

Pre-Launch Lesson Plan

GRADE 2, PLANET R | AN INTRODUCTION TO TOOLS

Objectives

- Students identify and describe different kinds of tools people use at work.
- Students recognize that different kinds of jobs use different kinds of tools.

Preparation & Materials Needed

Chalkboard/whiteboard or chart paper.

Lesson Plan

Total Time: 10-15 minutes

INTRODUCTION 4-6 Minutes	<p>Introduce students' voyage to Level 2, Galaxy Planet R by engaging the class in a discussion about TOOLS.</p> <p>Ask students if they know what a "tool" is and continue the conversation with the following questions:</p> <ul style="list-style-type: none">• <i>What are tools used for?</i>• <i>What tools do you use or have you used? What did you do with the tool you used?</i>• <i>What are some tools we use here at school? In this classroom?</i> <p>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.</p>
ACTIVITY 6-8 Minutes	<p>For the next activity, pair students with a classmate, divide the class into teams, or engage the entire class in guessing what tools might be used for specific occupations.</p> <p>Tell students that you will name various occupations and they will raise their hand if they believe they know of a tool that an individual in that occupation might use, one tool at a time.</p> <p>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.</p> <p>Use the following Realistic ("Doer") occupations as discussion starters, or create a list of your own (and expand into other occupations):</p>



ACTIVITY

(continued)

6-8 Minutes

- 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.

CONCLUSION

1-2 Minutes

Ask students as they prepare for their journey to Planet R to watch for tools that individuals interested in Realistic occupations might use.