



# From Materials to Goods

**Developed by** Abbey Kaknes, PCM Play Intensive 2021

*(FOCUS: Civics & Culture, K-2, History & Humanities, Creativity & Making, Design Thinking (An innovative problem-solving process))*

Where do the materials we use to make goods or products come from? How are they made? What is the process? The materials we use to make goods come from resources in our world and in our community. Some materials come from plants, animals, the earth. We use the resources in our community to make materials to make goods or commodities to buy and sell in markets.

Today, you will use paper to make a material. You can decide what kind of material you need and how you will make the material. You might use “tape” to make a sturdy or firm material or you might rip paper into strips to create a string like material. You decide what kind of material you need.

Use a good or product you would like to produce as inspiration. What kind of material do you need to make that product? How can you transform paper into a usable material?

Today we will read the book *From Sheep to Sweater*. We learn about the process of making wool, the material used in used to make sweaters.

Explore big questions: What is it? Why does it matter?

Materials are the stuff that our products are made of and we need materials to make goods to buy and sell goods. People have wants and needs. People make decisions about what to buy and sell.

## MATERIALS

- Construction paper (all sizes and colors)
- Tape
- [From Sheep to Sweater Book](#)
- [Sheep to Sweater Slides](#)

**Set Up:** Place bins of paper in center of tables for students to work from



## STUDENT'S JOB

Make a material to be used to make a good or a product.

Use a good or product you would like to produce as inspiration. What kind of material do you need to make that product? How can you transform paper into a usable material?

What material can you make out of paper?

How can this material be used to make a good or product to sell in a market?

1. Listen to, participate in Read Aloud of From Sheep to Sweater
2. Decide on a material needed to make a good or product
3. Use paper and/or tape to make the material

**Further Challenges:** Using the material, you made, what product or good can you make? How might you sell this product in a market?

## TEACHER'S JOB

Facilitate a whole class discussion using the guiding questions from the introduction: Where do the materials we use to make goods or products come from? How are they made? What is the process?

Facilitate distribution of supplies.

Scaffolding student thinking through individual conferring and questioning with students. Prompts to support this language:

- What type of material do you need?
- Describe the purpose of the material?
- Can you use your senses to describe the material you need?

Record student thinking/observations as formative assessment.

### Standards Alignment

RI.1.2: Identify the main topic and retell key details of a text

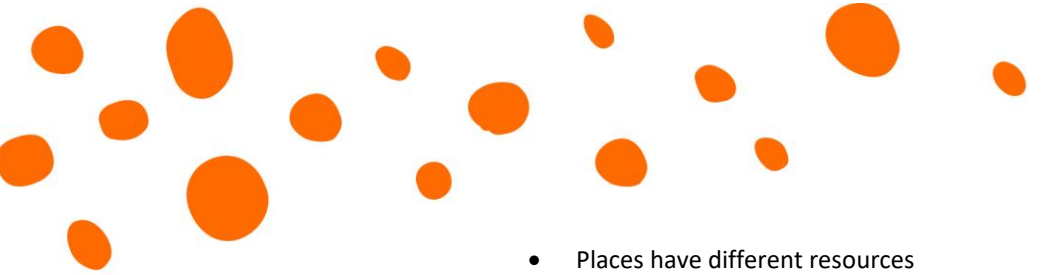
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Economics 19: I can explain why wool production happens in rural places.

L.1.6: I Use words and phrases acquired through conversation, activities in the grade 1 curriculum, reading and being read to, and responding to texts.

### Connections to Previous Work?

Big Ideas About Resources in our Community:

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- Places have different resources
  - People make choices as consumers
  - People make exchanges to obtain the goods and services they want and need.
  - Many jobs that people have are connected to the resources in a community

## Prepare/ Background Info

Read Aloud “From Sheep to Sweater” (Open Source Google Slides)

Provide opportunities for accountable talk: Where do materials come from? How are they made?

Facilitate creative process of creating a material?

Use prompting questions to facilitate curiosity

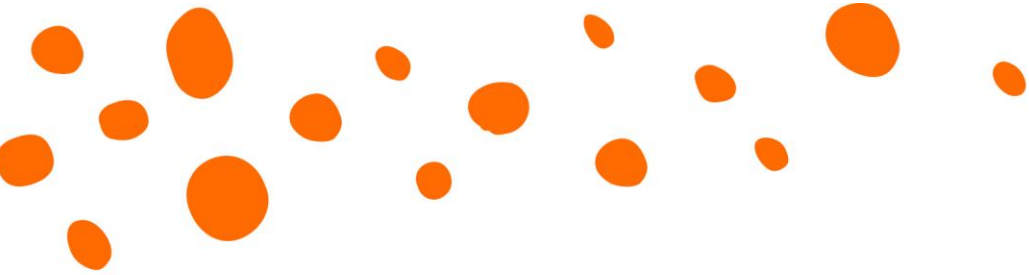
What words are used to describe materials?

## Extend/ Take it Further

- Use the paper made material to make a product
- Make multiple products, with variations
- Create a stall to sell

### **Facilitation Strategies and Probing Questions to Consider:**

- What can you do with paper to make a material?
- Do you need a soft or hard material?
- How might you make a soft material, skinny, sturdy, wide, flexible?



### Play to Notice:

Experiential: How are students learning from their environment, interacting with the material?

Dynamic: How are students building/revising/inventing their ideas?

Physical: How does movement/creating help students think through problems?

Social: How are students interacting with their peers?

### Content Matter to Notice:

Economy/Markets: What do people want? What do people need? What choices do people make when they buy something? How do resources influence a market? How do resources shape the community?

### SEL to Notice:

Problem-solving

Risk-taking

Revision, what can you do if it doesn't work?

Positive reinforcement to support confidence to persevere, take risks.

