

Knowledge Building



Teacher Guide

Grade 1
Module 1



Knowledge Building Teacher Guide
Grade 1 Module 1



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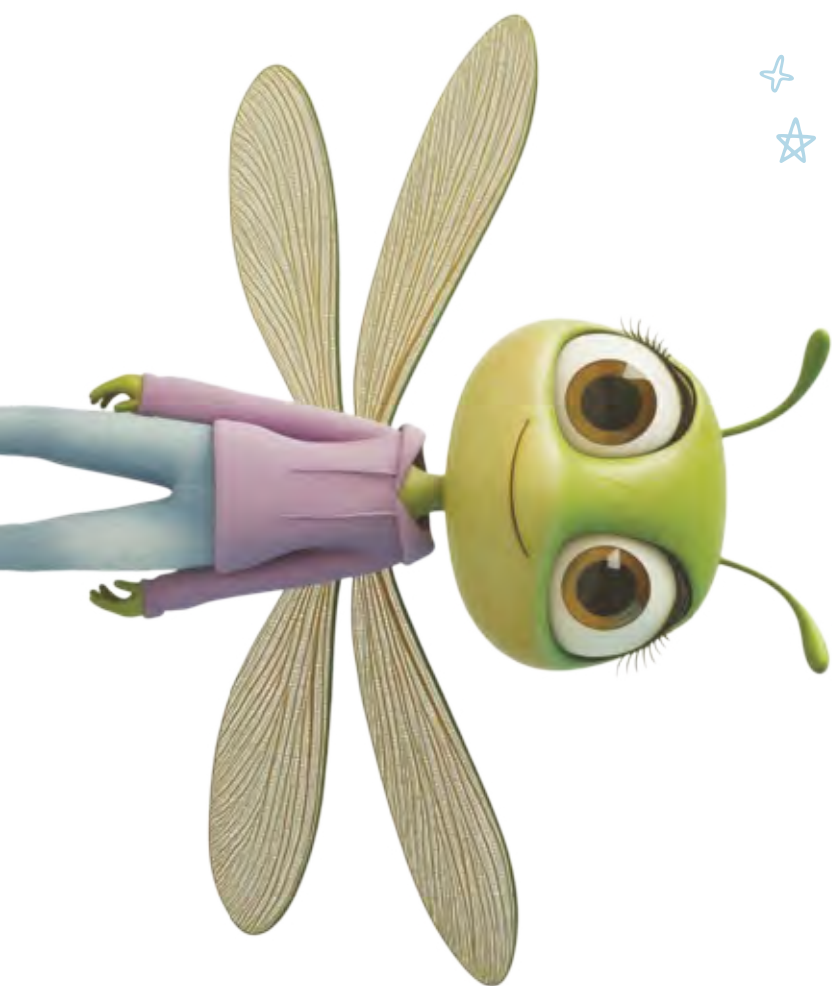
DF1K-TS

Knowledge Building Teacher Guide

Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

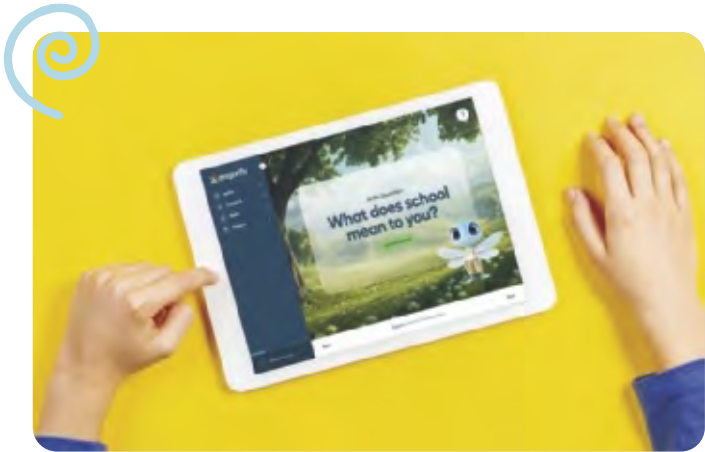
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.





Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

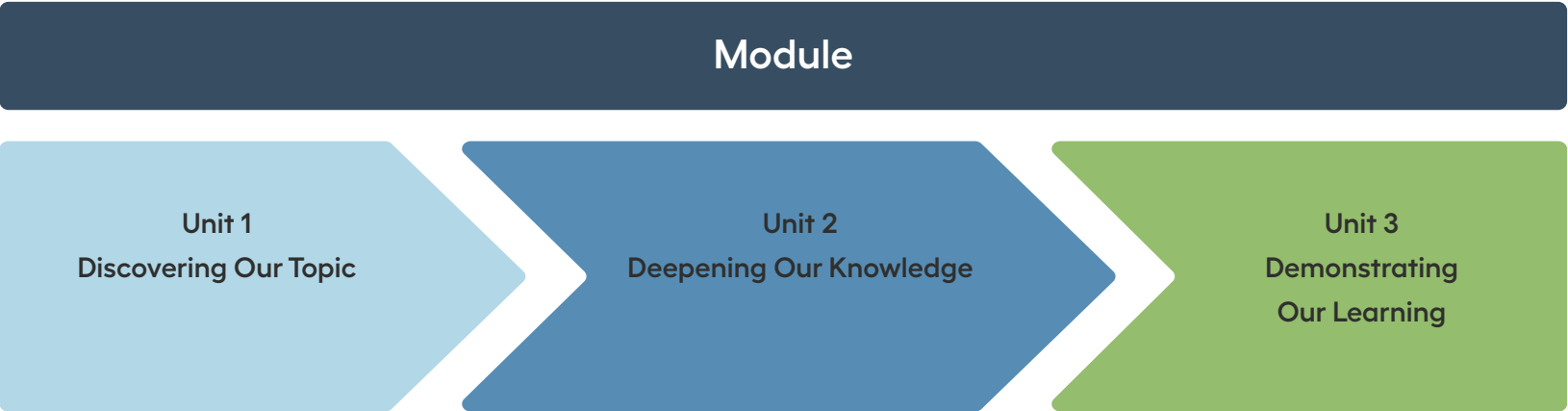


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1
Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2
Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3
Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

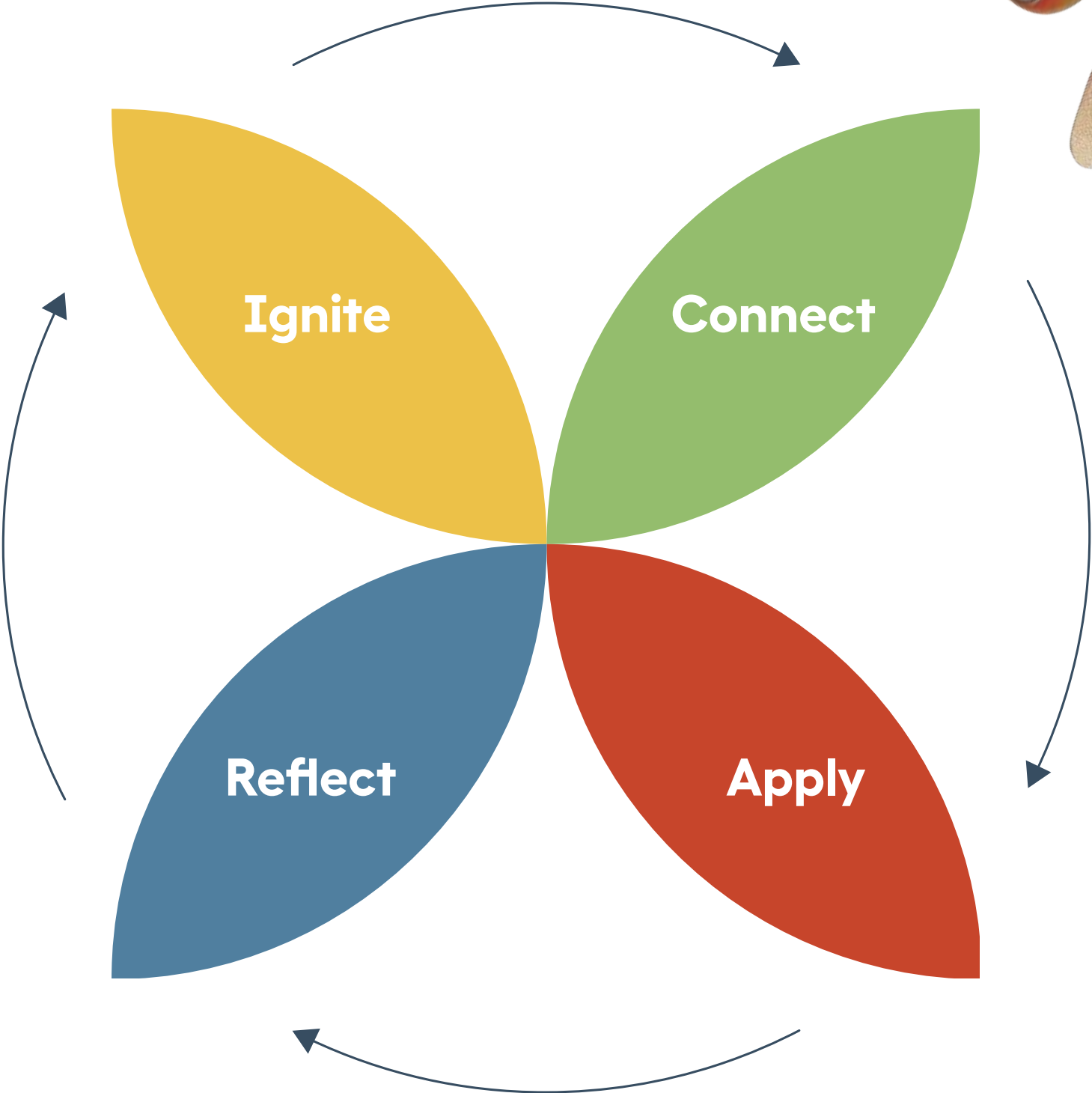
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes





Tools and Work

Module 1

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Module 1

Tools and Work



Guiding Questions

- Why do we need tools?
- How do tools help us do work?

Module Description

In this module, students develop literacy and citizenship skills through an exploration of tools and work. Students learn why tools are useful through engaging tool challenges, which present real-world dilemmas prompting students to answer the question, “Which tool is best for the job?” Students explore tool use through discussion, questioning, and hands-on experiences. Focused read-alouds featuring people using tools deepen their understanding as they construct a working definition of *tool*. Next, students focus on habits such as initiative, collaboration, and perseverance through close read-alouds of narrative texts. Finally, students collaborate to design and build a Classroom Creation that meets an authentic classroom need and integrates what they have learned. Students reflect on their work with a scaffolded writing task. The module ends with a celebration where students share their creations and writing.

Performance Task Overview

Performance Task: Classroom Creation

Summary: In this two-part performance task, students work in small groups to design and build a Classroom Creation. They then independently write a description of what their group made, why they made it, and how they used tools throughout the process. Students apply what they have learned about tools and habits using *The Most Magnificent Thing* as a mentor text. At the end of each lesson, they debrief to reflect on how to build, improve, and revise a product that meets a classroom need. After completing their Classroom Creations, students engage in a scaffolded writing task to learn the steps of the writing process and craft an informative piece about their experience. To conclude the module, students present both their creations and writing to classroom visitors during a celebration of learning.

