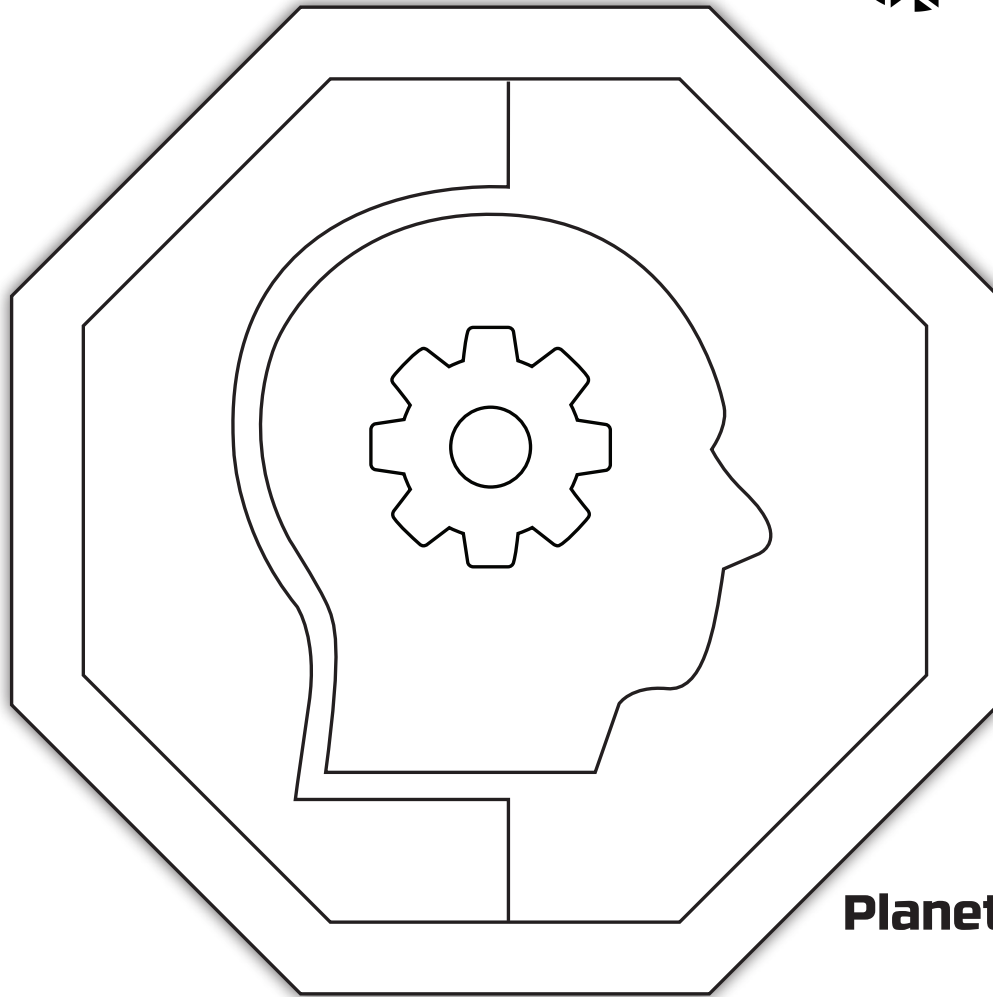
Ask: Do you like to build or make things? Why (or why not)? What tools do you use when you play with building toys (toy blocks, bricks, buckets and shovels, for example) or make craft projects? What tools do we use that we hold in our hands? What tools need our own muscles to make them work? What machines do we use that need us to flip levers or spin dials or push pedals to make work? How could a bicycle, tricycle or wagon be used as a tool? What kind of work could it help you do? What goals have you set for yourself? (These could be short-term, such as eating all of one's vegetables at dinner, or longer-term such as completing a project, taking a sack lunch every day this week or getting a particular grade for the semester.) How does it make you feel when you are working to achieve a goal? How do you feel when you accomplish your goal?

