

materials

See-through or not

Lesson at a glance

Open at the classroom window: what can we see through the glass? Model peeping with cling film (see-through) and thick card (not), then briefly show the five-sample tray. Pairs take turns holding cling film, paper, foil, a clear cup and thick card up to the light, sort each onto a see-through or not-see-through place-mat, and draw one of each on the Investigation Journal page. Close by naming everyday places where see-through materials help, such as windows.

Learning objectives

- Hold materials up to the light and sort them into see-through or not
- Name one everyday place where see-through material helps us

Before the bell – prep

Cut one set per pair the day before: cling-film scrap, ordinary paper, foil piece, clear plastic cup, thick card. Bag them on trays. Clear one bright window (or set a lamp). Print Investigation Journal drawing pages. Two plain paper sheets per pair work as sort place-mats.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
cling film scraps (roughly hand-sized)	1	group	supermarket	clear plastic pocket cut from an old document wallet
ordinary paper sheets	1	group	classroom	a page from scrap paper
aluminium foil pieces	1	group	supermarket	a clean foil takeaway lid rinsed and dried
clear plastic cup	1	group	supermarket	empty clear water-bottle bottom cut safely by an adult, edges taped
thick card pieces	1	group	classroom	a folded postcard or cereal-box panel
sorting tray for the five samples	1	group	classroom	a shallow cardboard lid or plate
paper place-mats or plain sheets for pair sorting (see-through side and not-see-through side)	2	group	classroom	two clear corners of a desk named aloud by the teacher
two shallow trays or hoops for an optional shared class sort	2	class	school kit	two large sheets of paper on the floor as class place-mats
Investigation Journal pages	1	pupil	classroom	a blank A4 page folded in half to make two sides for drawing

Safety watch-point

Cling-film scraps stay in hands or on the tray — never near mouths. Foil edges can be sharp if crumpled tightly; bend gently. Cups are for looking through, not biting.



Teaching moves

- **Look and wonder:** Hold cling film to the window and peep, then thick card. Lock each to the bold words only: see-through means you can still see the other side; not see-through means the view is blocked. Guesses are never wrong here.
- **Watch me peep:** Whole-class model only — children stay seated. Live the cycle out loud (I wonder... I think... I try... I noticed...) with cling film then card. Invite choral peep/blocked or thumbs. Flash the full five-sample tray without handing it out yet.
- **Your turn at the window:** One tray between two at the brightest spot. Stay close to keep cling film off faces and hair. Ask: which one surprised you? Can you still see a face through the cup? Does paper glow, or can you really peep a clear picture? Freeze after a few minutes and invite two children to show one find each.
- **Sort see-through or not:** Name two place-mat sides aloud — no written labels needed. Pairs place each real sample and say a short reason. If paper lands on see-through because it glows, re-run the peep test together: can you make out a face or a tree?
- **Show and draw:** Hand the Investigation Journal page and give one spoken prompt only: draw one thing you could peep through and one you could not. A mark or simple shape in each group is enough. Sit with unsure children — point to a sample first, then mark.
- **Make-sense talk:** Revoice into lesson language. Draw out: cling film and cup were see-through; foil, card and paper were not. Name a window-maker who chooses glass so we can see out while staying warm. Success check: each child points to one see-through sample and names one everyday place (window is enough).



What it should show

Most infants will sort cling film and the clear cup as see-through, and foil, thick card and ordinary paper as not. Paper may glow a little — affirm the glow, then steer to not see-through because they cannot peep a clear picture. Everyday place answers often start at the window; glasses, car windows and clear bottles are welcome too.



Misconceptions & interventions

- **It glows so it must be see-through — children treat light shining through paper as peeping.**
— Hold paper and cling film side by side to the same light. Ask: can you still make out my face or the tree? Glow is not enough; peeping means you can still see what is on the other side.
- **Children call something see-through only if it is glass, and miss the clear cup or cling film.**
— Have them peep through the cup at a partner's face, then name it see-through. Revoice: any material you can look through counts, not only windows.



**Differentiation**

Emerging	Developing	Proficient
• Child points to what they can still see while you name see-through or not; sit beside them to place one sample on the correct mat. • For drawing, let them point to a sorted sample first, then make a single mark for that one.	• Ask which piece surprised them and why, after they have sorted all five. • Prompt a second everyday place beyond the classroom window (glasses, clear bottle).	• Pair tries two pieces and tells a partner which one lets them peep more clearly. • From their seat, point to one more see-through thing already in the room (window, clear water bottle).

Cross-curricular hook

Links to Aistear play and oral language — pairs use full sentences to say why each piece goes on a sort side.