Standards: W.1.2, W.1.8, SL.1.1.A, SL.1.1.B, SL.1.1.C, L.1.1.C, L.1.2.A, L.1.2.B, L.1.2.C

Required Texts

Title	Author	ISBN	Quantity
<i>A Chef's Tools</i>	Holden Strauss	9781499408348	one per classroom
<i>My Math Toolbox</i>	Nancy Allen	9781617419607	one per classroom
<i>I Use Science Tools</i>	Kelli Hicks	9781617419317	one per classroom
<i>The Most Magnificent Thing</i>	Ashley Spires	9781554537044	eight per classroom
<i>Abdul's Story</i>	Jamilah Thompkins-Bigelow	9781534462984	eight per classroom

Module-at-a-Glance

Unit 1

Discovering Our Topic: Getting to Know the Tools Around Us

Big Ideas

- Tools make our lives easier by helping us do work.

Instructional Focus

- Develop academic language by exploring different types of tools.
- Record thinking about which tools are best for specific tasks by drawing and labeling.
- Use illustrations and key details from texts and media to ask and answer questions about tools.
- Plan, draft, and revise informative writing to answer the question: What job does this tool help to do?
- Practice speaking and listening skills through sorting activities to understand what tools are and how they are used.

Priority Standards: RI.1.1, RI.1.7, L.1.5.A, L.1.5.B

Unit 2

Deepening Our Knowledge: Reading Closely About Characters Who Use Tools

Big Ideas

- Tools make our lives easier by helping us do work.
- Tools help us create things.

Instructional Focus

- Use illustrations and key details to describe the characters and major events in *The Most Magnificent Thing*.
- Develop academic language through completion of tool and habit challenges.
- Complete informative writing to reflect on challenges about tools.
- Participate in a focused read-aloud of *Abdul's Story* to describe how the main character uses tools to help him do work.
- Write to show understanding of story elements and how characters use tools to make life easier.

Priority Standards: RL.1.1, RL.1.3 RL.1.6, RL.1.7

Unit 3

Demonstrating Our Learning: Using Tools to Create a Classroom Creation

Big Ideas

- Tools make our lives easier by helping us do work.
- Tools help us create things.

Instructional Focus

- Collaboratively plan, build, and revise a Classroom Creation.
- Develop academic language through small group work on a Classroom Creation.
- Complete informative writing to reflect on small group Classroom Creation experiences.
- Plan, draft, and revise informative writing describing the Classroom Creation process, how the tool helps do work, and habits.

Priority Standards: W.1.2, L.1.1.C, L.1.2.A L.1.2.B, L.1.2.C

Discovering Our Topic

Getting to Know the Tools Around Us

Unit Introduction

In this unit, students explore tools and their purposes by considering the guiding question “Why do we need tools?” They engage with texts and complete hands-on challenges to determine which tools are best for specific tasks. Through discussion and inquiry, students build foundational knowledge by using tools themselves. In the second half of the unit, students participate in close viewings of the multimedia “Voyages: Tools.” They sort tools into categories and work with partners to deepen understanding of what tools are and how they can be used. Students demonstrate their understanding through partner discussions, sorting activities, and written responses about tools.



Unit Task

In this unit, students will categorize, sort, and ask and answer questions about tools based on informational texts through text-based discussions, drawing, and writing.



Texts

- “Tools” song
- *A Chef’s Tools* by Holden Strauss
- *My Math Toolbox* by Nancy Kelly Allen
- *I Use Science Tools* by Kelli L. Hicks
- “Voyages: Tools”



Priority Standards

RI.1.1, RI.1.7, L.1.5.A, L.1.5.B

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Unit-at-a-Glance

LESSON

1

Getting to Know our Mission

p. 6

Daily Learning Targets

- I can participate in conversations with my classmates about our module topic.
- I can explain what I know about tools through drawing and writing.



Instructional Standards: RL.1.10, RI.1.10, W.1.8, SL.1.1.A, SL.1.6

LESSON

2

How Do Tools Help Us? (Session 1)

p. 17

Daily Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *A Chef's Tools*.
- I can answer questions about key details in *A Chef's Tools*.



Instructional Standards: RI.1.1, RI.1.7, W.1.8, SL.1.1.A

LESSON

3

How Do Tools Help Us? (Session 2)

p. 26

Daily Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *My Math Toolbox*.
- I can answer questions about key details in *My Math Toolbox*.



Instructional Standards: RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.1.C

LESSON

4

How Do Tools Help Us? (Session 3)

p. 36

Daily Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *I Use Science Tools*.
- I can answer questions about key details in *I Use Science Tools*.



Instructional Standards: RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Why Do We Need Tools? (Session 1)

p. 45

Daily Learning Targets

- I can ask and answer questions about key details in the “Voyages: Tools” video.
- I can follow rules for discussion to listen, take turns, and stay on topic.

Instructional Standards: RI.1.1, RI.1.7, SL.1.1.A, SL.1.2



LESSON

5

Why Do We Need Tools? (Session 2)

p. 55

Daily Learning Targets

- I can define and sort words about tools into categories.
- I can use key details in the “Voyages: Tools” video to explain how tools help us.

Instructional Standards: RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, L.1.5.A, L.1.5.B



LESSON

6

Why Do We Need Tools? (Session 3)

p. 63

Daily Learning Targets

- I can define and sort words about tools into categories.
- I can use key details in the “Voyages: Tools” video to explain how tools help us.

Instructional Standards: RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, L.1.5.A, L.1.5.B



LESSON

7

End-of-Unit Assessment

p. 71

Daily Learning Targets

- I can define and sort words about tools into categories.
- I can answer questions about informational texts to demonstrate what I’ve learned in this unit.

Instructional Standards: RI.1.1, RI.1.7, L.1.5.A, L.1.5.B



LESSON

8

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

Getting to Know Our Mission



Purpose

In this lesson, students are introduced to the module’s topic of tools through observation, discussion, and activation of prior knowledge.

By the end of the lesson, students should be able to do the following:

- Engage with the module’s topic and texts by speaking and writing.
- Develop an understanding of instructional routines for observation and discussion.



Learning Targets

- I can participate in conversations with my classmates about our module topic.
- I can explain what I know about tools through drawing and writing.



Prepare in Advance

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- Discovery Point: Tools and Work
- Class Clues: Think-Pair-Share
- “Tools” song

Agenda

Ignite (5 minutes)

- Topic Introduction
- Discovery Point
- Module Overview
- Learning Targets

Connect (30 minutes)

- Protocol Introduction
- Participate in the Protocol
- Writing Task Introduction

Apply (15 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RL.1.10, RI.1.10, W.1.8, SL.1.1.A, SL.1.6

Application

RF.1.4.B, W.1.8, SL.1.1.A, SL.1.4, SL.1.6, L.1.6



Topic Introduction

Read and Discuss

- Direct students' attention to Mission Letter #1.
SAY We have received a very important letter with the word *mission*. A mission is an important job you set out to do.
SAY During this lesson, we will use the letter to discover the topic we will learn about.
- Read Mission Letter #1 aloud.
SAY The letter starts by asking if you can help enhance our classroom. *Enhance* means "improve." The letter also says you will create something for our classroom. *Create* means "make something new."
SAY It says we will receive some challenges, or hard tasks, in the next lesson.
SAY Headquarters sounds like a place that is keeping track of the work we are doing. They'll make sure we are completing challenges to learn so that we can later accomplish our mission of creating something new to enhance our classroom.
ASK What is the first step of our mission? (*Look closely at the photographs that were sent.*)
SAY During this lesson, the photographs described in the letter will be our first clue. In a moment, we will view the photographs and tackle a challenge to learn about tools.

Mission Letter #1

It's mission time, first graders! Can you help enhance our classroom? Your mission, if you choose to accept it, is to create an object that is needed for our classroom.

Differentiation

Approaching

- Pre-teach the vocabulary words found in this lesson using visual representations: *participate*, *tools*, *mission*, *challenge*. Before the lesson, reassure students that they might hear many unfamiliar words and ideas throughout the lesson, but it is okay if they don't understand all of them because they will return to them throughout the unit.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Ask students about the sentence from Mission Letter #1: "Your mission, if you choose to accept it, is to create an object that is needed for our classroom."
 - "What does this sentence mean?" (*We have to make something.*)
 - "Consider the phrase *your mission*. Whose mission is the letter talking about?" (*our mission, the whole class's mission*)
 - "What does it mean to choose to accept something?" (*to try it, to say yes*) "When somebody wants you to try new food, do you choose to accept it or not?"
 - "What does it mean to create an object?" (*to make something*) "What do you like to create?"
 - "What is needed?" (*The object we will make is needed.*) "Who needs it? How do you know?" (*Our classroom needs it. We need to use it in the classroom. I know because it says it is for our classroom.*)
 - "Now we know what this sentence means. Our mission, if we say yes, is to make something we need for our class."

Discovery Point

View the Media

- Direct students' attention to the video.
- **SAY** Let's explore what we're going to learn about tools and work.
- Play the video.
- Invite students to share what they noticed or questions they have about the video.



ASK What do you notice? *(We will be learning about different types of tools and how they help us do work.)*

ASK What questions do you have about the video? *(Answers will vary but may include students wondering why tools are important or how they help us do work.)*

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (e.g., *school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and wonders.
 - "I noticed in the video . . ."
 - "I wonder . . ."

Instruction RL.1.10, RI.1.10

Application SL.1.1.A

Module Overview

Introduce and Discuss

- Explain that in this module students will focus on questions to guide their learning.
- Read the guiding questions aloud.
- Highlight the word *tool* in the first guiding question.
- **SAY** The meaning of the word *tool* is something we will explore in this module.
- Tell students they will learn what tools are and how tools help people do many things in the coming lessons.

Differentiation

Approaching

- Explain the meaning of a word by using it in a sentence to provide increased context for students.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Share the translation of the words *important* and *school* in home languages. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer-correction of the pronunciations of the translated and English terms.

Instruction RI.2.10

Learning Targets

Introduce the Learning Targets

- Explain the purpose of learning targets.
 - SAY** Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.
- Direct students' attention to the learning targets and read the learning targets aloud.
 - I can participate in conversations with my classmates about our module topic.
 - I can explain what I know about tools through drawing and writing.

Learning Targets

1. I can participate in conversations with my classmates about our module topic.
2. I can explain what I know about tools through drawing and writing.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction W.1.8, SL.1.1.A

Protocol Introduction

Introduce the Protocol

1. Introduce the purpose of the think-pair-share protocol.

SAY Today, we will work with a partner to use the think-pair-share protocol. This activity helps everyone have fair and meaningful conversations. It gives all students enough time to think, share their ideas, and listen to what others have to say.

2. Direct students' attention to the image of a rolling pin.

3. Read aloud the think-pair-share protocol steps from the anchor chart as you model with a student volunteer.

SAY First, my partner and I will think about the topic question, which is "What do you notice about this illustration?" Notice means "see, hear, or pay attention to something closely."

SAY Next, my partner and I will decide who will go first to share our answers to this question.

SAY I will share my idea first. I notice that this tool has two handles.

SAY Finally, I will listen to what my partner shares.