Do: If you have a building, repair, gardening, craft or cooking project at home, invite your child to help. Before you get started, talk about the goal for your project and the steps you will take to reach your goal. Ask your child to guess the purpose of each tool. Name the tools you use and describe how they work. Talk about how to use these tools safely. When you see a construction or road project, play a game to see who can name the most tools and machines that workers might be using. What do you think the smallest tool or machine is? (A screwdriver? An Allen wrench or hex key? A tile spacer?) What do you think the largest tool or machine is? (A chainsaw? A dump truck? A crane?) What is the goal for this group of workers? How will they achieve their goal? They have a big project goal, but do individual workers also have goals for their parts of the project?

Name



OKLAHOMA
CareerTech



Planet I

Video Questions

1. What tools do thinkers use?

2. What are some of the thinker job names?

Game Questions

1. What were you writing a program to move? _____

2. What tools might a programmer use to write a program? _____

I Statement Questions

1. I can name six skills that can be important to all workers. a. _____ b. _____

c. _____ d. _____ e. _____ f. _____

Planet I, The Investigative Planet

On Planet I, students learn that people who like to use their minds to solve problems (the thinkers) also use many tools to help them with their work. Magnifying glasses and microscopes, binoculars and telescopes help researchers see and study very small things and objects that are very far away. Doctors use many tools to diagnose and heal patients. Many thinkers use computers to store and study data. Students also learn about the skill of problem-solving, which involves identifying the problem, studying the causes and issues, proposing solutions, choosing the best solution, trying it and testing it. If the first solution does not work, then a problem-solver tries again with another possible solution. Science is a basic skill that is important for everyone but highlighted here on Planet I.

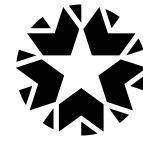
In the game on this planet, students learn that computer programmers are writing new programs to tell the spaceship that crashed on Planet R how to fly again. They try their own hand at dropping pieces of code into the correct order to program a robot to move to the spaceship. In the activity on Planet I, students decide if the tools described are used in relation to the sun, moon or Earth.

Here are suggestions for supporting your child's learning:

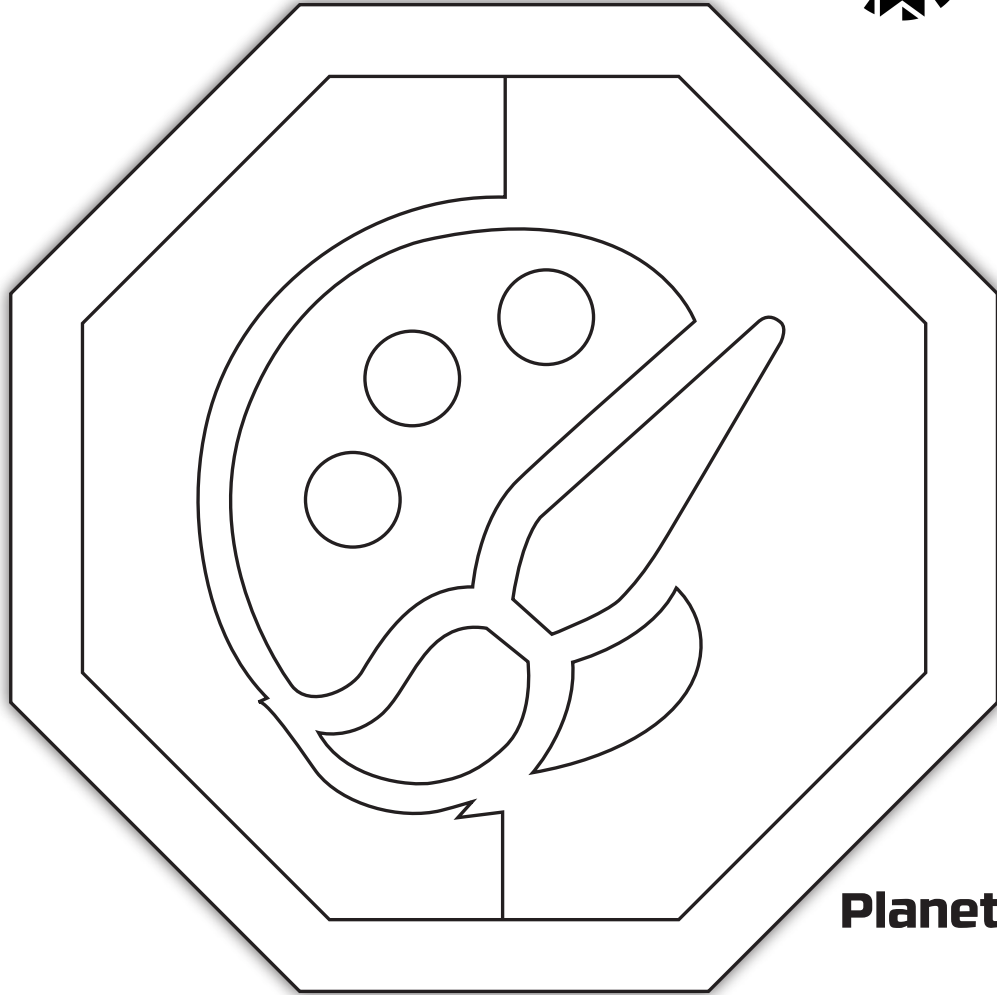
Ask: What kinds of tools do we use to help us figure out how what something is like or how it works or to diagnose a problem? (Examples: magnifying glass to look at leaves, a kitchen scale to find out if a cup of flour or a cup of sugar is heavier, a bathroom scale to find out if we have gained or lost weight, a yardstick or measuring tape to see how tall the child has grown, a thermometer to check for fever, a voltage tester to see if electricity is present.) What kinds of problems have you tried to solve lately? What has made you curious? What steps did/could you take to find a solution to the problem or an answer to your question?

