

Tools and Work (Module 1)

In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job. They then extend their understanding of what it takes to do a job when they learn how the "habits of character" of initiative, collaboration, perseverance, and responsibility help them do work. In Unit 1, students are introduced to hand tools through a series of "tool challenges." In each challenge, students are presented with a dilemma and the question, "Which tool is best for the job?" Students discuss by asking and responding to questions, and ultimately experiencing tools for themselves as they engage in each tool challenge. Following these experiences, students engage in a series of focused read-alouds, featuring people from around the world who use specific tools for certain tasks. Students reflect on their own experiences with tools from earlier in the unit, as well as those they have read about, to construct a definition of tools.

In Unit 2, students engage in close read-alouds, which focus on the study of characters in new literary texts. Through these texts, students will consider the habits of character that help them make work easier and solve dilemmas. To support their understanding of these habits of character, students experience a new set of challenges. In Unit 3, students use their classroom tools and habits of character to collaboratively create a "magnificent thing" for their classroom. At the end of the module, students take all they have learned about tools and work to create a "magnificent thing" that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation. This performance task centers on **CCSS ELA W.1.2 and SL.1.1**.

- **Topic: Tools and Work**
- **Task: Experience-Based Informational Writing: A Magnificent Thing for the Classroom**
- **Targets (CCSS explicitly taught and assessed): RL.1.1, RL.1.3, RL.1.4, RL.1.7, RI.1.1, RI.1.7, W.1.2, SL.1.1, L.1.5a**
- **Texts: *My Math Toolbox, I Use Science Tools, A Chef's Tools, Tools, The Most Magnificent Thing, The Little Red Pen***

[Video Overview](#)

Guiding Questions and Big Ideas

- ***Why do we need tools?***
 - Tools make our lives easier by helping us do work.*
 - Tools help us create things.*
- ***How do habits of character help us do work?***
 - Habits of character are behaviors that help us learn and do our work.*

- ***How do we create a magnificent thing?***

People use tools and habits of character to create magnificent things.

Module 1 Performance Task - Experience-Based Informational Writing: A Magnificent Thing for the Classroom

In this two-part performance task, students create a magnificent thing (a product that fulfills a need or solves a problem within their classroom) in a small group and then independently write a description of what their group has created, why they created it, and how they used tools to create it. Students create their magnificent things over several lessons by applying what they have learned about tools and habits of character (i.e., initiative, responsibility, perseverance, collaboration), using *The Most Magnificent Thing* by Ashley Spires as a mentor text, and debriefing at the close of each lesson to consider how to build, finish, and revise something that serves a need in their classroom. After creating their magnificent things, students complete a scaffolded writing task during which they learn about the steps of the writing process and produce an informative piece of writing. Students' creations and written work are presented orally to classroom visitors at the end of the module. This task addresses CCSS ELA W.1.2 and SL.1.1.

Social Studies Connections

This module is designed to address English Language Arts standards and to be taught during the integrated literacy block of the school day. This module also intentionally incorporates social studies content that many teachers across the nation are expected to address in first grade. These intentional connections are described below.

C3 Framework for Social Studies:

- **D2.Civ.6.K-2:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **D2.Civ.9.K-2:** Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- **D2.Civ.11.K-2:** Explain how people can work together to make decisions in the classroom.