4. Allow time for the student volunteer to respond.

5. Refocus the group and ask students what they observed or noticed during the modeling of the protocol.

ASK What did you notice during our think-pair-share? *(Answers will vary but could include noticing partners looking at each other, taking turns, or speaking in full sentences.)*



Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share process.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Provide role-play opportunities for protocols.

Instruction SL.1.1.A, SL.1.6

Participate in the Protocol

Facilitate the Protocol

1. Move students into pairs and tell them to label themselves Partner A and Partner B.
2. Point to the hammer and give students time to observe.
ASK What do you notice? *(Answers will vary but may include noting that the hammer is for working and building.)*
3. Invite students to begin the think-pair-share protocol.
4. Circulate to ensure that students are asking the question, providing wait time to their partners, and responding.
6. Ask students to share their responses with the whole group.
7. Repeat this process with the remaining illustrations.
8. Gather students in a whole group.
ASK What do you notice that all of the illustrations have in common? *(They are all about different kinds of tools.)*

What do you notice?



Differentiation

Beyond

- Before students begin the think-pair-share, incorporate explicit opportunities for review and practice by inviting a few students to demonstrate to the group what each step of this protocol looks like and sounds like.

MLL

- Not all students may be comfortable or familiar with speaking in a structured way with other students during class. Assure students that speaking with one another is an important part of learning and that they will soon know the rules for when it is time to speak and when it is time to listen.
- Be aware that the examples of tools during this lesson might be culturally specific. To activate all students' prior knowledge of tools, emphasize that although the class will learn about only a few tools, there are many types of tools all over the world, and everyone uses tools.

Approaching/MLL

- If students struggle to remember their partner designation, consider giving them an index card with an A or a B.
- As students begin the think-pair-share protocol, circulate and build graduated levels of proficiency by providing prompts. Examples: "What *colors* do you notice? What *shapes* do you notice? What *textures* do you notice?"
- During the think-pair-share, increase mastery-oriented feedback by providing feedback that is frequent, timely, and specific to pairs of students before refocusing students as a whole group.

Application SL.1.1.A, SL.1.6

Writing Task Introduction

Introduce Writing Task

1. Direct students' attention to Knowledge of Tools, which also appears in their student companion, and read the title aloud. Drawing activities are available only in the student companion.
SAY Before we start learning more about tools, you will show what you already know.
2. Explain that the blank space is for drawing pictures and the lines are for writing words.
ASK What do you know about tools? *(Answers will vary.)*
3. Circulate and support students as they write. If needed, prompt students with questions.
ASK What tools do you know about? *(Answers may vary.)*

Knowledge of Tools

After you draw your picture, write what you know about tools.

Differentiation

Approaching

- Before students begin independent writing, maximize transfer and generalization by providing individual checklists with words and illustrations that include the following:
 - Draw.
 - Add words.
 - Add details with color.

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Illustrate the difference between drawing and writing by briefly writing words and drawing a stick figure.
- Point to the words.
SAY This is writing.
- Point to the stick figure.
SAY This is drawing.
- Use the headings "Drawing" and "Writing" above the illustrations.

Approaching/MLL

- As students begin independent writing, consider alternative drawing/writing utensils to vary methods for fine motor response. Examples: fine-tipped markers versus pencils, a name stamper or pre-printed name stickers, pre-printed images that students can select to glue down.
- Remind students that tools can be anything that helps people do work. Invite students to think about some of the work their family members might do and what tools they use.

Application W.1.8

Apply

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
 - SAY** Today, we began exploring tools and learned one way to share ideas with a classmate.
- Explain the task.
 - SAY** You will now explain what you already know about tools by sharing your writing with a partner using the think-pair-share protocol.
- Refer back to the think-pair-share anchor chart. Model each step with a student volunteer.
 - First, think about the topic.
 - SAY** To start, I'll think about what I know about tools.
 - Next, you will pair up with a partner.
 - SAY** Next, I'll pair up with my partner. Since we'll be sharing our writing, I'll place my writing in between my partner and me so we can both review it.
 - Then, share your writing with your partner.
 - SAY** I'll share my writing first since I'm Partner A. I can use the sentence starters to help me share.
 - Direct students' attention to the sentence starters and read them aloud.
 - Finally, listen to your partner share.
 - SAY** Partner B will review my response sheet and listen to me as I share. When I finish talking, it's my partner's turn to share and my turn to listen.
- Check for clarifying questions.
- Invite students to begin their think-pair-share.
- Circulate to support students as they share.

Think-Pair-Share

1. Think about the topic or question.
2. Pair up with a partner.
3. Share with your partner.
4. Listen to your partner share.

Differentiation

Approaching

- If students struggle to remember their partner designation, consider giving them an index card with an A or a B. As students begin the think-pair-share protocol, circulate and build graduated levels by providing prompts.

Beyond

- Before students begin the think-pair-share, incorporate explicit opportunities for review and practice by inviting a few students to demonstrate to the group what each step of this protocol looks like and sounds like.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share process. If partners work well together, consider using the same mixed-proficiency partnerships throughout the unit.
- Not all students may be comfortable or familiar with speaking in a structured way with other students during class. Assure students that speaking with one another is an important part of learning and that they will soon know the rules for when it is time to speak and when it is time to listen.

Approaching/MLL

- Beginning students may have trouble verbalizing their work. Help them identify key elements of their illustration and writing and allow them to repeat words and phrases. Example: If a student draws a hammer, say, “I know that a hammer is a tool.” Encourage the students to repeat one word or phrase at a time.
- As students think-pair-share, provide options for communication by prompting them to use sentence frames for talking about their writing.

Examples:

- “One thing I drew was _____. One thing I wrote was _____.”
- “One thing I know about tools is _____.”

Application W.1.8, SL.1.1.A

Reflect

Suggested Pacing: 10 minutes

10

Share and Reflect

Song Connection

- Gather students in a whole group and direct their attention to the song.
- **SAY** To wrap up the lesson, we have a fun song about tools to sing.
- Play the song once and invite students to listen.
- Play the song again, and this time ask students to sing along.
- As you sing, teach students hand gestures for each part of the song.
 - “Tap tap tap”: Pretend to use a hammer.
 - “Up and down, up and down”: Pretend to use a paintbrush.
 - “Open wide, open wide”: Pretend to be a dentist holding a mirror.
 - “Type, type, type”: Pretend to type on a keyboard.
- Invite students to turn and talk to a partner.
- **ASK** How does this song relate to what we’ve been learning? (*The song is about tools.*)
- Tell students they seem ready to learn more and receive their first challenge in the next lesson.

“Tools” Song

Tools can help us do our work, do our work, do our work.
Tools can help us do our work, they make work easier.

Differentiation

Beyond

- Challenge students to apply their learning to real-world scenarios or cross-subject connections.

MLL

- Rephrase the learning targets in comprehensible terms and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- Prompt students to reflect on their learning with scaffolded support. Example: “Tell me one thing you learned, and I’ll ask a question to help you add more. Then, we’ll check if it matches our learning goal.”

Application RF.1.4.B, SL.1.4, L.1.6

Progress Reflection

Learning Target #1

- Explain the purpose of reflecting on progress toward meeting the learning targets.
- **SAY** Reflecting on your progress toward meeting learning targets helps you understand what you have learned and what you still need to work on.
- Direct students' attention to the Learning Target Tracker in their student companion.
- Explain the ratings in the top row of the tracker.
- **SAY** *Approaching* means that you are working on meeting the lesson's learning targets or goals. If you have met the learning targets, this means that you know and can successfully do what we focused on today. And finally, *exceeds* means that you were able to go above and beyond the lesson's goals.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can participate in conversations with my classmates about our module topic.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.1.1.A

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can explain what I know about tools through drawing and writing.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application W.1.8

How Do Tools Help Us? (Session 1)



Purpose

In this lesson, students learn about tools used for cooking through guided inquiry, discussion, reading, and drawing.

By the end of the lesson, students should be able to do the following:

- Engage in collaborative conversations with peers about tools and their usefulness.
- Ask and answer questions about tools used for cooking.



Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *A Chef's Tools*.
- I can answer questions about key details in *A Chef's Tools*.



Prepare in Advance

Teacher

- *A Chef's Tools* by Holden Strauss
- Challenge materials:
 - Blocks, math cubes, or other suitable materials for building
 - Pencils, spoons, rubber bands, or other suitable handheld tools

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

All other necessary materials are included within the digital lesson.

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (35 minutes)**
 - Discussion Norms Introduction
 - Tools Challenge
 - Read Aloud: *A Chef's Tools*
- **Apply (15 minutes)**
 - Your Turn
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned about the think-pair-share protocol.
ASK Based on what we learned in the previous lesson, what do you remember about the think-pair-share protocol? (*We think about something, we share with a partner.*)
- Allow a few students to share with the class.
- Review the think-pair-share anchor chart.
- Direct students' attention to the materials you've gathered so that they have a clear view. Name each tool for students.
SAY Without talking, look carefully at these tools.
- Provide 20 to 30 seconds of silent viewing of the tools.
- Model noticing characteristics of one of the tools.
SAY I am looking at the ladle, and I notice that it has a long handle.
- Introduce the word *wonder*.
SAY To wonder is to be curious and think about something you don't know yet. It's when you ask yourself questions because you want to learn or understand more.
- Model wondering about one of the tools.
SAY I don't know why the ladle is shaped like this. I wonder why the ladle has such a big bowl shape.
- Move students into pairs and tell them to label themselves Partner A and Partner B.
- Pose the question and give students time to think independently and silently about their answer to the question.
ASK What do you notice or wonder about the materials?
- Invite students to begin the think-pair-share protocol.
- Circulate to ensure that students are asking the question, providing wait time to their partners, and responding.
- Ask students to share their responses with the whole group.

Think-Pair-Share

1. Think about the topic or question.
2. Pair up with a partner.
3. Share with your partner.
4. Listen to your partner share.

Differentiation

Approaching

- If students struggle to remember their partner designation, consider giving them an index card with an A or a B. As students begin the think-pair-share protocol, circulate and build graduated levels by providing prompts.
- Examples of tools during this lesson might be culturally specific. Emphasize that although the class will learn about only a few tools, there are many types of tools all over the world, and everyone uses tools.

Beyond

- Before students begin the think-pair-share, incorporate explicit opportunities for review and practice by inviting a few students to demonstrate to the group what each step of the think-pair-share protocol looks like and sounds like.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share process. If partners work well together, consider using the same mixed-proficiency partnerships throughout the unit.
- Not all students may be comfortable or familiar with speaking in a structured way with other students during class. Assure students that speaking with one another is an important part of learning and that they will soon know the rules for when it is time to speak and when it is time to listen.

- Provide students with options for expression and communication by using sentence starters for asking questions. Examples: “I wonder why . . .” and “I wonder how . . .”

Approaching/MLL

- During the think-pair-share, increase mastery-oriented feedback by providing feedback that is frequent, timely, and specific to pairs of students before refocusing students as a whole group.

Application SL.1.1.A

Learning Targets

Introduce the Learning Targets

Direct students’ attention to the learning targets and read the learning targets aloud.

- I can gather information about tools from my experiences, my conversations, and the details in *A Chef’s Tools*.
- I can answer questions about key details in *A Chef’s Tools*.

