



Language Arts Curriculum

MODULE LESSONS

Grade 1: Module 1

Tools and Work — Performance Task

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

Summary of Task

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 in 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 SL1.1.**

Format

Two Parts: Project Creation and Informative Writing

Part 1: Product Creation

- Small groups use classroom tools and materials over several lessons to create something for classroom use.

Part 2: Informative Writing (constructed response)

- The informational piece of writing tasks students with naming their group's magnificent thing, identifying its use, and describing the tools they used to create it.
- It includes information gathered through students' creation experiences.
- The task is scaffolded through teacher modeling and guidance.

Standards Assessed through This Task

- W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Student-Friendly Task Invitation/Task Description

Part 1: Project Creation

First-graders, we are happy to tell you that headquarters is ready for you to begin making your magnificent thing for the classroom!

Don't forget that you learned how tools help to do work and make our lives easier. Also, keep in mind how you learned that habits of character are needed to do work, too. You will need to use tools and habits of character while building your magnificent thing for the classroom.

In order to complete your mission, you will need to think about what your classroom really needs. Think about a small problem that you might be able to solve if you build a magnificent thing.

Part 2: Informative writing (constructed response)

Your families are coming to visit our classroom to see the magnificent thing you have created. Write about the magnificent thing your group created, so they can learn about what you created and how you used tools to create it.

- What magnificent thing did you create?
- Describe how you used tools to help you make your magnificent thing.



Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria.

Your magnificent thing should:

- Do the job it is intended for
- Look complete
- Be recognizable and have a label
- Be usable by anyone
- Be a product you are proud of

Your informative writing should include:

- The names of tools used
- Details about how the tools were used in the project
- Complete sentences with spaces, punctuation, and capital letters at the beginning.
- Inventive spelling or words spelled from a word wall
- A conclusion that restates your focus statement

Options for Students

- Students write their informational pieces individually. They use their Magnificent Thing notebook to help them remember their experiences but should choose what language they will keep for their final product.
- Students work with a partner to assist as they plan and work on their writing, but the final piece will be an individual's product.
- Student writing could be various lengths, shorter for those for whom language is a barrier or longer for those needing an extension.
- Differentiate support for students who may be in different places with inventive spelling.
- Students practice rereading their writing. They write a sentence to read to classroom visitors when they present their magnificent things with their groups.

Options for Teachers

- Students may present their projects to their own class, to other classes in the school, or to parents or other adults.
- Students' magnificent thing creations must fulfill a function, but may differ from the sample models presented to students.
- Consider other ideas to fulfill an authentic classroom need.

Central Text and Informational Texts

1. Allen, Nancy Kelley. *My Math Toolbox*. Rourke Educational Media, 2011. ISBN-10: 1617417580; ISBN-13: 978-1617417580. (one per classroom)
2. Hicks, Kellie. *I Use Science Tools*. Rourke Publishing, 2011. ISBN-10: 1617419311; ISBN-13: 978-1617419317. (one per classroom)
3. Morris, Ann. *Tools*. HarperCollins; 1st Mulberry ed edition, 1998. ISBN-10: 0688161650; ISBN-13: 978-0688161651. (six per classroom)
4. Spires, Ashley. *The Most Magnificent Thing*. Kids Can Press, 2014. ISBN-10: 1554537045; ISBN-13: 978-1554537044. (six per classroom)
5. Stevens, Janet and Susan Stevens Crummel. *The Little Red Pen*. HMH Books for Young Readers, 2011. ISBN-10: 015206432X; ISBN-13: 978-0152064327. (six per classroom)
6. Strauss, Holden. *A Chef's Tools*. PowerKids Press, 2015. ISBN-10: 149940834X; ISBN-13: 978-1499408348. (one per classroom)

Mission Letter 5

(From Unit 3, Lesson 1; for Teacher Reference)

Directions: Write the following on a piece of chart paper in advance of this lesson.



Performance Task: Part I

First-graders, we are happy to tell you that headquarters is ready for you to begin making your magnificent thing for the classroom!

