

Informational Books in the Preschool Classroom
Topic of Study: Tools

***Tool Book* by Gail Gibbons**
***Tools* by Ann Morris, photographs by Ken Heyman**

Introduction

In this guide children are engaged in activities that primarily support two domains in the *Arkansas Child Development and Early Learning Standards: Birth through 60 months: Emergent Literacy* and **Science and Technology**. The **Learning Goals** (with **Strands**) that precede each activity relate to specific areas of development and learning that are the focus of the activities.

Through the two featured books children are introduced to a variety of tools that are used by people of all ages to make their lives easier. In *Tool Book*, tools used for building are featured. In the book, *Tools*, children learn that tools are universal; that people all over the world use different kinds of tools to accomplish a variety of tasks.

Teacher Note: *A tool is a devise, usually hand held, that aids in accomplishing a task.*

Connection to Adventures in Learning

This curriculum guide can stand alone or be used as a supplement to the following topic of study **in Adventures in Learning:**

- Focus Area: Communities – Topics of Study: People Who Help Build Our Community

This curriculum guide can also be used with similar topics of study from any curriculum.

Materials to Collect and Make

- Building Tools cards (See Attachment: [Builder's Tools](#))
- Classroom Tools cards (See Attachment: [Classroom Tools](#))
- Cooking and Eating Tools Cards (See Attachment: [Cooking and Eating Tools](#))
- Builder's Tools such as:
 - tape measure, flat rule, folding ruler
 - adjustable wrench, pliers, open-end wrench
 - screws, nails, sets of nuts and bolts
 - carpenter's pencils
- Tool belt or carpenters apron
- Screwdriver, Phillips screwdriver and regular and Phillips screws
- Hammering Kit (purchased or made)
 - Cover a 2" thick 12"square piece of Styrofoam with a piece of burlap fabric
 - Provide golf tees and plastic hammers
- Develop a painter's prop box: big brushes, paint rollers with pans, empty and clean buckets, and plastic aprons or large men's shirt with sleeves shortened.
- Develop a kitchen tools prop box: spatula, measuring cups and spoons, small rolling pin, whisk, potato masher
- Crayons, washable markers, pencils, child safety scissors, easel brushes, watercolor brushes, cookie cutters, small rolling pin, craft sticks
- Abacus
- Chop sticks

Teacher Note: *For safety reasons consider having builder's tools such as a hammer, saw and screw driver available only if children can be closely supervised when they are introduced to these tools.*

Story Presentations

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences, variety of interests*)

EL1.2 Engages in read-alouds and conversations about books and stories (*story comprehension*)

EL3.1 Responds to features of books and print (*book knowledge*)

ST3.2 Uses tools and engineering practices to explore and solve problems (*knowledge of tools*)

Book: *Tool Book* by Gail Gibbons, author and illustrator

- Prepare to read the book, *Tool Book*.
- Take to the reading area some of the builder's tools that are listed under **Materials to Collect and Make**.
- Show the tools to children and allow them to examine them.
- Invite children to name the tools and discuss what they know about how the tools are used and who they have seen using them.
- State that these tools are used for building and fixing/repairing things and that you will now read a book about tools.
- Show the cover, give title, author and illustrator. (Explain that Gail Gibbons is both the author, the one who writes the words, and the illustrator, the one who draws the pictures)
- Invite children to look at the cover and name the tools they know.
- Read the story so all children can see the pictures in the book.
- Follow up the reading by showing the pages and inviting children to name the tools they know and/or remember.

Teacher Note: *When introducing tools to children, discuss with them how to use the tools in an appropriate and safe way. Very close supervision is required when children are handling tools such as screwdrivers.*

Additional Learning Goal:

PH3.2 Shows awareness of safe behavior (*understanding of safety rules and practices*)

Second Reading: *Tool Book* (small group of 4 to 6 children)

- Gather a small group of children for the second reading of the book; especially children who seem to be really interested in finding out more about tools.
- Read the story, pausing to give explanations of the function of tools with which children may not be familiar or expanding on ways the tools might be used. Allow time for children's questions and input.
- Consider the following explanations:
 - Metal shears are used to cut tin, for example. Tin is a metal.
 - Coping saw is used for cutting designs in wood (show design in board)
 - Vise is used to hold a piece in place (show wood piece that is being held in place by vise)
 - Pliers are used for holding, bending or cutting
 - Screwdriver and Phillips screwdriver are used for turning 2 different types of screws. Allow children to examine the 2 screwdrivers and screws and to discuss the differences.
 - Putty knife is used to spread putty, which is a dough-like cement that is used to fill holes in woodwork and secure panes of glass in windows.
 - Brick trowel is used for spreading cement between bricks so they will hold together.
- Extend the activity by giving each child one of the Building Tools cards and ask them to show the card when that tool is shown in the book.

Book: *Tools* by Ann Morris, photographs by Ken Heyman

- Prepare to read the book, *Tools*. This preparation includes reviewing the two-page index at the end of the book so that you are familiar with the tools that are used in the story and can help children better understand what they are and how they are used.
- Take the book to the reading area.
- Show children the cover, give the author and photographer, and explain to them that in the book they will see tools that are used by people all over the world; people who may live far away from us, and they may use tools that are unfamiliar to us.
- Read the story so all children can see the photos in the book.
- Pause and allow the children to make comments and ask questions about the photos. Give explanations as needed, explanations based on what you learned in the index.
- Follow up the reading by inviting children to recall one thing that surprised them or that they learned about tools that they didn't know before. Give them prompts as needed. For example, did they know that some people eat with chopsticks instead of spoons and forks?
- Invite children who want to know more about the tools in the book to join you in the Library Center at a certain time.