Learning Targets

1. I can gather information about tools from my experiences, my conversations, and the details in *A Chef’s Tools*.
2. I can answer questions about key details in *A Chef’s Tools*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, photographs, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Discussion Norms Introduction

Introduce and Discuss

1. Display the discussion norms anchor chart.
SAY Discussion norms are guidelines that help us talk and listen to each other in a respectful way so that everyone feels heard and valued. During discussions, we have some important norms to follow. You will learn and practice two of them today.
2. Read the first norm on the anchor chart.
SAY The first norm is “listen with care.” This means focusing on the speaker’s words and concentrating on what they’re saying. I’m going to show you what this looks like.
3. Model turning toward an imaginary speaker, sitting calmly, nodding occasionally, and keeping your hands still.
SAY Notice how I’m not interrupting, turning away, or messing with things around me. I’m showing I’m listening by keeping my body still and facing the speaker.
ASK What else did you notice about how I listened with care? *(Answers will vary.)*
4. Read the second norm on the anchor chart.
SAY The second norm is to “look at the speaker.” Show with your body that you’re paying attention by turning toward the speaker or sitting calmly. If it’s comfortable for you, make eye contact with the speaker while the speaker talks.
5. Model facing a student or an imaginary speaker, making gentle eye contact, and nodding slightly.
SAY This shows the speaker that I am engaged and value what the speaker is saying. I’m not slumping, acting bored, or looking at the floor.
ASK What else did you notice about how I looked at the speaker? *(Answers will vary.)*
6. You will use these discussion norms whenever you talk with a classmate.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others’ ideas by adding on or asking questions.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

Approaching/MLL

- As you discuss the importance of looking at the speaker, vary methods for response by inviting students to show with their facial expressions how it feels when you are speaking and your partner is not looking at you.
- As you discuss the importance of looking at the speaker, optimize motivation by explaining that looking at the speaker will also help students better understand what their conversational partners are saying. Example: “Noticing my partner’s facial expressions can give important clues about what she is sharing.”

Instruction SL.1.1.A

Tools Challenge

Facilitate the Challenge

1. Remind students of the challenges they read about in Mission Letter #1.
SAY Now, you'll complete a challenge to explore how certain tools are better for certain tasks.
2. Read the challenge rules.
3. Answer clarifying questions.
4. Divide students into small groups.
5. Remind students that they can use any of the handheld tools provided to move the building materials on top of each other.
6. Distribute challenge materials to each group.
7. Provide 10 minutes for groups to build with various tools.
8. Gather students in a whole group.

ASK Which tool was the best to complete this task? *(Answers will vary.)*

ASK What made this tool helpful? *(Answers will vary.)*

ASK Why were some tools more useful than others? *(You can grab building materials with them.)*

Cooking Tools Challenge Rules

1. You must build a tower using handheld tools.
2. You cannot touch the building materials with your hands.
3. You have 10 minutes to complete your tower.



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking about what they have been learning.

MLL

- Invite students to use their home languages during the challenge. This may make them more comfortable engaging with the content, and it will facilitate the transfer of language skills across languages.
- Create mixed-proficiency groups with at least one beginning proficiency student and one advanced proficiency student who speak the same home language, if possible.
- Foster collaboration and community by proactively providing prompts for how to ask peers and/or teachers for help during small group work.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what completing each step of a task looks and sounds like before beginning the task.
- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.

Application SL.1.1.A

Read Aloud: *A Chef's Tools*

Read and Discuss

1. Direct students' attention to *A Chef's Tools* by Holden Strauss.
SAY Today, we're going to read *A Chef's Tools* by Holden Strauss.
2. The book will help us learn more about cooking tools.
3. Fluently read aloud *A Chef's Tools* without interruption.
ASK What was this book mostly about? (*how people use different cooking tools*)
ASK What other tools does your family use to cook that we didn't find in the book? (*Answers will vary.*)
4. Reread page 6 aloud.
5. Prompt students to use the think-pair-share protocol.
ASK What are the tools on this page? (*knives and cutting board*)
ASK How are they used? (*to chop up food*)
6. Repeat these steps with pages 10, 12, 18, and 19.
7. Explain that we just read to learn more about cooking tools.
ASK What is one new cooking tool you learned about today? What job does this tool help to do?
(Answers will vary.)

NONFICTION

A Chef's Tools



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- To build schema and to activate background knowledge, show photographs or a video of someone cooking. Discuss why and when people cook. Example: "Does anybody cook in your house? Why do you think people cook?" "Sometimes we need to mix different foods together and heat them up on a stove or in an oven to make our meals."
- Allow students to act out how to use different cooking tools as they share verbally.
- After the first reading, contextualize information based on students' previous experiences. Examples: "Give a thumbs-up if you have seen someone at home using this cooking tool." "Whisper to a partner one kind of food your family makes with cooking tools."

Approaching/MLL

- As students ask questions, notice instances in which students omit using the verb *be* or the verb *do* after their question words. Identify the error and recast the sentence correctly. Invite students to repeat. Example: "How does the tool work? Now, you say it."
- Provide options for expression and communication by prompting individual students with sentence starters in order to generate questions. Example: "I wonder why . . ." and "I wonder how . . ."

Instruction RI.1.1, RI.1.7

Application RI.1.1, RI.1.7, SL.1.1.A

Apply

Suggested Pacing: 15 minutes

Your Turn

Guided Practice

- Recap the lesson.
SAY Today, you learned about many new tools.
- Explain the task.
SAY You will now draw and label one of the tools you learned about today. To do this, you will draw the shapes, add details, and label the tool.
- Model drawing the shapes while explaining the details you are capturing in your drawing.
SAY First, I find the basic shapes in the tool we want to draw. For example, a funnel is made up of a triangle and a small rectangle.
- Model labeling the tool by sounding out the word and writing the letters that make the sounds.
SAY Finally, let's label our drawing so it's clear what we've created. Write the letters that make the sounds in the words you want to write beside your drawing. Then, fill in the blank to complete the sentence.
- Recap the task.
SAY Remember to draw the shapes, add details, and label your tool.
- Check for clarifying questions.
- Direct students' attention to Cooking Tools, which also appears in their student companion.
- Release students to begin the task and circulate to support.

Cooking Tools

Draw and label one of the tools you learned about today: Today, I learned about _____.

Differentiation

Approaching

- As you invite students to represent the tools based on observations, provide options for expression and communication by offering students a choice of drawing their observations or sculpting them with modeling clay.
- Optimize individual choice and autonomy by having several cooking tools on hand that students can take to their seats for close inspection.

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Allow students to choose the tool they want to draw and to tell their partners before transitioning to their seats. This will allow them to verbalize their plans and will foster a sense of direction and autonomy.
- Allow students to take tools back to their seats for close inspection to support drawing details.

Application RI.1.1, RI.1.7, W.1.8

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Recap the lesson.
 - SAY** Today, we solved a challenge using tools and learned about various cooking tools.
- Direct students' attention to the Tools organizer. Explain that they will use this to remember the tools they have learned about and how they make work easier.
- Add the word *oven* to the left side and the phrase *cook food* to the right side of the organizer.
 - SAY** One tool we read and learned about today is an oven. An oven is a tool that a chef uses to cook food.
 - SAY** We need tools to make our lives easier. They help us do work.
- Have students turn and talk with a partner to answer the questions.
 - ASK** What is a tool you use at home? What does it help you do? (*Answers will vary.*)
- Allow students to share and discuss and respond to the responses of other pairs.
 - SAY** We will be learning more about tools and what they do in the upcoming lessons.

Tools

What have you learned about tools?

Tool	What job does it help us do?

Differentiation

Beyond

- Challenge students to apply their learning to real-world scenarios or cross-subject connections.

Approaching/MLL

- If creating a physical anchor chart, draw an illustration or paste a photograph next to each tool from the organizer.
- As you add words to the Tools organizer, provide options for communication by inviting students to make the shape of each tool with their bodies.

Application RI.1.1, SL.1.1.A

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can gather information about tools from my experiences, my conversations, and the details in *A Chef's Tools*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, illustrations, or diagrams, to help students reflect on the learning target.

Application SL.1.1.A

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about key details in *A Chef's Tools*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, illustrations, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7, W.1.8

How Do Tools Help Us? (Session 2)



Purpose

In this lesson, students learn about math tools through guided inquiry, discussion, reading, and drawing.

By the end of the lesson, students should be able to do the following:

- Have an understanding of some rules for collaborative discussion.
- Ask and answer questions about tools used for math.



Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *My Math Toolbox*.
- I can answer questions about key details in *My Math Toolbox*.



Prepare in Advance

Teacher

- *My Math Toolbox* by Nancy Kelly Allen

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

Student

- Challenge materials:
 - Two random classroom objects to use as measuring tools (e.g., books, folders, calculators, water bottles)
 - A length measurement device with even increments (e.g., linking cubes or a ruler)

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Guided Observation
- Tools Challenge
- Read Aloud: *My Math Toolbox*

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.1.C

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned about the discussion norms.
ASK Based on what we learned in the previous lesson, what do you remember about our class discussion norms? *(Answers will vary but may include listen with care and look at the speaker.)*
- Allow a few students to share.
- Review the discussion norms anchor chart.
SAY Today, when we engage in discussions, we'll make sure that we are listening with care and looking at the speaker.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others' ideas by adding on or asking questions.

Differentiation

Approaching/MLL

- Display and repeat your questions.

Application SL.1.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- I can gather information about tools from my experiences, my conversations, and the details in *My Math Toolbox*.
- I can answer questions about key details in *My Math Toolbox*.

Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *My Math Toolbox*.
- I can answer questions about key details in *My Math Toolbox*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Connect

Suggested Pacing: 35 minutes

35

Guided Observation

Facilitate Observation

1. Share that, today, students will be observing and wondering about new tools.
SAY In a moment, I'll show you some new tools and give you time to look at them. As you look at them, you might notice some things.
2. Read the left side of the anchor chart about noticing. Use a pencil to model noticing each of the characteristics.
SAY I noticed that the shape of this pencil is a cylinder. It is long with a point at the end. The color is a yellowish brown, and the tip is a dark brown. The texture is bumpy and rough. It is a small size, about the size of my hand. It also has a pink eraser at the top. The eraser feels soft. When you observe the tools, look for the shape, color, texture, size, and details.
3. Direct students' attention to the tools for students to observe.
4. Facilitate think-pair-share with the prompt "I notice . . ."
5. Read the right side of the anchor chart about wondering.
SAY To wonder is to look closely at something and ask questions about it. This time as you look at the tools, wonder. There are different words that you can use to wonder.
SAY Use *what* questions to ask for information.
SAY Use *when* questions to ask about time.
SAY Use *where* questions to ask about the place.
SAY Use *why* questions to ask for reasons.
SAY Use *how* questions to discover how something works.
6. Model wondering with the pencil.
SAY I wonder how many inches long this pencil is. I wonder why the texture is so rough at the bottom.
7. Facilitate think-pair-share with the prompt "I wonder . . ."
8. Call on a few students to share their observations and questions with the group.

Noticing and Wondering About Tools

I notice . . .	I wonder . . .
Shape	Who?
Color	What?
Texture	When?
Size	Where?
Details	Why?
Use	How?

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Offer alternatives for visual information by allowing students to feel the physical tools (e.g., measuring cup, calculator, linking cubes) and then pass them to share with peers.

