

materials

Materials and their names

Lesson at a glance

Open by holding up one everyday object and asking only what it is made of. Reveal the word material, then pace six picture name cards with sample objects — full room-points for two or three, quick name-and-place for the rest. Groups hunt one safe classroom find, match it to a card, and place it on the sharing tray when called. Gather to sort and name by look and feel, then a short talk-partner close on which names felt new or easy.

Learning objectives

- Name common materials found in the classroom or school: wood, plastic, metal, glass, fabric, paper
- Find an object and say what material it is mostly made of
- Help label finds on a shared materials tray

Before the bell – prep

Clear a low sharing-tray table. Print one set of the six picture name cards. Gather samples: wooden block, plastic cup, metal spoon, real glass jar (teacher-held only), fabric square or sock, sheet of paper. One collecting basket per group. Optional: one or two magnifiers for teacher-led look only.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
sharing tray or low table space for class finds	1	class	classroom	a large cardboard box lid on the floor as a sharing mat
collecting tray or small basket	1	group	classroom	a sturdy paper bag or empty plastic tub
material name cards (wood, plastic, metal, glass, fabric, paper)	1	class	classroom	six sticky notes, each with a simple picture cue and the material word copied from the card list in step 2 teacher notes
sample objects set: wooden block, plastic cup, metal spoon, teacher-held real glass jar (or point to the classroom window for glass), fabric square or sock, sheet of paper	1	class	classroom	use only objects already in the room and point to the window for glass (do not use a plastic jar as glass)
chunky magnifiers (optional, teacher-led close look only)	2	class	school kit	look closely with eyes only; no magnifier needed

Safety watch-point

Children never carry glass. Keep the real glass jar on the teacher side of the tray; window-pointing only. Remind gently not to tear paper finds.



Teaching moves

- **Getting Started:** Hold up one known object only — block, cup or spoon. Ask What do you think this is made of? Accept every guess warmly. Do not lay out the full card set or list all six names yet.
- **Today's materials words:** Board shows only material plus the pointing prompt. Give a full cycle (card, sample, short phrase, one controlled room-point) to two or three materials such as wood, plastic and metal. For glass, fabric and paper, hold the sample, say the name once, place the card and move on. One child or pair points; the class gives a quiet thumbs-up.
- **Materials hunt:** Say the three rules in order: find one safe thing and match a card; do not carry glass — point to the window or the jar on your tray; wait to be called before bringing a find. Call only a few groups in this pass. Revoice each name and take a class thumbs-up. Circulate with What material is that mostly made of? Which picture matches?
- **Look closely and name:** Class sits in an arc; you move the objects. Model once with the wooden block: hard, tree lines, so wood — place by the wood card. Ask hard or soft, shiny, see-through, then which card. Keep real glass on the teacher side. Match at least one find per material present; leave extras unsorted if time is tight.
- **Share our finds:** Invite groups who did not place earlier to hold up or point and name the material. Revoice full sentences: Ahmed found a cup. It is mostly plastic. Fill any missing material from your prepared samples. Point to wood and glass and say the short builder line about choosing the right material.
- **What did we notice?:** Display-only think-pair-share for one minute, then two quick answers. Revoice: things around us are made of materials; today we named wood, plastic, metal, glass, fabric and paper. Point once more at the labelled tray if time allows.



What it should show

Most pupils will match finds to picture cards and say at least two of the six names — wood, plastic and paper are usually easiest; glass and metal often need the sample cue. Affirm object names then steer to the material (Yes, a chair — and this part is wood). Mixed objects (pencil with metal band) are fine if the main material is named.



Misconceptions & interventions

- **It's a chair / It's a cup — the child names the whole object instead of the material.** — Revoice gently: Yes, a chair — and this part is made of wood. Point to the matching picture card as you say the material name.
- **Children treat glass like any other find and try to fetch a jar or ornament.** — Restate the glass rule before the hunt: we do not carry glass. Point to the window or the teacher-tray jar and say glass together.
- **A pencil has metal so it must be metal — mixed objects confuse the main material.** — Accept the main material and note aloud that some things use more than one. Place it by the wood card and touch the small metal band as the extra part.



**Differentiation**

Emerging	Developing	Proficient
• Offer the prepared sample set on a low shelf so the child can pick a known object and match it to a picture card with you. • Accept pointing to the card plus a single spoken name; you revoice the full sentence.	• Prompt with look-and-feel questions at the tray: hard or soft, shiny, see-through — then which card? • Ask the group to agree the name before placing so every child practises the word.	• Confident hunters may find two different materials and name both at the tray. • Invite them to notice a mixed object and say the main material plus the extra part.

Cross-curricular hook

Oral language: stretch one-word answers into full sentences — It is mostly plastic — as you revoice each find.