

materials

Materials and their names

Lesson at a glance

Open by holding up one everyday mystery object and asking what it is made of. Introduce the word material and build a working bank of six picture name cards with sample objects (wood, plastic, metal, glass, fabric, paper). Pupils hunt the classroom in small groups, match one safe find to a card, then gather at the sharing tray to sort and name finds aloud while you move the objects.

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

Print one set of the six material name cards. Gather sample objects (wooden block, plastic cup, metal spoon, real glass jar, fabric square, paper sheet) and clear a low table as the sharing tray. Optional: one or two magnifiers. Mark a classroom-only hunt zone.

**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	provided printable	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 do not carry glass. They point to the window or name the jar already on the teacher tray. Keep real glass on the teacher side; classroom hunt zone only.

Teaching moves

- **Getting Started:** Hold up one known object only — a wooden block, plastic cup or spoon. Ask What do you think this is made of? Accept every guess warmly; do not list the six materials yet.
- **Today's materials words:** Keep this oral and light. Give a full cycle (card + sample + short phrase + one controlled room-point) to only two or three materials; for the rest, name once and place the card. Invite one child or pair to point; the class shows thumbs-up. Leave all six cards visible in a row for the hunt.
- **Materials hunt:** Before they move, say the start cue, the glass rule, then turn-taking. Split into small groups with a collecting tray each. Call only about half the groups to place one find and say the material; revoice the name and take a class thumbs-up. Circulate asking What material is that mostly made of? Which picture card matches?
- **Look closely and name:** Gather the class in an arc at the sharing tray. Place the six cards in a row; children name, you move the objects. Model once with the wooden block: hard, tree lines, wood. Match at least one find per material present; fill gaps from your sample set. Keep real glass on the teacher side.
- **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. Add a prepared sample if any material is missing. Close with your own builder line about wood for a strong frame and glass for light.
- **What did we notice?:** One-minute think-pair-share, then two quick answers. Revoice: Things around us are made of materials. Today we practised naming six — wood, plastic, metal, glass, fabric and paper. Point once more to the labelled tray if time allows.

What it should show

Most pupils will name or match finds as wood, plastic, metal, glass, fabric or paper and place or point beside the right picture card. Expect chair or pencil answers at first — revoice to the material. Mixed objects (pencil with a metal band) are fine if they name the main material. Affirm two clear names and one matched find as success.

Misconceptions & interventions

- **Pupils say the whole object name — it's a chair — instead of the material.** — Gently revoice: Yes, a chair — and this part is made of wood. Point to the matching picture card as you say the material name.
- **Pupils think a mixed object can only have one material and freeze when they see a metal band on a pencil.** — Accept the main material and note aloud that some things use more than one — this pencil is mostly wood.

**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 or a single-word material name; you revoice the full sentence.	• Prompt during the hunt: What material is that mostly made of? Which picture card matches? • Invite them to agree with a placing group using thumbs-up and whisper the name along.	• Confident hunters find two different materials and name both at the tray. • Ask them to help a peer decide which card a mixed find belongs with.

Cross-curricular hook

Ties to oral language — pupils practise clear naming sentences as you revoice finds at the sharing tray.