Approaching/MLL

- To help learners anticipate and prepare for sharing their thinking with a partner, provide all students with index cards that designate whether they are Partner A or B.

Instruction SL.1.1.A, SL.1.1.C

Tools Challenge

Facilitate the Challenge

1. Remind students of the challenges they read about in Mission Letter #1.
SAY Today, you are going to work on your second challenge in an effort to complete your mission.
2. Divide students into groups of three.
3. Read the Math Tools Challenge rules.
4. Define *long* and *longest*.
SAY When we say something is long, it means it has a great length. For example, a long bridge might take a while to cross.
SAY *Longest* describes something that has the most length compared to others. For example, if we compare three ropes, the longest rope is the one that is longer than the other two.
5. Model comparing lengths with fingers.
SAY Imagine you have a string in front of you. Hold it between your hands. Now, stretch your hands to show a string that is longer. Stretch your hands again to show the longest string.
6. Distribute challenge materials for each group.
7. Provide the groups five minutes to work on the challenge.
8. Gather students in a whole group.
ASK What did you discover during the challenge? (*The pencil was longest; the crayon was shortest.*)
ASK Which tool was the best for the job? (*cubes*)
ASK How did you decide which tool worked best? (*Answers will vary but may include I used the cubes to measure.*)

Math Tools Challenge Rules

1. You must measure the length of the crayon and pencil using the tools.
2. You should be able to explain which is shortest and which is longest.
3. You have five minutes to complete your measuring.



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.

MLL

- Invite students to use their home languages during the challenge. This may make them more comfortable engaging with the content, and it will facilitate the transfer of language skills across languages.
- Create mixed-proficiency groups with at least one beginning proficiency student and one advanced proficiency student who speak the same home language, if possible.
- Foster collaboration and community by proactively providing prompts for how to ask peers and/or teachers for help during small group work.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what completing each step of a task looks and sounds like before beginning the task.
- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.

Application SL.1.1.A

Read Aloud: *My Math Toolbox*

Read and Discuss

- Direct students' attention to *My Math Toolbox* by Nancy Kelly Allen.
 - SAY** Today, we're going to read *My Math Toolbox* by Nancy Kelly Allen.
 - SAY** The book will help you learn more about math tools.
- Fluently read *My Math Toolbox* aloud without interruption.
- Check for understanding.
 - ASK** What was this book mostly about? (*how people use different math tools*)
- Briefly model using images to support understanding of key details.
 - Turn to page 6.
 - SAY** This tool is a ruler. It helps measure length. I notice that the girl is measuring the length of her arm by lining up the ruler straight against her sleeve.
- Invite students to think-pair-share to discuss illustrations in the book. Review the protocol beforehand if necessary.
 - Turn to page 8.
 - ASK** What is the name of this tool? What does it help people do? (*ruler, it helps people measure*)
 - Turn to page 10.
 - ASK** What is the name of this tool? What does it help people do? (*calculator, it helps people add and subtract*)
- Repeat with additional pages if needed.
- Review the tools students read about in the text.
 - ASK** What is one other math tool you learned about today? What does it help you do? (*Answers will vary.*)

NONFICTION

My Math Toolbox



Differentiation

Approaching

- Before reading *My Math Toolbox*, activate background knowledge by previewing the question you will ask.
Example: “What was this story mostly about?”
- After the first reading, optimize relevance by prompting students to make connections to previous experiences.
Example: “Give a thumbs-up if you have used this math tool before.”

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- To reinforce awareness of question syntax, ask students to identify the question on page 3. (*What is in my toolbox?*)

Approaching/MLL

- Provide options for expression and communication by prompting individual students with sentence starters in order to generate questions. Example: “I wonder why . . .” and “I wonder how . . .”

Instruction RI.1.7

Application RI.1.1, SL.1.1.A

15

Apply

Suggested Pacing: 15 minutes

Your Turn

Guided Practice

- Direct students’ attention to the Math Tools Challenge, which also appears in their student companion.
- Walk through the following steps with students.
 - Decide which object was longest.
 - Put the longest object in the top box and trace it.
 - Decide which object was the shortest.
 - Put the shortest object in the lower box and trace it.
 - Draw the tool that helped you measure the length of objects.
- Circulate and support students while they work, prompting them to explain which tool worked best for them and why.

Math Tools Challenge

Which object was shortest?	
Which object was longest?	
What tool did you use to measure?	



Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application W.1.8, SL.1.1.A

Your Turn

Guided Practice

- Recap the lesson.
 - SAY** Today, you learned about math tools and what jobs they do.
- Explain the task.
 - SAY** You will now draw one of the math tools from today's learning. To do this, you will draw the shapes, add details, and label the tool.
- Model how to look closely at a tool, draw the shapes and details, and label the tool.
 - SAY** I'm going to draw a unifix cube. First, I need to draw the shapes in the object I want to draw. I notice a rectangle and a square.
 - SAY** Now, I'll draw the details. I notice that the rectangle is just on top of the square. I'll draw them close together and take my time making the lines the correct length. Finally, I'll label the tool by writing the sounds to spell *cube* and fill in the blank.
- Remind students of the task.
 - SAY** Remember to draw the shapes, add details, and label your tool.
- Check for clarifying questions.
- Direct students' attention to Math Tools, which also appears in their student companion.
- Release students to begin the task and circulate to support.

Math Tools

Draw and label one of the tools you learned about today: Today, I learned about _____.



Differentiation

Approaching

- As you invite students to represent the tools based on observations, provide options for expression and communication by offering students a choice of drawing their observations or sculpting them with modeling clay.
- Optimize individual choice and autonomy by having several math tools on hand that students can take to their seats for close inspection.

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Allow students to choose the tool they want to draw and to tell their partners before transitioning to their seats. This will allow them to verbalize their plans and will foster a sense of direction and autonomy.
- Allow students to take tools back to their seats for close inspection to support drawing details.

Application RI.1.1, RI.1.7, W.1.8

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned about math tools.
- Have students turn and talk with their partners to answer the questions.
 - ASK** Which math tool helped us complete our challenge today? How?
- Add the name of one of the math tools used today to the left side of the Tools chart. Add a description of how it helps to the right side.
 - SAY** Tools make our lives easier; they help us do work. In the next lesson, you will work on another challenge to learn about more tools and what they do.

What have you learned about tools?

Tool	What job does it help us do?

Differentiation

Beyond

- Challenge students to apply their learning to real-world scenarios or cross-subject connections.

Approaching/MLL

- Draw an icon or paste a photograph next to each tool on the anchor chart.
- As you add words to the Tools chart, provide options for communication by inviting students to make the shape of each tool with their bodies.

Application SL.1.1.A

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can gather information about tools from my experiences, my conversations, and the details in *My Math Toolbox*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.1.1.A

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about key details in *My Math Toolbox*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7, W.1.8

How Do Tools Help Us? (Session 3)



Purpose

In this lesson, students learn about science tools through guided inquiry, discussion, reading, and drawing.

By the end of the lesson, students should be able to do the following:

- Follow rules for collaborative discussion as they ask and answer questions about tools used for science.
- Develop an understanding of the definition of tools and the jobs that tools help do.



Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *I Use Science Tools*.
- I can answer questions about key details in *I Use Science Tools*.



Prepare in Advance

Teacher

- *I Use Science Tools* by Kelli Hicks
- Challenge materials:
 - Eight beads, pom-pom balls, or other suitable small material
 - A cup, bowl, or other suitable container for small objects
 - Multiple tools for transferring objects to container

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Guided Observation
- Tools Challenge
- Read Aloud: *I Use Science Tools*

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.1.B



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned about discussion norms and have practiced using them during conversations.
 - ASK** Based on what we learned in the previous lesson, what do you remember about our class discussion norms? (*Answers will vary but may include listen with care and look at the speaker.*)
- Direct students' attention to the discussion norms anchor chart and read the chart aloud.
 - SAY** Today, we'll be adding a norm to our chart to practice: take turns speaking. When we take turns speaking, we can share our ideas without being interrupted and let our classmates' ideas be heard too.
- Invite a student to the front.
 - SAY** I'll start by sharing my ideas. While I'm talking, my partner will listen without interrupting. When I'm done, it will be my partner's turn to respond. Then, I'll listen carefully while my partner speaks. We'll take turns, going back and forth.
- Model taking turns speaking with the student.
- Connect the new norm to the lesson.
 - SAY** Today, when we use think-pair-share, remember to take turns speaking so we can learn from one another.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others' ideas by adding on or asking questions.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

Approaching/MLL

- Display and repeat your questions.

Application SL.1.1.A, SL.1.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- I can gather information about tools from my experiences, my conversations, and the details in *I Use Science Tools*.
- I can answer questions about key details in *I Use Science Tools*.

Learning Targets

- I can gather information about tools from my experiences, my conversations, and the details in *I Use Science Tools*.
- I can answer questions about key details in *I Use Science Tools*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction RI.1.1, RI.1.7, W.1.8, SL.1.1.A

Connect

Suggested Pacing: 35 minutes

35

Guided Observation

Facilitate Observation

- Share that, today, students will notice and wonder about tools again.
- Display an array of handheld tools or utensils so all students have a clear view. Name each tool for students.
- Provide 20–30 seconds of silent viewing of the tools.
SAY Look at the tools silently. Notice as many details as you can.
- Facilitate the notice portion of the activity using the think-pair-share protocol.
SAY First, share what you notice about the tools. Use the sentence starter “I notice . . .” Partner A, you’ll talk first. Partner B, listen carefully. Then, you’ll switch roles.
- Circulate and support students’ observations with prompts as needed.
SAY Look closely at the details of the tool. How would you describe the tool? Think about its size, shape, or material.
- Call on a few students to share their observations with the group.
- Facilitate the wonder portion of the activity using the think-pair-share protocol.
SAY Now, share your questions about the tools. Use the sentence starter “I wonder . . .” Partner A, start first, and then Partner B will take a turn.
- Throughout this portion, circulate and support students’ questions with prompts as needed.
ASK How might people use this tool? Who might use this tool? What can this tool be used for? *(Answers will vary.)*
- Call on a few students to share their questions with the group.

Noticing and Wondering About Tools

I notice . . .	I wonder . . .
Shape	Who?
Color	What?
Texture	When?
Size	Where?
Details	Why?
Use	How?

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Assist students with beginning proficiency in formulating a question. Example: "What shape is the magnifying glass? Is it a circle? So what question could you ask? Why ... is it ... a circle?" Allow the student to repeat the question one phrase or word at a time.
- Offer alternatives for visual information by allowing students to feel the physical tools (e.g., measuring cup, calculator, linking cubes) and then pass them to share with peers.

Approaching/MLL

- To help learners anticipate and prepare for sharing their thinking with a partner, provide all students with index cards that designate whether they are Partner A or B.

Application SL.1.1.A, SL.1.1.B

Tools Challenge

Facilitate the Challenge

1. Remind students of the challenges they read about in Mission Letter #1.
SAY Today, you are going to work on your next challenge in an effort to complete your mission and learn more about tools.
2. Read the challenge rules.
3. Divide students into groups of three and distribute the following materials for each group: eight small objects (such as beads, pom-pom balls, crayons, or paper scraps); a cup, bowl, or plate; and various handheld tools including some science tools (such as tongs, tweezers, spoons, or rubber bands).
4. Provide the groups with five minutes to work on the challenge.
5. Gather students in a whole group.
ASK What did you discover during the challenge? Which tool was best for this job? Why? (*Answers will vary.*)

Science Tools Challenge Rules

1. You must get all of the small objects into your cup.
2. You cannot touch the objects with your hands.
3. You can use different tools to move the objects.
4. You have five minutes to move all eight objects into the cup.

Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking about what they have been learning.

MLL

- Invite students to use their home languages during the challenge. This may make them more comfortable engaging with the content, and it will facilitate the transfer of language skills across languages.
- Create mixed-proficiency groups with at least one beginning proficiency student and one advanced proficiency student who speak the same home language, if possible.
- Foster collaboration and community by proactively providing prompts for how to ask peers and/or teachers for help during small group work.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what completing each step of a task looks and sounds like before beginning the task.
- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.

Application SL.1.1.A

Read Aloud: *I Use Science Tools***Read and Discuss**

1. Direct students' attention to *I Use Science Tools* by Kelli Hicks.
 - SAY** Today, we're going to read *I Use Science Tools* by Kelli Hicks.
 - SAY** The book will help us learn more about science tools.
2. Fluently read *I Use Science Tools* aloud without interruption.
3. Check for understanding.
 - ASK** What was this book mostly about? (*how people use different science tools*)
4. Briefly model using photographs to support understanding of key details. Turn to page 6.
 - SAY** This tool is a hand lens. It makes things look bigger. Look carefully at the photograph. Do you notice how the bug looks larger than it really is? I notice someone is using the hand lens to observe.
5. Use the think-pair-share protocol to discuss page 10.
 - ASK** What is the name of this tool? What does it help people do? (*a camera; it helps people take photographs*)
6. Direct students' attention to page 14.
 - ASK** What is the name of this tool? What does it help people do? (*a scale; it helps weigh things*)
7. Repeat with additional pages as needed.
8. Review the tools students read about in the text.
 - ASK** What is one other science tool you learned about today? What does it help you do? (*Answers will vary.*)

NONFICTION

I Use Science Tools**Differentiation****Approaching**

- Before reading *I Use Science Tools*, activate background knowledge by previewing the question you will ask. Example: "What was this book mostly about?"

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Ask students about this sentence from the text: *A hand lens makes small things look bigger.*

Examples:

- “What do you think this sentence means?”
- “What is a hand lens? Look closely at the photograph. It looks like something we used today.” (*It is the same as a magnifying glass.*)
- “What is the meaning of *makes* here? Does the hand lens make something? Does it make dinner?” (*No, it means it changes something.*) Say, “Sometimes movies make me cry. The movie changes me. It makes me cry.”
- “What is the small thing in the photograph?” (*a bug, a dragonfly*)
- “How does the hand lens change how it looks?” (*When you look through it, the bug looks big.*)
- Reread the sentence and omit the word *looks*. Ask, “What if I covered the word *looks*? How does that change the meaning?” (*It would mean the hand lens could make the dragonfly grow.*)
- “Now, what do you think the sentence means?” (*If I look into the magnifying glass, the bug looks big.*)
- “If you are a scientist, how does the magnifying glass make your work easier?” (*You can see things better; you can see more details to draw.*)

Approaching/MLL

- Provide options for expression and communication by prompting individual students with sentence starters in order to generate questions. Example: “I wonder why . . .” and “I wonder how . . .”

Instruction RI.1.1, RI.1.7

Application RI.1.1, RI.1.7, SL.1.1.A

Apply

15

Suggested Pacing: 15 minutes

Your Turn**Guided Practice**

- Recap the lesson.
SAY Today, you learned about science tools.
- Explain the task.
SAY You will now draw one of the science tools from today’s challenge. Just as we did in the previous lessons, you will draw the shapes, add details, and label the tool.
- Model how to look closely at the tool, draw the details, and label the tool as necessary.
- Check for clarifying questions.
- Direct students’ attention to Science Tools, which also appears in their student companion.
- Release students to begin the task and circulate to support.

Science Tools

Draw and label one of the tools you learned about today: Today, I learned about _____.



Differentiation

Approaching

- Before students begin drawing and labeling, maximize transfer by providing individual checklists with words and pictures that include the following:
 - Draw
 - Label
 - Add details

Beyond

- As students draw and write, vary demands and optimize challenges by inviting students who finish early and have added sufficient detail to select a second tool to draw and label.

MLL

- Allow students to choose the tool they want to draw and to tell their partners before transitioning to their seats. This will allow them to verbalize their plans and will foster a sense of direction and autonomy.

Application W.1.8

Reflect

5

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned about science tools and what science tools do by solving a challenge and reading about science tools.
- Have students turn and talk with their partners to answer the following questions:
 - ASK** Which science tool helped us complete our challenge today? How? *(tweezers or tongs; they helped us pick up small objects)*
- Add the name of one of the science tools used today to the left side of the Tools chart. Add a description of how it helps to the right side.
 - SAY** Tools make our lives easier; they help us do work. We are learning about so many tools and getting closer to accomplishing our mission.

Tools

Tool	What job does it help us do?



Differentiation

Beyond

- Challenge students to apply their learning to real-world scenarios or cross-subject connections.

Approaching/MLL

- Draw an icon or paste a photograph next to each tool on the anchor chart.
- As you add words to the Tools chart, provide options for communication by inviting students to make the shape of each tool with their bodies.

Application SL.1.1.A

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can gather information about tools from my experiences, my conversations, and the details in *I Use Science Tools*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application W.1.8 / SL.1.1.A

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about key details in *I Use Science Tools*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7

Why Do We Need Tools? (Session 1)



Purpose

In this lesson, students practice asking and answering questions about key details in the video “Voyages: Tools.”

By the end of the lesson, students should be able to do the following:

- Follow rules for collaborative discussion by listening, responding, and staying on topic.
- Ask and answer questions about key details in a video about tools.



Learning Targets

- I can ask and answer questions about key details in the “Voyages: Tools” video.
- I can follow rules for discussion to listen, take turns, and stay on topic.



Prepare in Advance

This lesson does not require advance preparation of any materials.



Media

- “Voyages: Tools”

Agenda

Ignite (10 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (25 minutes)

- Read Aloud
- Guided Practice
- Voyages
- Discussion Norms Introduction

Apply (15 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RI.1.1, RI.1.7, SL.1.1.A, SL.1.2

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2

Activate Prior Knowledge

Image Connection

- Invite students to reflect on what they've learned about how tools help us.
- Direct students' attention to the image.
- Invite students to write or draw what the image makes them think of, focusing on any prior knowledge they have.
- Allow a few students to share.
- Let students know that as they learn, they will gain more knowledge about how tools help us and why we need them.

Image Connection



Differentiation

Beyond

- Challenge students to generate questions about the image.

MLL

- Pair students with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Invite students to connect to their own experiences.

Application W.1.8, SL.1.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- I can ask and answer questions about key details in the "Voyages: Tools" video.
- I can follow rules for discussion to listen, take turns, and stay on topic.

Learning Targets

1. I can ask and answer questions about key details in the "Voyages: Tools" video.
2. I can follow rules for discussion to listen, take turns, and stay on topic.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in similar language and connect them to something familiar.

Instruction RI.1.1, RI.1.7, SL.1.1.A, SL.1.2

25

Connect

Suggested Pacing: 25 minutes

Read Aloud

Read and Discuss

1. Remind students of the mission letter they received in a previous lesson.
ASK What is our mission? *(to create an object needed in the classroom)*
2. Explain that the class has received another mission letter.
3. Read Mission Letter #2 aloud fluently and without interruption.
4. Reread the third paragraph.
ASK What words seem important to understanding the mission?
(watch, listen, tools, video)
5. Draw students' attention to the final sentence of paragraph 4.
SAY We will need to remember this part of the mission when we watch the "Voyages: Tools" video later in the lesson.

Mission Letter #2

Challenges: Complete!
Congratulations on completing three of the challenges. You are one step closer to achieving your mission.

Tools are going to help you create an object needed for your class, so it is a good thing you have started to learn about them.

Differentiation

Beyond

- Challenge students to generate questions about the letter before asking the prepared questions. Example: "What questions can we ask about this letter? Let's explore if we can answer them together."

MLL

- Ask students about this sentence from Mission Letter #2: "Find clues about what types of tools you can use to make things easier."
Examples:
 - "What is a clue? What is the word *clue* in our home languages?" *(a piece of information that helps us answer a question or solve a mystery; vodítko in Czech)*
 - "We need to find clues about different types of tools. What are some different types, or kinds, of tools?" *(science tools, math tools, magnifying glass)*
 - "Who is the sentence talking about when it says *you*?" *(we, the class)*
 - "What are some examples of things that are easier to do when we use tools?" *(jobs, work, science, math)*
 - "Now, what do you think this sentence means?" *(We will look for clues that can help us learn about what tools help us do jobs.)*

Approaching/MLL

- Some students may benefit from reviewing how this mission is connected to the overall unit. As you discuss the new mission letter, support planning and strategy development by writing a list of the challenges the class has completed so far and include the next step: “Find clues about what types of tools you can use to make things easier.”

Application SL.1.1.A, RI.1.1

Guided Practice

Asking Questions About Key Details

- Direct students’ attention to the Photographs of Tools flipbook.

SAY You are going to work with a partner to ask questions about photographs of tools from the video we will watch later.
- Explain that students will be using question words to ask questions about the photographs.

SAY Question words are *who, what, when, where, and why*. These words help us start questions. The questions you ask will start with these words.
- Model asking questions of the first photograph with a student using the think-pair-share protocol.

SAY First, my partner and I will look closely at the photograph.

SAY Next, my partner and I will decide who will go first to share a question about the photograph. I will share first.

SAY I think the person in the photo is drinking from a glass using a straw. The questions I have are: Why do you use a straw? When might I use a straw?

SAY Finally, I will listen to what my partner shares.
- Allow time for the student to respond.

SAY I will be looking for students to follow the discussion norms we have learned and practiced.
- If necessary, reread the list of discussion norms for the class and quickly remind students what each term means.
- Refocus the group and ask students what they observed or noticed.

ASK What did you notice during our think-pair-share? *(Answers will vary but could include noticing partners looking at each other, taking turns, or speaking in full sentences.)*
- Direct students’ attention to the next photograph.
- Students will work with partners to ask questions about this photo using the think-pair-share protocol.
- Have students look at the photograph with partners. Share that students do not need to have answers to the questions their partners share.
- Invite pairs to think-pair-share.

SAY Share your questions about the tool with your partner. Remember to stay on topic as you share questions and discuss possible answers.
- Repeat the steps for the remaining photographs.
- Refocus students as a whole group.

ASK What questions do you have about the tools in the photographs? *(Answers will vary.)*
- Record students’ questions on Questions About Tools.

Questions About Tools

Question	Answer

Differentiation

Approaching

- If students struggle to put words to their ideas, invite them to mime their thoughts and questions. Remind students of the word or concept they recalled and help them form a question. Prompt them to repeat the sentence back after scribing it. Example: “I think you are saying you wonder if the tool is heavy. I am going to write: Is it heavy? Can you say that with me?”
- Before students begin the think-pair-share, foster community by offering strategies for what to do if you don’t have a partner or if you notice someone doesn’t have a partner. Examples: “You can ask someone, ‘Will you be my partner?’” or “You can invite them to be your partner by asking, ‘Since you don’t have a partner, do you want to be mine?’”

