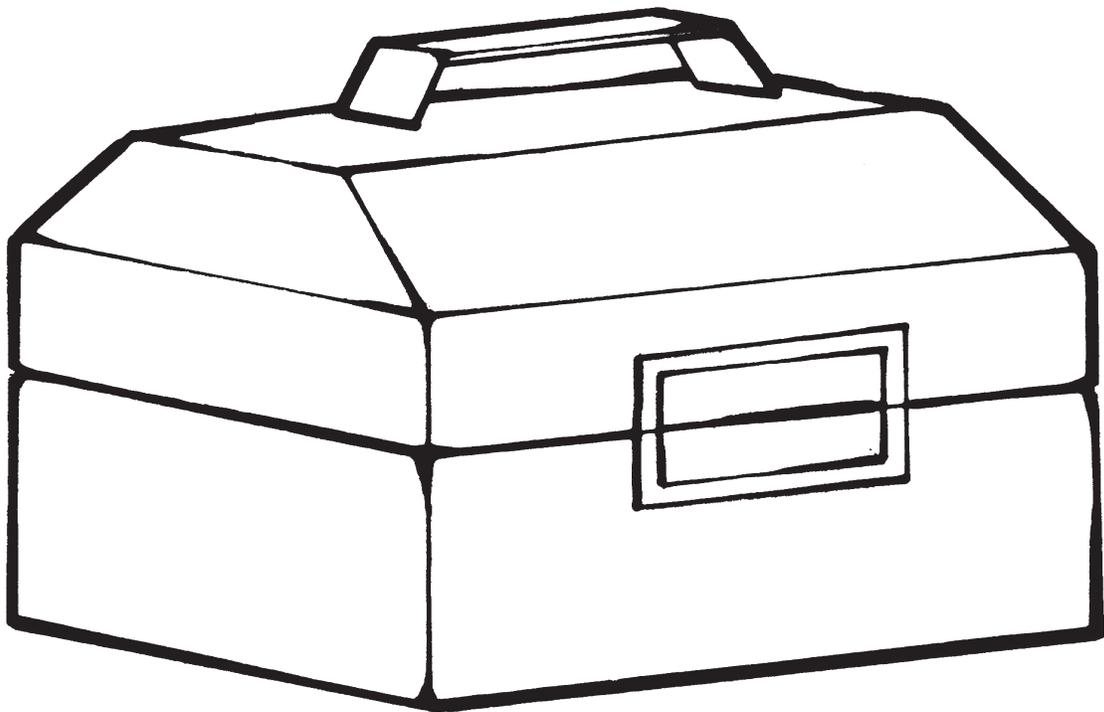


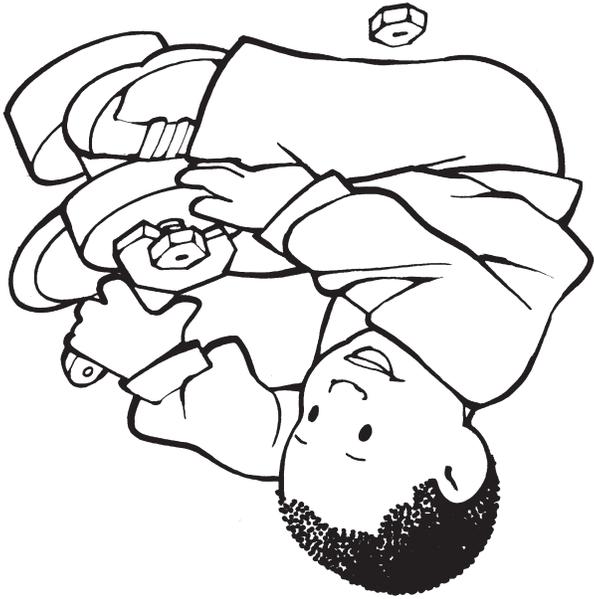
Matt's Toolbox



fold on line

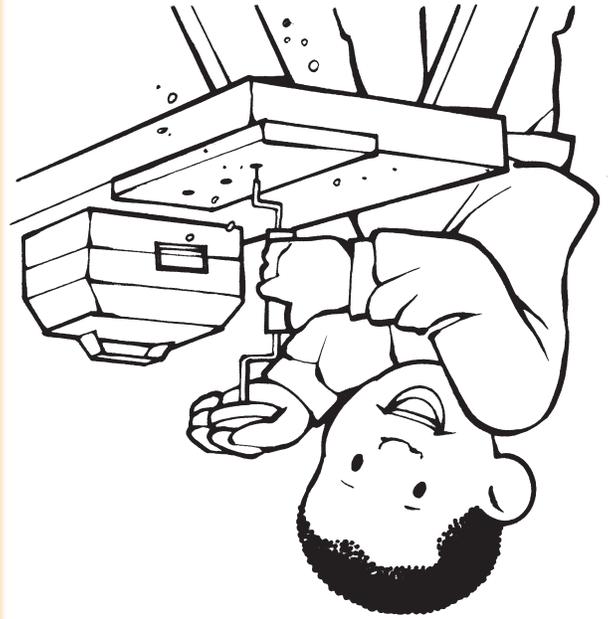
4

Wrench



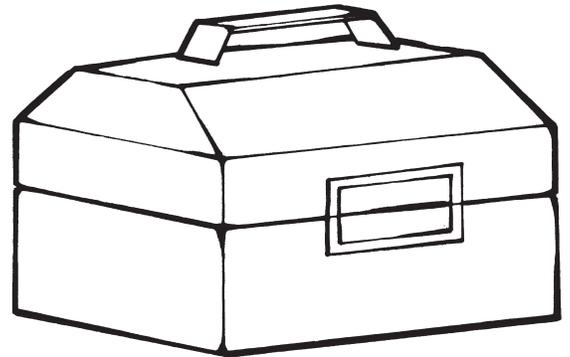
3

Drill



The InvestiGator Club
Prekindergarten Learning System

Matt's Toolbox



2

Screwdriver



5

Tools!

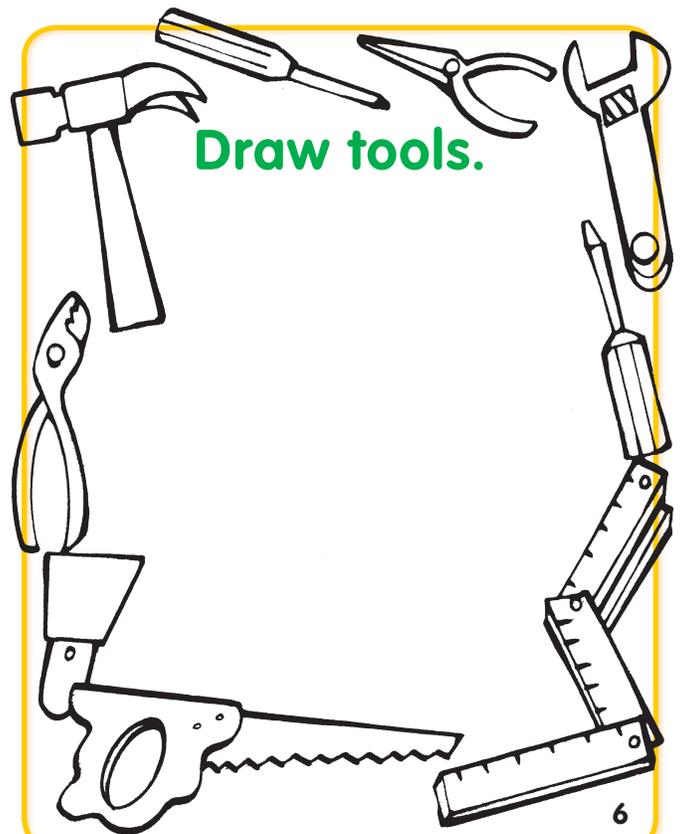


1

Hammer



Draw tools.



6

Literacy: Read *Matt's Toolbox*

Objectives

- Understand that illustrations carry meaning.
- Show interest in reading-related activities.

Materials

- *Matt's Toolbox*

Read the title of the book aloud. Discuss what kinds of tools might be found in a toolbox. Read the book aloud together, pausing to discuss how Matt uses each tool.

