

materials

Materials and their names

Lesson at a glance

Open by holding up one everyday object and asking only what it is made of. Build a working picture bank of six materials with sample objects and name cards, then send small groups on a classroom hunt to find one safe thing and match it to a card. Groups place finds on the sharing tray and name the material aloud. Close with a quick talk-partner share on which name was new or easy, pointing back to the labelled tray.

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

Before the bell: clear a low table as the sharing tray; print one set of the six material name cards; gather sample objects (wooden block, plastic cup, metal spoon, fabric scrap, paper, teacher-held glass jar). Optional magnifiers stay teacher-led. Collecting trays or baskets ready per group.

**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 never carry glass. They point to the window or name the teacher-held jar already on the tray. Keep real glass on the teacher side; no tearing paper finds.

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 lay out the full set or list all six names yet.
- **Today's materials words:** Keep this oral and under four minutes. Give a full cycle (card + sample + short phrase + one room-point) to only two or three materials, e.g. wood, plastic and metal. For glass, fabric and paper, hold the sample, say the name once, place the card and move on. Invite one child or pair to point; the rest show thumbs-up. Leave all six cards visible in a row for the hunt.
- **Materials hunt:** Split into small groups with a collecting tray each. Say the glass rule aloud: do not carry glass — point to the window or the jar on the teacher tray. Call a few groups only in this pass to place one find and say the material name; revoice and take 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. Children name; you move the objects beside the matching card. Model once with the wooden block: hard, tree lines, wood. Key prompts: hard or soft? shiny? see-through? Keep real glass on the teacher side. Aim to match at least one find per material present — fill gaps from your sample set.
- **Share our finds:** Invite children who did not place in the hunt pass to hold up or point and say the material. Revoice full sentences: Ahmed found a cup. It is mostly plastic. If a material is missing, add a prepared sample and name it together. Point once to wood and glass: a builder picks wood for a strong door frame and glass so light can come in.
- **What did we notice?:** Think-pair-share for one minute: which material name was new or tricky? which was easy to spot? Take two quick answers. Revoice: things around us are made of materials; today we named six. Point once more to the labelled tray.

What it should show

Most children will match finds to wood, plastic, metal, fabric or paper and say at least two material names. Glass is usually named by pointing to the window or teacher jar, not carried. Mixed objects (e.g. a pencil) often get the whole-object name first — affirm, then steer to the main material. Use prepared samples to fill any empty card so the tray shows a clear labelled set.

Misconceptions & interventions

- **Children 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 them to the matching picture card on the tray.
- **Children think one object can only be one material, or freeze when a find is mixed.** — Accept the main material: A pencil is mostly wood — some things use more than one. Place it by the wood card and move on.

**Differentiation**

Emerging	Developing	Proficient
• Offer the prepared sample set on a low shelf so a child can pick a known object and match it to a picture card with you. • Accept pointing to the card and a single material word; you revoice the full sentence.	• Ask during the hunt: what material is that mostly made of? which picture card matches? • Invite a second find of a different material if the first match is secure.	• Confident hunters find two different materials and name both at the tray. • Ask whether a mixed object has more than one material and which is the main one.

Cross-curricular hook

Links to oral language — full sentences naming finds — and to Aistear-style sorting and matching by picture cue.