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Enhance perceptual features by directing individual students’ attention to pre-printed or hand-drawn images associated with each question word. Examples: *who*—image of person; *what*—image of nonfiction text; *when*—image of clock.
- Provide individual students with options for expression and communication by using sentence starters for asking questions. Examples: “I wonder why . . .” and “I wonder how . . .”
- Invite students to use their home languages to help generate questions about the pictures. This will make them more comfortable engaging with the content, and it will facilitate transfer of language skills across languages.

Approaching/MLL

- Students may need additional support asking questions. Model using the question words.

Instruction RI.1.1, RI.1.7

Application RI.1.1, RI.1.7

Voyages

View Media

1. Remind students of the first learning target: I can ask and answer questions about key details in the “Voyages: Tools” video.
 - SAY** Now that you have asked questions about tools in photographs, you will watch a video to determine if you can answer any of your questions.
 - SAY** As the video plays, watch and listen for the answers to your questions. After the video, you will share the answers to your questions with a partner.
2. Play the “Voyages: Tools” video without interruption.
3. Select one or two students to share their responses.
 - ASK** What answers to your questions about tools did you see or hear in this video? (*Answers will vary.*)





Differentiation

Approaching

- Enhance students' capacity for self-monitoring progress by developing a silent signal for hearing their answer during the video, and as you watch the video, proactively prompt students to use the silent signal if they learn the answer to their question.
- Optimize motivation and increase on-task orientation by inviting individual students to "lock the answers to their questions" by drawing on white boards as they watch the video.

Beyond

- Encourage students to write down the answers to their questions as they watch the video. They can also generate additional questions as appropriate.
- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- As you watch the video, guide information processing by prompting students to look for clues in the photographs as well as the narration.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- To facilitate active listening, assign students specific tools to watch and listen for during the video. Prompt them to give a thumbs-up when they hear or see information about their special tools.

Instruction RI.1.1, RI.1.7, SL.1.2

Application RI.1.1, RI.1.7

Discussion Norms Introduction

Introduce and Discuss

1. Remind students that they have learned about discussion norms.
2. Direct students' attention to the discussion norms anchor chart.

ASK

Based on what we learned, how should you participate in a class discussion? (*listen with care, look at the speaker, take turns speaking*)

3. Allow a few students to share.
4. Point to the addition of the norm "stay on topic."

SAY

Staying on topic means that when you are speaking, you talk only about what the class is focusing on, the story being read, or the question being asked. Staying on topic helps your listener understand what you are trying to share.

5. Model how to stay on topic.

SAY

Let's pretend I am sharing with a partner about the video we just watched. Listen for how I stay on topic. Before I watched the video, I wondered why people use straws. As I watched the video, I saw a photograph of someone drinking out of a milk carton. Milk cartons can be hard to open. This answered a question I had. Now, I know that person used a straw to make it easier to drink the milk because I saw it in the video.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others' ideas by adding on or asking questions.

6. Tell the class that now you will show them what it sounds like if you do not stay on topic.

SAY In the video, I saw a photograph of someone working in a field. One time I ran in a field. I wonder what he is doing in that photograph. I like the ocean better than fields because the water is fun.

ASK What did you notice was different between my two answers? *(The first answer talked about the video; it answered the question. The second answer was about the ocean, and that isn't a part of what we are talking about.)*

7. Explain why it's important to stay on topic.

SAY Remember, staying on topic helps the listener understand what you are communicating and how to learn from you.



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.

MLL

- Give students a chance to practice staying on topic while speaking in their home language.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what completing each step of a task looks and sounds like before beginning the task.

Instruction SL.1.1.A

Application SL.1.1.A, RI.1.1

Apply

15

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.

SAY Today, we observed photographs and watched a video to practice asking and answering questions about tools.

- Explain the task.

SAY You will now share with a partner the answers to the questions you had about tools that you heard about or saw in the video.

- Reread the questions written on the Questions About Tools anchor chart.
- Direct students' attention to the sentence frames they can use to stay on topic.
- Check for clarifying questions.
- Circulate to support and give specific positive feedback to students who are staying on topic as they discuss.

Questions About Tools

Question	Answer



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.

MLL

- Some students may need more guidance than a verbal prompt to turn and talk about their answers. Have two students "fishbowl" for the class to model their discussion about "Voyages: Tools."

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what completing each step of a task looks and sounds like before beginning the task.
- Circulate and listen as students share with their partners. To support individual students in generating ideas, ask additional questions to focus their thinking.

Application RI.1.1, RI.1.7, SL.1.1.A, SL.1.2

Reflect

Suggested Pacing: 10 minutes

10

Share and Reflect

Reflection Question

- Share that, today, students practiced asking and answering questions about tools while staying on topic.
- Have students turn and share with their partners to answer the following questions:
(ASK) Which discussion norm did you follow well? Which one do you still need to work on? *(Answers will vary.)*
- Allow students to share, discuss, and respond to the responses of other pairs.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others' ideas by adding on or asking questions.



Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss their learning with a partner using their home language.

Approaching/MLL

- Prompt students to reflect on their learning with scaffolded support. Example: “Tell me one thing you learned, and I’ll ask a question to help you add more. Then, we’ll check if it matches our learning goal.”

Application SL.1.1.A

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can ask and answer questions about key details in the “Voyages: Tools” video.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can follow rules for discussion to listen, take turns, and stay on topic.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.1.1.A

Why Do We Need Tools? (Session 2)



Purpose

In this lesson, students use photographs from “Voyages: Tools” to practice asking and answering questions and sorting tools into categories by their use.

By the end of the lesson, students should be able to do the following:

- Use key details to explain how tools help us.
- Sort tools into categories by their use.



Learning Targets

- I can define and sort words about tools into categories.
- I can use key details in the “Voyages: Tools” video to explain how tools help us.



Prepare in Advance

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Voyages: Tools”

Agenda



Ignite (10 minutes)

- Activate Prior Knowledge
- Learning Targets



Connect (30 minutes)

- Concept Introduction
- Participate in the Protocol
- Voyages



Apply (10 minutes)

- Your Turn



Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, L.1.5.A, L.1.5.B

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, SL.1.6, L.1.5.A, L.1.5.B



Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about tools.
- Provide the “Would you rather?” question related to tools.
ASK Imagine you are building a table. You can have one tool. Would you rather have a hammer or a saw? Why? (*I would rather have a hammer because I could put pieces of wood together.*)
- Have students choose an option and discuss why with a partner.
- Encourage students to share their choices aloud and explain why they prefer one option over the other.
- Ask students to connect to what they know about tools.
ASK What is a tool? What tools have we learned about? What does the tool help do? (*Answer may vary.*)
SAY Today, we will continue to learn about tools.
- Encourage students to monitor how their minds may change as they learn more about why we need tools.

Would You Rather?

Imagine you are building a table. You can have one tool. Would you rather have a hammer or a saw?

Differentiation

Beyond

- Challenge students to generate additional “Would you rather?” questions.

MLL

- Encourage students to connect new ideas to their home language and culture by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.

Application SL.1.1.A, SL.1.6

Learning Targets

Introduce the Learning Targets

Direct students’ attention to the learning targets and read the learning targets aloud.

- I can define and sort words about tools into categories.
- I can use key details in the “Voyages: Tools” video to explain how tools help us.

Learning Targets

1. I can define and sort words about tools into categories.
2. I can use key details in the “Voyages: Tools” video to explain how tools help us.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction RI.1.1, RI.1.7, SL.1.1.A, SL.1.2, L.1.5.A, L.1.5.B

Connect

Suggested Pacing: 30 minutes

30

Concept Introduction

Define Categorizing Words

1. Set a clear objective for students.

SAY You have learned many words about tools since we started our mission. Today, you will learn to sort words into categories.

2. Introduce the concept.

SAY Categories are groups of things that are alike or the same in some way, such as colors or animals. Attributes are special features that describe something, such as a dog being furry. When we describe words by categories and attributes, we can group the words together and describe what makes them special.

SAY It is important to know how to sort words into categories and describe their attributes because it helps you learn more words, understand what you read, and be more descriptive in your writing.

SAY Next, you'll practice categorizing some of the words about tools we have been learning about.

Categorizing Words

Term	Definition	Example
Category	A group of things that are alike in some way.	Dogs
Attributes	Special features or things that help us describe something. They tell us more about an item and what makes it unique.	Furry, four-legged



Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking. Have them come up with other examples of categories and attributes.

MLL

- Encourage students to share what *categories* and *attributes* are. Encourage them to use their home language to explain the definitions as needed.

Approaching/MLL

- Remind students frequently of the meanings of new key words, such as *category* and *attribute*.

Instruction L.1.5.A, L.1.5.B

Application SL.1.1.A, L.1.5.A, L.1.5.B

Participate in the Protocol

Introduce the Protocol

1. Explain that students will use the sorting protocol to sort words about tools into categories.

SAY

You are going to work with a partner to sort words about tools into categories. Sorting helps you understand the words about tools and how they are similar and different.

2. Read aloud the steps from the sorting anchor chart.
3. Guide students through the protocol.
4. Move students into pairs.
5. Have them label themselves Partner A and Partner B.
6. Invite Partner A to choose a word about tools.
7. Partner A should ask Partner B questions about how to sort the word about tools.

SAY

Questions you could ask your partner include: What category does the word *shovel* belong in? Why does it belong in that category? (*The shovel belongs in the farming tools category because it is used to dig a hole to make a garden.*)

8. Have Partner B answer Partner A's questions and place the word about tools into a category.
9. Invite partners to switch roles and repeat steps 6–8 for the remaining words about tools.

Sorting Protocol

1. Label yourselves Partner A and Partner B.
2. Partner A chooses a word.
3. Partner A asks Partner B questions about how to sort the word.
4. Partner B answers and places the word into a category.
5. Repeat steps 2–4.

Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking. Have them come up with other examples of categories and attributes.

MLL

- Encourage students to share what *categories* and *attributes* are. Encourage them to use their home language to explain the definitions as needed.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the sorting protocol.



Approaching/MLL

- Remind students frequently of the meanings of new key words, such as *category* and *attribute*.
- Circulate and listen as students share with their partners. To support individual students in generating ideas, ask additional questions to focus their thinking.

Instruction L.1.5.A, L.1.5.B

Application L.1.5.A, L.1.5.B

Voyages

Discuss the Media

1. Direct student's attention to Key Details About Cutting and Farming Tools, which also appears in their student companion.
2. **SAY** Now that the words about tools are sorted into categories, you are going to use key details in the "Voyages: Tools" video to explain how these tools help us.
3. Model using key details from the video to explain how the first tool, scissors, helps us.
SAY I would like to know more about how scissors help us, so I will rewatch a part of "Voyages: Tools."
4. Watch the video portion about scissors.
5. Model writing a phrase that explains how the tool helps us.
SAY In the video, I heard that scissors are a tool that helps us cut items like paper. I saw someone cutting paper with scissors.
6. Using the "Voyages Tools" video, pause the video at the clip for the next tool on the chart.
SAY As we rewatch this part of the video, listen for key details that explain how this tool helps us.
7. Rewatch the video clip about the hoe.
8. Have students turn and talk to a partner.
ASK What is the name of this tool? (*This tool is a hoe.*)
ASK How does this tool help us? (*A hoe is used to remove plants and shape soil.*)
9. Ask students to complete the Key Details About Cutting and Farming Tools chart.



