
Economics: intermediate goods, resources (human, natural, capital)

Language Arts: categorizing, noting details, using adjectives

Synopsis: The Sea-Breeze Hotel, located on the beach, should be full of visitors. However, no one stays there because strong winds blow for eleven months out of the year. Sam decides the wind can be an advantage and begins to build kites. People are attracted to the beautiful kites and begin to stay at the hotel.

Materials: drawing paper, scraps of cloth, ribbons, construction paper, glue, markers or crayons, scissors

- Procedure:**
1. Draw five vertical lines on the board forming four columns. Write "Intermediate Goods" in the first column. Explain that if we were going to build our own desks, we would need the things that become part of the desk, like the wood, plastic, and metal. These things that are part of the desk are called **intermediate goods**.
 2. Write "Capital Resources" in the second column. Explain that we would also need some machines and tools. The machines and tools don't become part of the desk. They are used over and over again to make more desks. The machines and tools are called **capital resources**.
 3. Write "Human Resources" in the third column. Explain that people form the wood, plastic, and metal into the right shapes, then they put the desk together. The people doing the work are called **human resources**.
 4. Write "Natural Resources" in the fourth column. Explain that **natural resources** are all of the things that come from inside or on top of the earth. The building where the desks are made is on land. Land is a natural resource.
 5. Explain you will read a book about a boy who combines intermediate goods and resources to make kites. Instruct students to listen to the story and think of all the things Sam must have to build kites.

6. Read the story and discuss:
 - a. What was the problem at the Sea-Breeze Hotel? (*It was too windy.*)
 - b. What type of resource is the wind? (*natural*) Write wind in the natural resource column.
 - c. What did Sam think he could do to use the wind? (*build kites*)
 - d. What were some of the materials in Sam's first kite? (*a broken fishing rod, fishing line, scraps of cloth, feather boas, paint*) What are these materials called? (*intermediate goods*) List these materials in the intermediate goods column.
 - e. What tools did Sam use to build the kite? (*scissors, paint brush, needle for stitching*) What type of resources are tools? (*capital*) List these tools in the capital resources column.
 - f. What kind of resource is Sam? (*human*) Write Sam in the human resource column.
7. Distribute drawing paper and art materials to students. Explain they will design, draw, and decorate a kite. Encourage creativity.
8. On the backs of their kites, instruct students to list resources and intermediate goods used to make the kite.
9. Instruct students to consider what features make their kites different from others. (*color, shape, size, etc.*) Tell them to write describing words next to their kites. Explain that words which describe objects are called adjectives. Display the kites.