Do: Talk with your child about the kinds of problems you must solve at work or while doing your tasks at home. What steps do you take? Involve your child in helping to think of solutions for a problem at home. (Identifying the problem is a first step. Ask your child to help. For example, if you tend to run late in the morning, is this a problem? What causes this? What are possible solutions? Which seems like the best solution to try first? Why? Try the solution together; then assess if it worked. If not, decide on another solution and try again.) If there is a science museum or nature museum nearby, visit with your child. Encourage your child to try the hands-on exhibits. Ask questions about what and how your child learns about the object(s) in the exhibit. Do visitors use tools? Do they use their senses? Do they need to solve problems or figure out answers on their own? What kinds of information does the exhibit provide to help them find answers?

Name



OKLAHOMA
CareerTech



Planet A

Video Questions

1. They talked about many tools used by creators. Can you name five of those? _____

2. What is a skill that all creators need? _____

Game Questions

1. The spaceship crashed on planet R, and they replaced _____, while planet workers wrote a new _____ to make it fly. Then planet A did what to help with the spaceship? _____

I Statement Questions

1. Talk to your parents or guardians and list the jobs they have and the tools they use on the job.

_____	_____	_____	_____
Job	Tool	Job	Tool

2. What kind of tools do you use when you make craft projects?

Planet A, The Artistic Planet

On Planet A, students learn about some of the tools creators use. People who have artistic interests include musicians, actors, writers and reporters as well as designers of all kinds — from hair design to fashion, from interior design to architecture. People with artistic and creative interests like to express themselves. Students also learn about the importance of communication skills and writing skills, which are important not only for people with creative interests. These are skills everyone can improve and use.

In the game on this planet, students help to create a mural for the spaceship that is under repair. A mural is a way to tell a story in pictures. In the activity on this planet, students think about the kinds of tools creative workers use.

Here are suggestions for supporting your child's learning:

- Ask:** Talk to your child about what creative activities happened at school. Then ask about the tools the students and teachers used. Don't limit yourself to crayons and markers. Do students use maracas or triangles in music class? Do they use microphones? Ask if your child likes to design new things, like new hairdos or new clothing combinations or room arrangements.
- Do:** Encourage your child to create a story in pictures. This could be done by drawing and coloring on paper. You could go big by using sidewalk chalk to create mural-sized picture stories. If you are very adventurous, allow your child to create a mural with pencil or paint on the bedroom wall. Another great way to create a story with pictures is to create a collage using pictures from magazines, newspapers, and other sources. Talk with your child about what story they are telling with their artistic creation. You might encourage them to write an artist's statement about their work.



