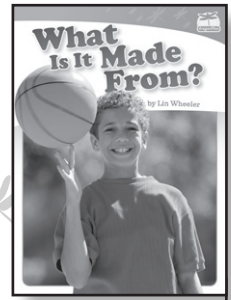


# What Is It Made From?

by Lin Wheeler



## Overview

This book uses colourful photographs and simple text to explore the materials that a variety of objects are made from. Objects include a bat, some letters, a bottle, a hat, and a ball. (Main idea: Scientists study what things are made from.)

### Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- asking questions. 

It supports the following **non-fiction strategies**:

- using photographs to help read the text
- using a picture glossary.

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor word – *made*
- Content words – *ball, bat, bottle, can, cloth, glass, hat, letters, metal, plastic, rubber, wood*
- High-frequency words – *are, is, it, this*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (what things are made from), which expands on pages 12 and 13 of the anchor book *Being a Scientist*
  - preview question on the back cover
  - picture of material at the bottom of each page
  - picture glossary
- Word study:
  - initial consonant “b” – *bat, ball, bottle*
  - initial blends – “cl-”, “gl-”, “pl-”
  - digraph – “th”
  - rhyming words – *bat, hat*
  - silent “e” – *made*
  - double letters – *bottle, letters, rubber, wood*
  - one-syllable words – *ball, bat, can, cloth, glass, wood*
  - two-syllable words – *bottle, letters, metal, plastic*
  - change from “this” to “these” and “is” to “are”
- Combination of familiar (bat, letters, bottle, can, hat, ball) and less familiar (cloth, glass, plastic, metal, rubber, wood)
- Question mark



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book *Being a Scientist*, you can review the discussion and show the students pages 12 and 13 of the anchor book.

Gather a variety of classroom items (pencil, paint pot, scissors, board wiper, eraser). Ask the students what each item is made from. Encourage discussion around scissors being made from plastic and metal.

- Write a list of materials on the board, including the content words “cloth”, “plastic”, “metal”, “rubber”, and “wood”. Ask the students to find a classroom item that is made from at least one of the materials. Have them share with the class.
- Write “made” on the board. *Let’s sound out this word. What sound does “a” make? Which letter is silent?*

## ELL support

When asking questions in small- and whole-group settings, use Think-Pair-Share techniques. Allow the students time to consider their answers and share with a partner, then share with the group. This strategy allows ELL students to answer questions without feeling that they are competing with more proficient speakers.

## The first reading

**MC** **Page 2 – (Making connections)** Discuss the photograph. *What is the bat made from? How do you know? Point to the image of wood at the bottom of the page. What do you notice about the wood? What else can a bat be made from? (plastic) Have you ever played sport with a plastic or wooden bat? If you have used both, which did you like best? What other wooden things can you play with?* Ask the students to bring wooden toys or other wooden objects to class. Create a display.

**AQ** **Page 3 –** *What can you do with plastic letters? (make words, put words in alphabetical order, play word games) How do plastic letters stick to a board? (with a magnet) What other things are made from plastic? (Asking questions) What questions do you have about plastic?* Explain that when we refer to one thing, we use “this is ...” When we refer to more than one thing, we use “these are ...” Write both sentence starters on the board. Hold up one classroom item or a number of classroom items. *Which sentence starter would we use? (“This is [a ruler]. These are [pencils].”)*

## Introducing the book

**Front cover** – Discuss the photograph. Ask the students to read the title, supporting them to read “made”. Read aloud the author’s name. *What questions could we ask? Model an example. (What is a hat made from?)*

**Back cover** – Read aloud the preview question. Discuss the students’ predictions. *What else is made from glass? Is there something made from glass in your home?*

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Being a Scientist*. Read aloud the anchor words on the other side. Tell the students that they can point out the word when they find it in the book. Ask them to leave the flap open as they read.

**Title page** – Listen as the students read the title again. They may notice that the anchor word is in the title. They may tell you that there is a can in the photograph. *What kinds of food come in cans?*

**Page 4** – *What is the girl doing? What is the bottle made from? What other things are juice containers made from? (plastic, cardboard) Would you buy juice in a glass bottle? Why/why not? (you can reuse it, it’s heavy) Discuss other things that are made from glass (drinking glasses, eye glasses, jars, windscreens).*

**Page 5** – *What is the boy holding? (Making connections) What is it made from? What is he doing with the can? What might have been in the can? Can you name some metals? What are some other metal objects? (cars, boats, jewellery, tools) List them on the board. Show a variety of metal and non-metal classroom items, such as paperclips, pencil sharpeners, and rulers. Is this metal? Collect several items and ask the students to point out any metal parts. Encourage them to use “made”, for example, “The top of the pencil is made from metal.”* **MC**

**Page 6** – *What is the hat made from? The students may say “material” or “cotton”. Explain that another word for “material” is “cloth”. Sound it out, emphasising the “cl” blend and the “th” digraph. (Making connections) Our clothes are made from cloth. What things at home are made from cloth? (curtains, duvet cover, tablecloth)* **MC**

**Page 7** – *What is the boy holding? What sports can you play with a ball? What is this ball made from? What are some other balls you play sports with? (tennis, soccer, netball) Why is rubber good to make a ball from? (bounces)* If possible, bring a variety of rubber and non-rubber balls to class and pass them around.