Don't forget that you learned how tools help to do work and make our lives easier. Also, keep in mind how you learned that habits of character are needed to do work, too. You will need to use tools and habits of character while building your magnificent thing for the classroom.

In order to complete your mission, you will need to think about what your classroom really needs. Think about a small problem that you might be able to solve if you build a magnificent thing. Here are some questions to help you think about what you might need in the classroom:

Is there any material that needs to be more organized?

Are there papers or work that need to be displayed?

Do you have a place for important papers or mail?

What papers might need an important spot in the classroom?

Are there any materials that are missing that could be made?

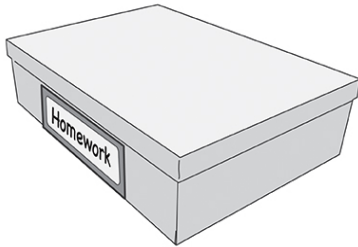
Good luck. Headquarters cannot wait to see what you create!

Magnificent Thing Models

Bathroom Passes



Homework Bin



Mail Bin



Student Work Sign



Performance Task: Part 2 Anchor Chart

(For Teacher Reference)

W.1.2



Directions: Write the following on a piece of chart paper or project over document camera.



Performance Task: Part II

Your families are coming to visit our classroom to see the magnificent thing you have created. Write about the magnificent thing your group created, so they can learn about what you created and how you used tools to create it.

- What magnificent thing did you create?
- Describe how you used tools to help you make your magnificent thing.

Done	Steps	
	Learn from a Model	
	Write a Focus Statement	
	Write Detail 1	
	Write Detail 2	
	Write a Conclusion	
	Revise	
	Edit	
	Publish, Share, and Celebrate! 	

Magnificent Thing Writing Booklet

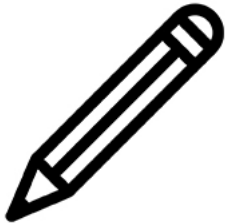

Page 1

Name: _____ **Date:** _____

My Magnificent Thing Writing Booklet

Your families are coming to visit our classroom to see the magnificent thing you have created. Write about the magnificent thing your group created, so they can learn about what you created and how you used tools to create it.

- What magnificent thing did you create?
- Describe how you used tools to help you make your magnificent thing.

Done	Steps	
	Learn from a Model	
	Write a Focus Statement	
	Write Detail 1	
	Write Detail 2	
	Write a Conclusion	
	Revise	
	Edit	
	Publish, Share, and Celebrate! 	

Magnificent Thing Booklet

Page 2

Name: _____ **Date:** _____

I can write the focus statement for my magnificent thing description.

1. **Reread** the focus statement from the model:

I used tools to make our classroom display sign.



2. **Talk** with a partner about what you are going to write.



3. **Write** your focus statement on the lines below.

4. **Revise and Edit**

Magnificent Thing Booklet

Page 3

Name: _____ **Date:** _____

I can explain in my most magnificent thing description how I used tools to make our most magnificent thing.

1. **Reread** the first detail from the model:

I used scissors to cut the paper.



2. **Look** through your Magnificent Thing notebook and find one tool you used. **Talk** with a partner about what you are going to write.



3 **Write** about one tool your group used and how you used it to make your magnificent thing.

4. Revise and Edit

Magnificent Thing Booklet

Page 4

Name: _____ **Date:** _____

I can explain in my most magnificent thing description how I used tools to make our most magnificent thing.

1. **Reread** the second detail from the model:

I used glue to make it stick.



2. **Look** through your Magnificent Thing notebook, and find another tool you used. **Talk** with a partner about what you are going to write.



3. **Write** about another tool your group used and how you used it to make your magnificent thing.

4. Revise and Edit

Magnificent Thing Booklet

Page 5

Name: _____ **Date:** _____

I can write a conclusion for my magnificent thing description.

1. **Reread** the conclusion from the model:

Tools are important!



2. **Reread your focus statement. Talk** with a partner about how you might say that again in a different way.



3. **Write** your conclusion on the lines below.

4. **Revise and Edit**

Image Credits

Page 7. All Magnificent Thing Model images created by Stacey Posnett for EL Education.