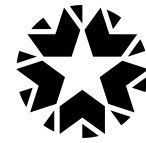
OKLAHOMA
CareerTech



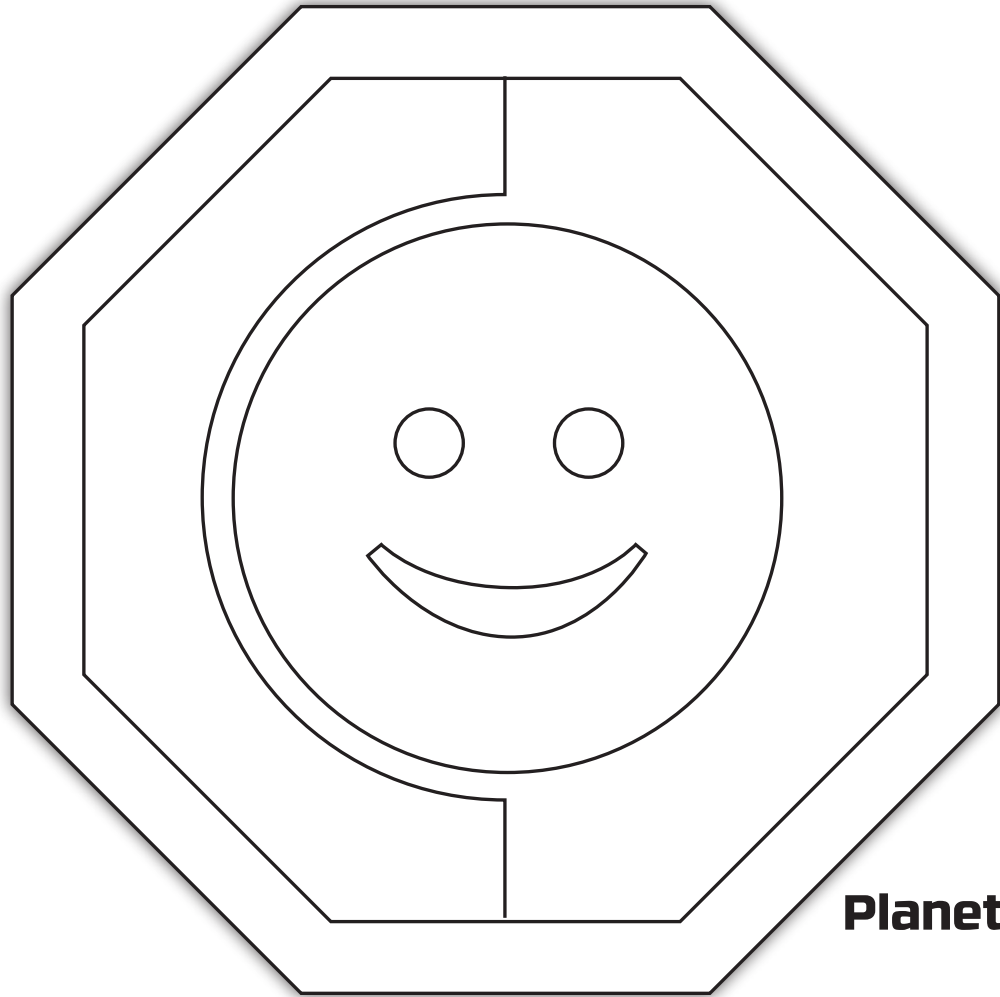
OKCareerGuide
Supported by Oklahoma Department of Career and Technology Education

 **kudergalaxy®**

Name



OKLAHOMA
CareerTech



Planet S

Video Questions

1. Name 4 jobs that were talked about in the video.

2. What are some of the tools used by the jobs above?

Game Questions

1. The picture when complete is of _____.

2. There are _____ number of pieces of the puzzle.

I Statement Questions

1. Describe how the people from the different planets might work together as a team to solve a problem.

Planet S, The Social Planet

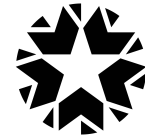
On Planet S, students learn about the kinds of tools helpers use. People with helping jobs include nannies, childcare workers and teachers; therapists, counselors and advisers; and others who help people learn, heal and find their way. Helpers are good listeners, and they like to work with others. That makes this planet a good place to think about teamwork, social skills and active listening skills. Those skills are important for everyone—not just people with helping jobs.

