

Let's Explore Tools and Work

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Learning Goals

- Describe how tools make work easier
- Explain that tools have special purposes

Video Summary

Exploration Segment

When there's work to be done, tools help us do it in easy ways. The host-ess asks children to consider when they use tools.



Concept Development Segment

Adults use some of the same tools and many others everyday. A teacher challenges some children to use a tool—a see-saw—to do something that seems impossible: lift the teacher.

Application Segment

At a fire station, a fire fighter explains how he uses a variety of special tools. "You Try It" challenges children to explore the tools they use to eat.

Key Words

machine	a device made of several moving parts that makes a job easier
tool	an object used by hand or a machine that makes a job easier
work	effort needed to do or make something; a task or job

Let's Do It

- Let students examine two or three tools that they frequently use around the classroom or at home. Help children discuss what kind of work is done with each tool.
- Tell students: *Watch this video to see what you can learn about tools and work.*
- Begin the tape. Stop/pause it after a number of children are shown using tools to solve problems. Ask your students to name ways that they use tools at home and in school to solve problems or to do work. Make a list of their answers, then continue the video.

You Try It

At your next meal, tell someone at the table why you used a particular tool to eat your food. Ask children to explain how they used tools to eat their breakfasts or lunches today. Challenge them to think of other tools they could use if they didn't have knives, spoons, and forks.

More Exploring

Return to the children's list of tools they use (made during a pause in viewing the video, above). Ask students to act out how they would complete the tasks if those tools didn't exist.

Match tools to the jobs they perform. Present a number of tools to the class. Secretly assign each tool to a student and have him act as if he is using it. Ask the other students to guess which tool he is using.

Explore tool safety. Discuss what could happen if specific tools are used improperly. Watch the video again, helping children point out safe uses of the tools shown (people wearing goggles, masks, gloves, thick clothing, ear plugs, etc.). Invite the school custodian, a local carpenter, or mechanic to demonstrate how tools should be used safely. Have children make safety posters and display them around school.

A Moving Experience: Challenge children to create their own tools for moving a heavy box. Provide them with a skateboard, large box, wooden plank, large cans, pulley and rope, wheels, or other objects they suggest.

Make tool models with construction sets. Have children make models of actual tools, then challenge them to invent new tools to do ordinary jobs in other ways.

Explore old tools through pictures or actual samples. Compare them to their modern equivalents, and discuss whether or not the modern tool is better. If possible, visit a history museum to see how tools have changed, perhaps since ancient people first used them. Before revealing the names of the tools, ask students to look at them carefully and guess what they do.

Language arts—Explore poems that use onomatopoeia or other methods to convey the sounds of tools and machinery. Show pictures of various tools and have children make the sounds they might hear while using the tools. Then have them make up songs using those sounds.

Give children story starters related to tools. Have them talk about tools they have used by completing the sentence, "The first time I used a _____...."

Have children use the key words from this lesson to write sentences about tools and work.