

Pieces With Purpose

See how small materials can become useful new objects.

2.6.C “demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that tell a material property. Circle each object Mina makes, then number the objects 1, 2, and 3 to show how pieces are combined or reassembled for different purposes.

Mina's Maker Table

- ① At the classroom maker table, Mina had small wooden blocks, cardboard tubes, and fabric strips. She wanted to make useful objects from the same kinds of small pieces. Before building, she touched and bent each material to learn how it could work.
- ② Mina stacked and joined wooden blocks to make a short book stand. Wood was hard and stiff, so the stand could hold books up. She placed a cardboard tube across two blocks to make a ramp for a toy car.
- ③ Next, Mina took apart the ramp and used the tube with fabric strips to make a bird feeder. The round, hollow tube held seeds, while the fabric strips were soft and flexible for tying. Reusing the pieces gave them a new purpose.

2 ANSWER WITH EVIDENCE Use the passage

1 What did Mina combine to make the book stand? Why was this material a good choice?

2 Which object did Mina take apart? What new object did she make with some of its pieces?

3 Why was the cardboard tube useful for the bird feeder?

3 YOUR TURN Your own words

Teacher: provide each child or pair with 8 large reusable building blocks, a crayon and a toy car. First build one useful object, such as a crayon stand. Test its purpose gently and draw the actual build in Panel 1. Take it apart and reassemble the SAME blocks into a different useful object, such as a toy-car bridge. Test and draw the actual second build in Panel 2. Under the drawings, write or dictate two sentences naming the material and explaining which observed physical properties make it useful. Use only safe teacher-approved pieces; keep them away from mouths.



A large rectangular box for drawing. A dashed horizontal line is positioned approximately one-fifth of the way from the bottom edge.



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PART 1 • READ AND MARK

Underline words that tell a material property. Circle each object Mina makes, then number the objects 1, 2, and 3 to show how pieces are combined or reassembled for different purposes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Mina combine to make the book stand? Why was this material a good choice?	She combined wooden blocks. The wood was hard and stiff, so it could hold books up.
2	Which object did Mina take apart? What new object did she make with some of its pieces?	She took apart the toy-car ramp. She used the tube with fabric strips to make a bird feeder.
3	Why was the cardboard tube useful for the bird feeder?	The tube was round and hollow, so it could hold seeds.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Panel 1 shows six hard plastic blocks made into a crayon holder. Panel 2 shows the same blocks reassembled into a bridge, and I chose hard, stiff plastic because it holds its shape. This is a possible pair of builds, not a required imagined answer. The child must show two actual configurations and their uses; drawings and property explanations must match the supplied pieces and performed builds.

Accept answers that identify the stated materials, objects, and physical properties from the passage. For Your Turn, accept any realistic pair of different objects made by reassembling the same small pieces, with a sensible property-based explanation. Observe the actual first construction, taking apart and second construction using the same set of blocks. Check two different purposes and a property-based explanation tied to the real materials (for example hard/stiff blocks hold their shape). Accept alternative stable useful builds and adult scribing. Drawings of unbuilt designs alone do not complete this demonstration.