In the game on this planet, students put together a puzzle that shows a picture of the spaceship and the team of workers who repair it. This puzzle is a tool nannies and childcare workers use to help the children from the spaceship pass the time while they wait for the spaceship repair to be completed. In the activity on this planet, students think about the helpers who work at a school and how they team up to help students.

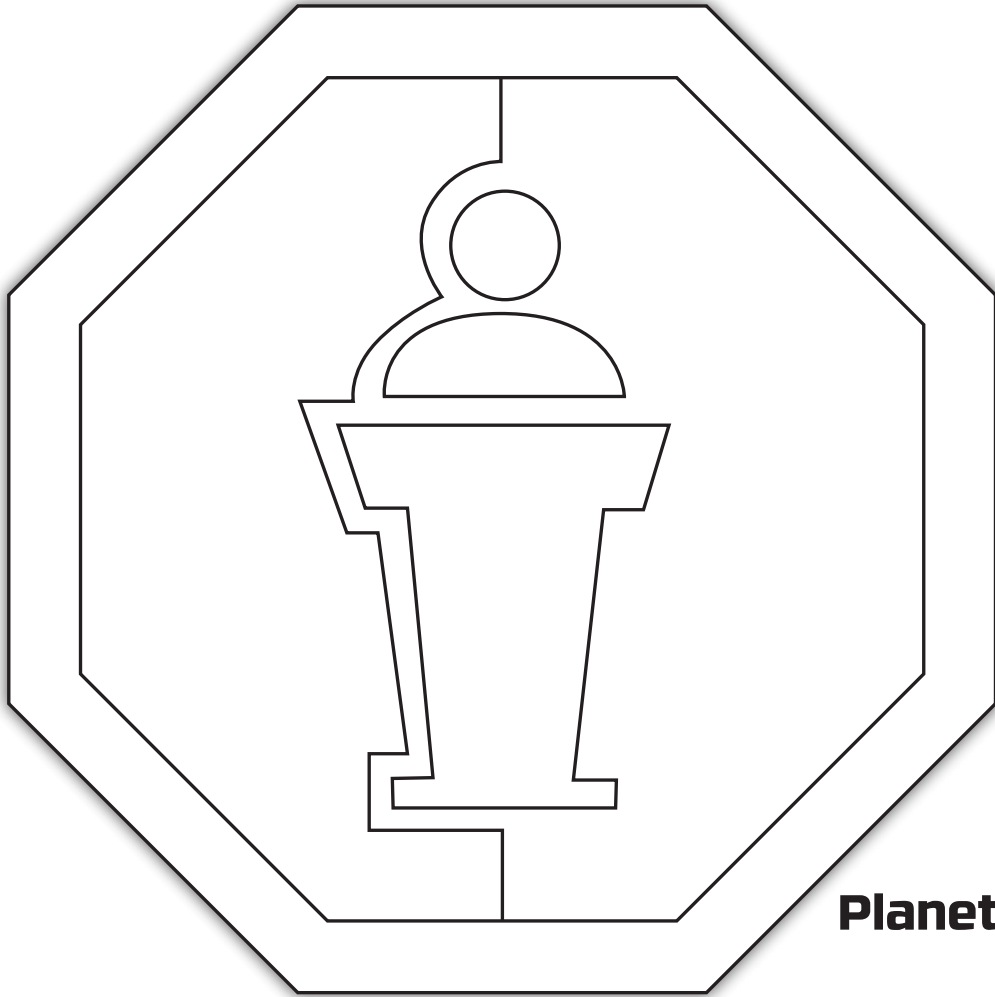
Here are suggestions for supporting your child's learning:

- Ask:** Would you like to work by yourself to do a puzzle or would you like to work with someone else as a puzzle-solving team? What kinds of workers have you noticed who have helping jobs? What do they do? How do they help others? Think about your school. Who are the helpers there?
- Do:** Volunteer with your child at a nursing home or care facility. Your child might help someone do crafts. Your child could read to a person. Your child might just listen. Talk about the experience together afterwards.