**Page 8** – Explain the term “picture glossary”. Make a set of word cards from the glossary. Point to the pictures and read the words. Prepare a classroom scavenger hunt. Allow three minutes for the students to look for items made from cloth. Place these items under the word card “cloth”. Repeat with the other glossary words.

## Vocabulary activity

### Focus word: made (page 2)

- Reread page 2. *This bat is made from wood.*
- Say “made” with me.
- Remind the students that we have been learning about what things are made from. Explain that “made” means “put together”. There are other ways we use “made”:
  - when we say that a person got us to do something. *My mum made me clean my room. My dad made me rake up the leaves.*
  - when we describe where something is made. A label on a piece of clothing might say “Made in India”.
  - when we talk about something we have done. *I made an apple pie last night. I made a picture book with my brother.*
- Give further examples of how “made” can be used.
  - I have clothes made from black cloth.*
  - Our car is made from strong, shiny metal.*
  - The fence around my house is made from wood.*
  - Some things are made from wood; others are made from plastic, metal, glass, or cloth. Everything is made from something.*
- Do the following activities:
  - Discuss the ingredients needed to make a cake. Talk about how to make a cake. Encourage the students to mime the actions, such as adding flour or sugar, cracking eggs, mixing the ingredients, pouring the mixture into a cake tin, and putting the cake into the oven. Hold up some cake ingredients. Explain that each ingredient was made in a factory somewhere. Encourage the students to ask, “Where was it made?” Read aloud from each packet where it was made. Plot the countries or cities on a map.

- Have the students discuss with a partner something they once made, such as a painting or model. *What did you make? What was it made from?*
  - Using cards, have the students draw pictures of things that people make, such as a house, a paper plane, or some lemonade.
  - Make some cards with the words “Once, I made \_\_\_\_\_.” Have the students finish the sentences.
- What is the word we’ve been learning that means put together? Say the word with me.*

## ELL activity

### Language objective: reinforcing “this”, “are”, “these”, and “is”

This activity builds on the classroom scavenger hunt from page 8 and reinforces “this”/“these” and “is”/“are”. Have the students bring their cards from the scavenger hunt. The cards should include “cloth”, “glass”, “metal”, “plastic”, “rubber”, and “wood”. You will need examples of classroom items made from each material and two sentence strips per student.

- Let’s talk about things that are made from cloth, glass, metal, plastic, rubber, and wood.* Point to the word cards as you say them. *Here are some things from our classroom.* (Have both single and multiple items. For example, one stapler and many paperclips.)
- Look what I have. What do you see? (stapler, paperclips) What are they made from? (metal) This stapler is made from metal. These paperclips are made from metal.* Ask the students to repeat the sentences. Emphasise the words “this” and “these” or “is” and “are”.
- Repeat the activity with other items. (*This chair is made from plastic. These chairs are made from plastic. This eraser is made from rubber. These rubber bands are made from rubber.*) Write the sentences on the board.
- Hand out two sentence strips per student. Each should have a cloze sentence:  
This \_\_\_\_\_ is made from \_\_\_\_\_.  
These \_\_\_\_\_ are made from \_\_\_\_\_.
  - Ask the students to focus on one of the content words: “cloth”, “glass”, “metal”, “plastic”, “rubber”, or “wood”. Ask them to find one classroom item, then multiple items, made from that material. Have them complete the sentences and add illustrations.
  - Have the students share their sentences with a partner or the group. Give them feedback so that their sentences can be used as future models.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text. Observe their one-to-one matching and how they manage the change in pattern from “is” to “are” on page 3.

### 2. Stop and learn

#### a. Decoding/word attack activities

##### Practising digraphs

- Write “this” and “these” on the board. Draw the students’ attention to the initial blend “th”.
- Have them watch each other saying “th”.
- Ask them to think of two different words that begin with “th”.
- List the words on the board.
- Practice saying the words together, emphasising the “th” sound.

##### BLM – Practicing blends

The students can match each picture to words that start with “cl”, “pl”, and “gl” blends (cl-oth, pl-astic, gl-ass). Have them write the words in the sentences below. Encourage them to check their spelling by referring to the book. They can then draw pictures of things that are made from glass.

#### b. Comprehension activity

Explain that there are many things that objects can be made from; for example, leather, straw, feathers, or canvas. Brainstorm some words with the students. *Why is it useful to know what things are made from?*

##### BLM – Matching words with pictures

The students can cut out the pictures and paste them around the words on the web to show what each object is made from.

#### c. Writing activity

Ask the students to choose five items in the classroom. Have them write five sentences, using the structure “This [table] is made from [metal].” The students can make a book by cutting and pasting photographs from magazines. Have them write sentences about what the pictured objects are made from.

### 3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Investigate where some foods from a supermarket are made.
- Gather a number of objects and set up a display centre in the classroom. Group the objects according to what they are made from.