Differentiation

Beyond

- Encourage students to apply their learning in innovative ways, such as creating presentations and multimedia projects about what they learned about tools.

MLL

- Watch the portion of the video twice—once before asking the questions and once after asking the questions. This will provide students more time to process the text and to formulate their answers to discussion questions.
- Invite students to discuss how the tools help us using the sentence starter "The tools help by . . ."

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.

Application RI.1.1, RI.1.7, SL.1.2, W.1.8

Apply

Suggested Pacing: 10 minutes

10

Your Turn**Independent Practice**

- Recap the lesson.
 - SAY** Today, we sorted words about tools into categories and used key details to explain how tools help us.
- Explain the task.
 - SAY** You will now complete a sentence about another tool in the video.
- Using the “Voyages: Tools” video, play the video clip for the watering can.
 - SAY** As we rewatch this part of the video, identify key details that explain how this tool helps us.
- Rewatch the video clip.
 - ASK** How do watering cans help us?
- Check for clarifying questions.
- Direct students’ attention to How Watering Cans Help, which also appears in their student companion.
- Release students to begin the task and circulate to support.

How Watering Cans

How do watering cans help us?
Watering cans help us . . .

Differentiation**Beyond**

- Encourage students to write more than one sentence about how watering cans help us.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Remind students that they can review the model if they are stuck. Invite them to use a sentence starter based on the model: “Watering cans help us . . .”

Application RI.1.1, RI.1.7, SL.1.2, W.1.8

Share and Reflect

Activity Share

- Share that, today, students learned about two categories of tools—cutting tools and farming tools—and how they help us.
SAY In a moment, you will discuss a question with a partner. I will be looking for you to follow the discussion norms we have learned and practiced.
- If necessary, reread the list of discussion norms for the class and quickly remind students what each term means.
- Ask students to turn and share what they wrote about watering cans.
- If productive, cue students to expand on their discussions.
ASK Can you say more about that? (*Responses will vary.*)

Activity Share

What did you write about a watering can?

Differentiation

Beyond

- Encourage students to share more than one sentence about how watering cans help us.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Provide sentence starters.
 - “I wrote . . .”
 - “Watering cans help us . . .”

Application SL.1.1.A

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can define and sort words about tools into categories.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.1.5.A, L.1.5.B

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use key details in the "Voyages: Tools" video to explain how tools help us.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7

Why Do We Need Tools? (Session 3)



Purpose

In this lesson, students continue to practice asking and answering questions and sorting into categories.

By the end of the lesson, students should be able to do the following:

- Use key details to explain how tools help us.
- Sort tools into categories by their use.



Learning Targets

- I can define and sort words about tools into categories.
- I can use key details in the “Voyages: Tools” video to explain how tools help us.



Prepare in Advance

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Voyages: Tools”

Agenda



Ignite (10 minutes)

- Activate Prior Knowledge
- Learning Targets



Connect (25 minutes)

- Concept Review
- Participate in the Protocol
- Voyages



Apply (15 minutes)

- Your Turn



Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



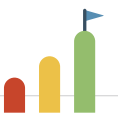
Standards

Instruction

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, L.1.5.A, L.1.5.B

Application

RI.1.1, RI.1.7, W.1.8, SL.1.1.A, SL.1.2, SL.1.6, L.1.5.A, L.1.5.B



Activate Prior Knowledge

Three-Two-One Reflection

- Invite students to reflect on what they've learned about tools.
- Allow students to discuss their reflections with a partner.
 - three things they've learned about how tools help us
 - two things they're still unsure about how tools help us
 - one thing they would like to know more about how tools help us
- Give students two to three minutes to discuss with their partners.
- Invite a few students to share their responses with the class.
- Share that, today, they will continue to explore how tools help us.

Three-Two-One Reflection

Reflect on the following:

- three things that you learned about how tools help us
- two things that you are still unsure of about how tools help us
- one thing you would like to know more about how tools help us

Differentiation

Beyond

- Challenge students to link the topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair.

Approaching/MLL

- Display and repeat the prompts.

Application SL.1.1.A, SL.1.6, L.1.5.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read learning targets aloud.

- I can define and sort words about tools into categories.
- I can use key details in the "Voyages: Tools" video to explain how tools help us.

Learning Targets

1. I can define and sort words about tools into categories.
2. I can use key details in the "Voyages: Tools" video to explain how tools help us.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instructional RI.1.1, RI.1.7, SL.1.1.A, L.1.5.A, L.1.5.B

25

Connect

Suggested Pacing: 25 minutes

Concept Review

Review Categorizing Words

1. Review the concept of sorting words into categories.

SAY During the previous lesson, we learned how to sort words about tools into categories.

ASK What is a category? (*Categories are groups of things that are alike in some way, such as colors or animals.*)

ASK Why is it important to know how to sort words into categories? (*It helps you learn more words, understand stories better, and be more descriptive in your writing.*)

2. Introduce today's sort.

SAY Today, you will sort cooking and eating tools. As you sort the tools, remember to think about their attributes to help you sort them into categories.

Category and Attributes Chart

Term	Definition	Example
Category	A group of things that are alike in some way.	Dogs
Attributes	Special features or things that help us describe something. They tell us more about an item and what makes it unique.	Furry, four-legged



Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking. Have them come up with other examples of categories and attributes.

MLL

- Encourage students to share what *categories* and *attributes* are. Encourage them to use their home language to explain the definitions as needed.

Approaching/MLL

- Remind students frequently of the meanings of new key words, such as *category* and *attributes*.

Instruction L.1.5.A, L.1.5.B

Application SL.1.1.A, L.1.5.A, L.1.5.B

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to Tools Sort: Cooking and Eating Tools, which also appears in their student companion.
 - SAY** Today, you will work with a partner to sort words about tools into two categories: tools you use to cook and tools you use to eat.
2. Read aloud the list of words.
3. Guide students through the sorting protocol.
 - a. Move students into pairs and have them label themselves Partner A and Partner B.
 - b. Invite Partner A to consider the next word.
 - c. Partner A should ask Partner B questions about how to sort the word.
 - SAY** Ask your partner: What category does the word *spatula* belong in? Why does it belong in that category? (*The spatula belongs in the cooking tools category because it helps you make eggs.*)
 - d. Have Partner B answer Partner A's questions and place the word into a category.
 - e. Tell partners to switch roles and repeat steps b–d for the remaining words.
4. Review the categories into which students sorted the words about tools with the class.

Sorting Protocol

1. Label yourselves Partner A and Partner B.
2. Partner A chooses a word.
3. Partner A asks Partner B questions about how to sort the word.
4. Partner B answers and places the word into a category.
5. Repeat steps 2–4.

Differentiation

Approaching

- Review the definitions of *cooking* and *eating*. Have students share situations where they might cook or eat.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- To facilitate active listening, invite students to look and listen for the new vocabulary words they learned. Prompt them to give a thumbs-up when they recognize one of the words or tools.
- As students interact, notice instances in which students omit the plural -s. Identify the error and recast the sentence correctly. Invite students to repeat. Example: "A fork and pan are cooking *tools*. Now, you say it."

Approaching/MLL

- Before partner work, invite students to generate questions that will help them sort tools. Write their questions on a chart and invite students to use the chart as they work with their partners. Examples: “Who uses the tool? What is the shape of the tool? How do you hold the tool?”

Instruction L.1.5.A, L.1.5.B

Application SL.1.1.A, L.1.5.A, L.1.5.B

Voyages

Discuss the Media

1. Direct students’ attention to the Key Details About Cooking and Eating Tools chart, which also appears in their student companion.

SAY Now that we have sorted words about tools into categories, we are going to use key details in the “Voyages: Tools” video to explain how these tools help us.

SAY I would like to know more about how a cooking pot helps us, so I will rewatch a part of “Voyages: Tools.”
2. Watch the video clip about a cooking pot.
3. Model writing a sentence that explains how the tool helps us.

SAY The video described a cooking pot as a tool that helps us cook food over heat. I saw someone using a cooking pot on a stove.
4. Using the “Voyages: Tools” video, pause the video at the clip for the next tool on the chart.

SAY As we rewatch this part of the video, listen for key details that explain how this tool helps us.

 - “Rewatch the video clip about a fork.
 - “Have students turn and talk to a partner.

ASK What is the name of this tool? (*This tool is a fork.*)

ASK How does this tool help us? (*A fork is used to pick up food to eat.*)

 - “Ask students to complete the Key Details About Cooking and Eating Tools chart.



Differentiation

Approaching

- Review the definitions of *cooking* and *eating*. Have students share situations where they might cook or eat.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- To facilitate active listening, invite students to look and listen for the new vocabulary words they learned. Prompt them to give a thumbs-up when they recognize one of the words or tools.

Approaching/MLL

- Before partner work, invite students to generate questions that will help them sort the tools and how they help us. Write their questions on a chart and invite students to use the chart as they work with their partners.

Application RI.1.1, RI.1.7, SL.1.2, W.1.8

Apply

Suggested Pacing: 15 minutes

15

Your Turn**Independent Practice**

- Recap the lesson.
SAY Today, we sorted words about tools into categories and used key details to explain how tools help us.
- Explain the task.
SAY You will now complete a sentence about another tool in the video.
- Using the “Voyages: Tools” video, play the video clip for the spoon.
SAY As we rewatch this part of the video, identify key details that explain how this tool helps us.
- Rewatch the video clip.
ASK How do spoons help us?
- Check for clarifying questions.
- Direct students’ attention to How Spoons Help, which also appears in their student companion.
- Release students to begin the task and circulate to support.

Voyages

How do spoons help us? Spoons help us _____.

Differentiation**Beyond**

- Encourage students to write more than one sentence about how spoons help us.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.

Application RI.1.1, RI.1.7, SL.1.2, W.1.8

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Activity Share

- Share that, today, they learned about two categories of tools—cutting tools and farming tools—and how they help us.
- **SAY** In a moment, you will discuss a question with a partner. I will be looking for you to follow the discussion norms we have learned and practiced.
- If necessary, reread the list of discussion norms for the class and quickly remind students what each term means.
- Ask students to turn and share what they wrote about spoons.
- If productive, cue students to expand on their discussions.
- **ASK** Can you say more about that? (*Responses will vary.*)

What did you write about spoons?

Differentiation

Beyond

- Encourage students to share more than one sentence about how spoons help us.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Provide sentence starters.
 - “I wrote . . .”
 - “Spoons help us . . .”

Application SL.1.1.A, L.1.5.B

Progress Reflection

Learning Target #1

- Explain that students will reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can define and sort tool words into categories.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.1.5.A, L.1.5.B

Progress Reflection

Learning Target #2

- Explain that students will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use key details in the "Voyages: Tools" video to explain how tools help us.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss their learning using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.1.1, RI.1.7

Facts That Fly!

In this book, you'll explore the world of tools, jobs, and the sky above you.

Did you know? . . .

- Tools help people do big jobs.
- You can make things with everyday stuff.
- The sun and moon are always moving.