Additional Learning Goal: (for both readings of *Tools*)

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

Second Reading of *Tools* (small group of 4 to 6 children)

- Plan to read the book with small groups of from four to six children so that interested children can have an opportunity to learn more about the featured tools and be involved in reading the information in the index.
- Decide if you want to read the entire book with the children again, then focus on the index or simply focus on the information in the index.
- Explain to and show children that there is more information about each tool in the index.
- Involve children in discussing and asking questions about the various tools.
- Explain to children that the book will be in the Library Center if they want to look at it on their own or with a friend.

Teacher Notes:

- *If possible have a set of chopsticks and an abacus with you during the second reading. Allow the children to examine the tools. Involve them in using the chopsticks and in some simple counting, addition and subtraction activities with the abacus.*
- *Search the web for information on how to use chopsticks and use the abacus for teaching simple math to children, especially counting, addition and subtraction.*
- *Place the abacus in either the Discovery or Manipulative Center and observe children as they use it, offering assistance and guidance as needed.*

Additional Language and Literacy Activities

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

ST3.2 Uses tools and engineering practices to explore and solve problems (*knowledge and use of tools*)

Activity: Which Tool Would You Use?

- Give each child a card with one of the building tools, classroom tools or cooking and eating tools that is featured in this activity.
- Involve children in naming the tool that is on their card.
- Explain that you will be asking questions about how each tool is used. When they hear their tool described, they are to show their card and say the name of the tool.
- Ask the following question: "What tool would you use to....."
 - pound a nail into a piece of wood?" (hammer)
 - draw a picture?" (crayons, markers, colored pencils)
 - write your name?" (pencil)
 - measure a board?" (tape measure, flat ruler, folding ruler)
 - cut out pictures in a catalog?" (scissors)
 - eat soup?" (spoon)
 - dig a hole in the ground?" (shovel)
 - make star-shaped cookies?" (cookie cutter)
 - grip a piece of wire?" (pliers)
 - flatten playdough?" (rolling pin, playdough hammer)
 - cut your meat into smaller pieces?" (knife)

Activity: How Would You Use This Tool?

- Gather a small group of four to six children for this activity.
- Focus on one of the categories of tools by giving each child one of the building, classroom, or cooking and eating tools cards.
- Invite each child to name the tool on his or her card and describe how the tool is used.
- Help each child be success in this activity.

Teacher Note: *At another time, involve children in this activity with tool cards from the other two categories.*

Johnny Works with One Hammer

Johnny works with one hammer	(pretend to hammer with one fist)
One hammer, one hammer, one hammer.	
Johnny works with one hammer,	
Now he works with two.	(pretend to hammer with two fists)
Continue with	
two hammers	(use both fists)
three hammers	(use two fists and one foot)
four hammers	(use two fists and two feet)
five hammers	(use two fists, two feet, nod head)
Then he goes to sleep.	(close eyes, put head on folded hands)

A Builder We Will Be

(Sing to tune of "The Farmer in the Dell" and suit actions to words)

A builder we will be,
A builder we will be.
Hi ho the dairy-o.
A builder we will be.

We'll dig up all the dirt,
We'll dig up all the dirt.
Hi ho the dairy-o.
We'll dig up all the dirt.

We'll measure all the boards,
We'll measure all the boards.
Hi ho the dairy-o.
We'll measure all the boards.

We'll saw the boards in half,
We'll saw the boards in half.
Hi ho the dairy-o.
We'll saw the boards in half.

We'll hammer in the nails,
We'll hammer in the nails.
Hi ho the dairy-o.
We'll hammer in the nails.

We'll turn the screw this way,
We'll turn the screw this way.
Hi to the dairy-o.
We'll turn the screw this way.

Learning Environment

Library Center

- Add the following books:
 - *Tool Book*
 - *Tools*

Discovery Center

- nuts and bolts
- abacus

Block Center

- builder's tools

Teacher Notes:

- *Decide which tools to place in the Block Center.*
- *Make sure children have been introduced to the tools as well as to appropriate and safe ways to use them.*
- *Add a tool belt or carpenter's apron.*

Dramatic Play Center

- Add the tools from the kitchen tools prop box:
 - spatula, whisk, potato masher
 - measuring cups and spoons
 - small rolling pin

Manipulative Center

- Add the hammering kit
- Add a small basket with a regular pencil and a carpenter's pencil and unlined paper. Invite children to write their names with both pencils and decide which is easiest to write with.

Water Center

- Add measuring cups to the water center.

Art Center

- Have the following materials available in the art center:
 - crayons, washable markers, pencils, colored pencils
 - props for playdough: small rolling pin, cookie cutters, craft sticks
 - scissors

Easel Painting

- Have the easel set up with a clean piece of paper on it.
- Have available a variety of colors of washable tempera paint and brushes for painting.
- Remind children to put on paint shirts before painting at the easel.

Outdoor Environment

- Take the painter's prop box outdoors on a warm and sunny day.
- Add water to the paint buckets.
- Invite children to paint a wall or the fence, for example.

Transition Activities

Activity: Name That Tool

- Have one of the tool cards for each child in your group.
- Show a card and ask a specific child to name the tool.
- Child names the tool and transitions to the next activity.

Family Connection and Engagement

- Let families know that children are learning about tools that used for building, tools for eating and cooking, and tools that are used in the classroom.
 - Include a list of the tools for each category.
 - Suggest that families involve their children in looking for some of these tools in the home.
- Invite a family member who is involved in building to come in and bring some of tools he/she uses. Discuss with the person in advance what you expect and how to make sure the activity is safe for the children