Ask questions such as:

- **Can you show me how you use a hammer? A screwdriver?**
- **What is Matt fixing with his screwdriver?**
- **What are some other reasons people use tools?**

On page 6 of their books, have children draw tools they know how to use.

Phonological Awareness: Build a Compound Word

Objective

- Identify compound words.

Materials

- picture cards: tool, mail, box, bird, dog, house, book, shelf, flower, bed

Display the cover of *Matt's Toolbox* and have children tell what the picture shows. Then show picture cards of a tool and a box. Explain: **The word *toolbox* is made up of two smaller words, *tool* and *box*.** Put the two picture cards together and say: ***toolbox***.

Tell children that Matt plans to build many things with his toolbox. Have children figure out what Matt plans to build by putting together two picture cards to say a compound word. (mailbox, birdhouse, doghouse, bookshelf, flowerbed)

Phonological Awareness: Syllable Hammer

Objective

- Delete a syllable from a word.

Tell children that the word *hammer* has two parts. Make a hammering motion for each syllable in the word *hammer* as you say it aloud: **Listen for each word part in *hammer*: ham-mer.** Ask: **What is the first part of *hammer*? (ham-)** **What is the second part? (-mer)** **Now listen as I say only the first part: *ham-***

Say *garden* aloud, hammering for each syllable. Have children listen and hammer with you as you say the syllables slowly: **gar-den.** Then ask children to take away the second part of the word, and say only the first part aloud as they hammer once. (*gar-*) Repeat with *robot*, *carpenter*, and *measure*.

Dramatic Play: Reenact *Matt's Toolbox*

Objectives

- Reenact a story after it is read aloud.
- Use information learned from books to compare and contrast.

Materials

- *Matt's Toolbox*
- toolbox, hammer, screwdriver, drill, wrench

Provide children with a toolbox and have them tell how the tools are alike and different. Then encourage children to reenact *Matt's Toolbox*. They may add characters to the story, such as Matt's mom or dad. Invite pairs to role play Matt and another character as they act out how Matt uses the tools.

Math: Counting at Work

Objective

- Rote count from 1 to 30.

Tell children: **It is fun to build and fix things, but it takes a lot of work, too. Let's use the tools from Matt's toolbox to get the job done.** Count aloud to 30. Then invite children to pretend to use tools as they follow these motions:

- Turn the screwdriver 5 times.
- Turn the wrench 10 times.
- Turn the drill 20 times.
- Hammer 30 times.

Math: How Many Tools?

Objectives

- Subtract with concrete objects.
- Make verbal word problems for subtracting 1–5.

Materials

- toolbox with 5 tools

Have children count the number of tools in the toolbox. Then ask: **If I borrow one, how many will you have left?** (4) Take away one tool and have children tell how many are left. Then ask: **How many tools are left if I borrow two more?** (2) Have children put the tools back in the toolbox and make up their own word problems as they take away tools.

Math: Hardware Store

Objectives

- Add with concrete objects.
- Subtract with concrete objects.

Materials

- tools
- building materials

Set up a hardware store that includes tools and building materials such as blocks, pieces of sandpaper, and paintbrushes. Include up to five of each item. Have children role play the shop owner and customer.

Ask questions such as: **If John buys two pieces of sandpaper, how many pieces are left in the shop?** Guide shop owners to restock their shop. Ask questions such as: **How many paintbrushes do you have? How many more do you need to have five?**

Writing: Robot Poem

Objectives

- Engage in written exploration.
- Begin to edit and revise work.

Materials

- paper, pencil, crayons

Look at page 2 of the book. Ask: **What do you think Matt is building?** (a robot)
Invite children to complete a poem about a robot. Lines 2 and 3 should rhyme.

My robot's name is _____.

It has arms of _____.

And legs of _____.

My robot's name is _____.

Younger children may dictate their responses or use symbols, letters, or invented spelling to express their ideas. Ask older children to complete the poem on their own.

When older children are finished, have them find their printed names in the room. Point out the capital letter at the beginning of each name. Then, have them point to the first letter in their robot's name. Ask: **Is it a capital letter?** If necessary, show children how to revise the name to include correct capitalization. For example, rewrite the capitalized name above the robot's name.