Name



OKLAHOMA
CareerTech



Planet E

Video Questions

1. Have you ever used a web/video camera to talk with someone? *circle one* YES NO
2. What are 2 jobs where people are called persuaders? _____
3. What are some tools that persuaders use?

Game Questions

1. How many extra-large spaceships did you land and launch? _____
2. What kinds of tools might you use when you are being a persuader? _____

I Statement Questions

1. List 3 jobs that you would like to know more about.

Planet E, The Enterprising Planet

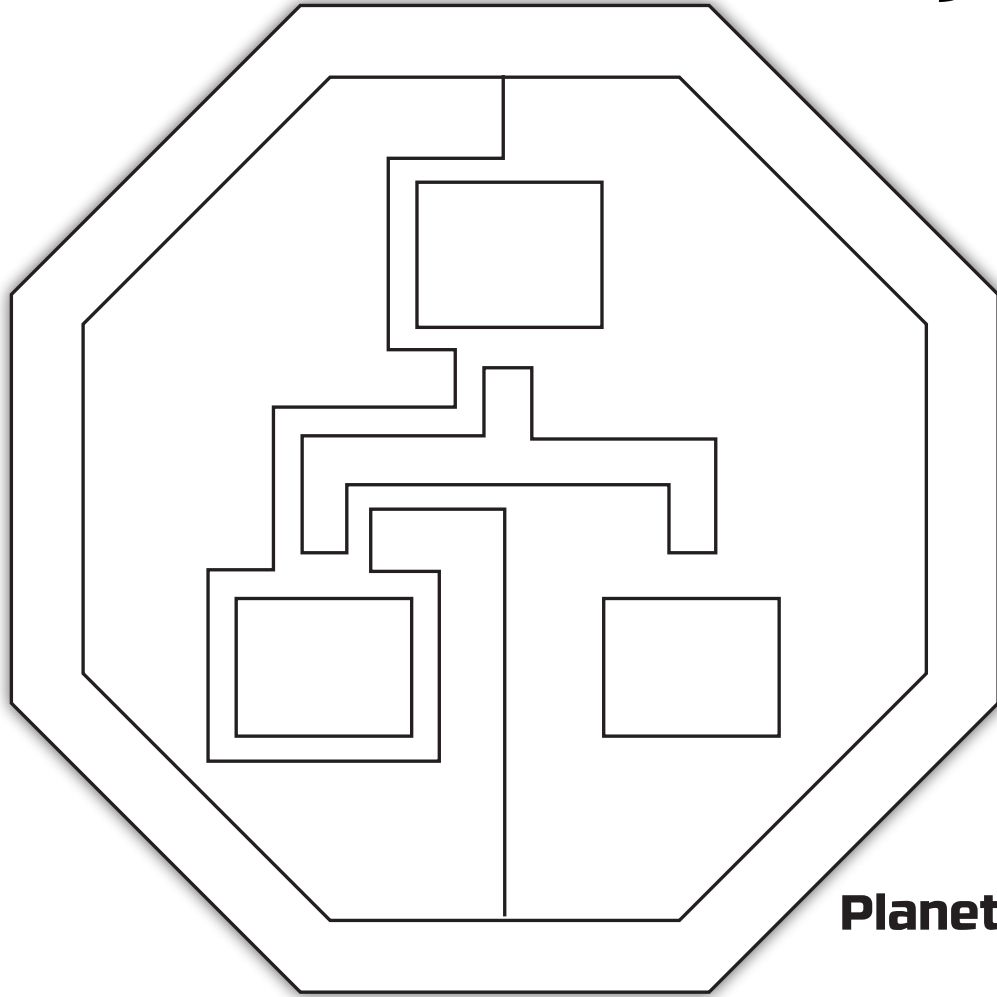
On Planet E, students learn about persuaders and the tools they use. People who are persuaders like to influence others. They might like to convince people to buy a product or buy into a new idea, to work together to accomplish a goal or to join them in a new venture. Persuaders include business leaders, entrepreneurs, sales people, politicians, administrators, managers and supervisors. Persuaders tend to be good public speakers and good decision-makers. These are skills that are important for everyone, but Planet E is a good place to highlight them.

In the game on this planet, students work with spaceport controllers, like Earth's airport traffic controllers, to help organize spaceships taking off and landing safely. Persuading spaceship captains to follow instructions and work as a team keeps everyone safe and products and passengers moving smoothly. In the activity, students read about scenarios where they might want to influence others to work together on a project, attend a class concert and so forth. They decide whether the tools suggested would be persuasive or not.

Here are suggestions for supporting your child's learning:

- Ask:** Do you like to convince others to do something you want to do? Have you noticed any persuaders around you today? (Examples could include teachers, friends, parents, people on the news and people in stores.) How did they convince others? Did they use tools to help them be persuasive? (Examples might include microphones, computers, vehicles to travel to meetings, display boards or digital presentations, prizes or incentives — a popcorn party at school as a reward for meeting a reading goal, for instance.)
- Do:** If you have chores to do around the house, make a game of persuading each other to do them. What works? What tools do you or could you use? Do you have a chore chart? If not, you could make one together. Do you leave Post-it reminders for each other? Do you have a shared goal you can work toward? You could make a poster that helps you see how close you are getting to your goal. When you are out and about, talk together about how people help you buy the products you need or didn't know you needed. How do people convince you to try a new activity? How do people make sure a big job is done and done on time? If you are a supervisor, you could tell your child about how you motivate your team. If you are part of a team, talk about what that experience is like.

Name



Planet C

Video Questions

1. Planet C are orgaizers. What are 2 of the organizer jobs in the video?

2. What are some of the tools that organizers use? _____

Game Questions

1. On Earth, the person that sorts and delivers mail is called a _____.

I Statement Questions

1. Name a planet that had tools that you might like to use. (might need to review planet videos)

Planet C, The Conventional Planet

On Planet C, students learn about organizers and the tools they use at work. People who are organizers like to plan, calculate and arrange things in orderly ways. They are good at establishing and following structures and methods. They help everyone stay on time and on task. They help us find what we need when we need it. They make sure paperwork is completed correctly and filed appropriately. They keep the Galaxy of Work working smoothly. One of the cross-functional skills that everyone can use at work but which we highlight on Planet C is resource management. This includes managing time — your own and a team's — well, and it also includes managing material resources like supplies, inventory, documents and records. Reading comprehension is a basic skill that is important for everyone, and students continue to practice their reading comprehension on Planet C. Throughout Level 2, students have learned about how people with varying skills and interests on each of the planets have helped repair the rocket that crashed in the first planet, Planet R, and prepare it to fly again. Planet C is the final planet for Level 2, so the rocket is ready to fly.

In the game on this planet, students help a delivery person deliver invitations to the rocket launch party to the residents in a neighborhood. They organize the invitations in the same order as the houses, so the delivery can go quickly and efficiently. The activity on this planet asks students how much they would like to use various organizing tools that they see people at school using.

Here are suggestions for supporting your child's learning:

Ask: How do you like to store your crayons or markers? Do you like them in a big, colorful jumble, or do you prefer them lined up in a particular order? Why? How does your teacher (or the principal or the administrative assistant) organize your day at school? (You might think about passing bells, reading groups, sections of the room for different activities, etc.) Why does the teacher do that? Do you have ideas that would help your classroom be even more organized?

Do: Enlist your child's help in organizing tasks at home. You could organize the sock drawer or the silverware drawer together. How do you decide which items should go together? Are there different ways to organize socks? (Color, size, intended use, etc.) When you go shopping, pay attention to how the shopkeepers organize the items. At the grocery store, are all of the fruits and vegetables together? The canned goods? The dairy items? Why do they do that? If you could organize the store, how would you group items together? Why? Do they use tools to help them organize? (Examples might include carts, shelves, folding boards or hangers at a clothing store, cabinets, tables, etc.) Where else do you see people organizing things? Do you see people using organizational methods that other people have created? Talk to your child about ways you organize or use organizational structures at work or home. What tools do you use to organize?