

**Eb1 / JI ...**  
**AGRUPAMENTO DE ESCOLAS ...**

**UNIT:** À Descoberta dos Materiais e Objectos  
Different objects are made of different materials

**GRADE:** 3rd                      **TIMING:** 60 min                      **LESSON NR.** 1

**AIMS**

- To present the content of the unit.
- To introduce the concept of “material”.
- To make learners aware of different materials.
- To make learners aware that different objects can be made of different materials.
- To practise the structure “*X is made of Y*”.
- To help learners understand that learning can be achieved through English.
- To make learners curious about objects and their materials.

**TEACHING OBJECTIVES**  
(What I plan to teach)

| CONTENT  | COGNITION  |
|--|--|
| <ul style="list-style-type: none"> <li>• Introduction of the topic - Different objects are made of different materials.</li> <li>• Different materials (wood, glass, plastic, rubber, fabric, and metal).</li> </ul> | <ul style="list-style-type: none"> <li>• Identify different objects</li> <li>• Identify different materials</li> <li>• Predict types of materials</li> <li>• Classify objects according to their material</li> </ul> |

**COMMUNICATION**

| Language Of learning   | Language for learning  | language through learning                                 |
|--|--|---|
| <p><b>Key vocabulary:</b><br/><b>Materials:</b> wood, glass, plastic, rubber, fabric, metal.<br/><b>Objects:</b> light bulb, key, toy brick, chair, teddy bear, elastic.<br/><b>Feely box objects:</b> cookie jar, marbles, lollipop stick, pencils, rubber glove, toy duck, coin, spoon, ruler, straw, towel, doll.</p> | <p><b>Identifying</b><br/>What’s this? This is a...</p> <p><b>Classifying</b><br/>A X is made of...</p> <p><b>Predicting</b><br/>I think this is a...<br/>I think this is made of...</p> | <p>Classroom language</p> <p>Ask and answer questions</p> |

**CULTURE**

Understand that different objects are made of different materials, some of which come from the environment.

## LEARNING OUTCOMES

By the end of the lesson learners will be able to:

- ✓ identify different objects and materials
- ✓ distinguish different materials
- ✓ categorize objects into different categories according to the material

## CRITERIA FOR ASSESSMENT

Teacher, peer- and self-assessment processes will be used to assess how well learners will:

- ✓ identify some objects and materials
- ✓ distinguish different materials
- ✓ classify objects according to their material
- ✓ complete hand-out nr 1
- ✓ participate in the tasks and activities

| TEACHING / LEARNING ACTIVITIES |  |  |   |
|--------------------------------|--|--|---|
| TIME INTER                     | STAGE - PROCEDURE  | AIMS   | SCAFFOLDING STRATEGIES  |
| 10 min<br>T - Ss               | <p><b>Lead-in</b></p> <ul style="list-style-type: none"> <li>• T greets Ss. (Slide 1)</li> <li>• T starts the lesson by showing the PowerPoint presentation. T elicits names of the objects presented. (Slides 2 – 9)<br/><i>Today we will learn about different materials and different objects.<br/>Do you know the names of these objects?</i></li> </ul>   | To introduce and review vocabulary   | <ul style="list-style-type: none"> <li>▪ Visual support – PowerPoint presentation</li> <li>▪ Show each object at a time</li> <li>▪ Show the words and pictures.</li> <li>▪ Repetition of words and structures.</li> </ul> |
| 15 min<br>T - Ss               | <p><b>Whole class activity</b></p> <ul style="list-style-type: none"> <li>• T elicits names of different materials based on the objects. (Slides 10 – 11)<br/><i>Different objects are made of different materials. Do you know the name of some materials?<br/>For example, a toy brick is made of plastic.</i></li> <li>• Ss predict the material that objects are made of. (Slides 12 – 16)</li> <li>• Ss create a classroom poster for the topic “Materials”. (Slide 17)<br/><i>Here’s a big poster that we are going to complete. We have to stick 6 different materials words and 6 different pictures.</i></li> </ul> | <p>To introduce the names of materials</p> <p>To make Ss predict</p> <p>To collect information useful for the following activities</p> | <ul style="list-style-type: none"> <li>• Ss will probably use Portuguese language.</li> <li>• Visual support</li> </ul>   |
| 10 min<br>S                    | <p><b>Individual activity</b></p> <ul style="list-style-type: none"> <li>• T revises the objects and their materials. (Slide 18)<br/><i>Can you remember? A toy brick is made of... plastic. What about this object? It’s made of...</i></li> <li>• T hands-out a worksheet (See Hand-out 1). Ss will have to complete the spaces according to what they had learnt before. (Slide 19)<br/><i>Now, let’s work individually. We have to complete the spaces using these words. For example: “A light bulb is made of glass”.</i></li> </ul>   | <p>To sum up</p> <p>To test Ss’ knowledge about the topic</p>  | <ul style="list-style-type: none"> <li>• Visual support</li> <li>• T points to the objects</li> <li>• T explains how to do the worksheet writing the example on the board and pointing to the worksheet.</li> </ul>       |

| TEACHING / LEARNING ACTIVITIES |  |  |  |
|--------------------------------|--|--|--|
| TIME INTER                     | STAGE - PROCEDURE  | AIMS   | SCAFFOLDING STRATEGIES   |
| 5 min<br>T - Ss                | <p><b>Feedback</b></p> <p>T asks the children to read the answers. T shows the answers on the PowerPoint presentation.</p> <p><i>OK! Let's check your answers. For example, a light bulb is made of glass. What about the key?</i></p>   | To check if Ss have completed the task successfully  | <ul style="list-style-type: none"> <li>Visual support – PowerPoint presentation</li> </ul>   |
| 15 min<br>T - Ss               | <p><b>Final activity</b></p> <ul style="list-style-type: none"> <li>T shows a feely box. Ss should put their hands in the box and guess the name of one object and its material. (Slide 19)</li> </ul> <p><i>Please put your hand in the box. Hold just one object. What is it? What is its material? Is it made of glass? Is it made of plastic?</i></p> <ul style="list-style-type: none"> <li>Ss add pictures of the objects from the box on the poster previously created. This way they categorize the objects into different materials.</li> </ul> <p><i>These are the pictures of the objects that were in the box. Now we are going to put them in the right place. For example, a ruler is made of plastic. We stick the ruler picture here, next to the word "plastic". So, X can you come here and choose an object? Thank you.</i></p> | <p>To test Ss' knowledge about objects and materials</p> <p>To arouse Ss' curiosity</p> <p>To help Ss organize information</p> | <ul style="list-style-type: none"> <li>The feely box might be an interesting element which can make Ss cooperative and motivated.</li> </ul> |
| 5 min<br>T - Ss                | <p><b>Portfolio assignment</b></p> <p>Ss are asked to do some research at home using hand-out nr 2. They should investigate different objects and guess the material they are made of.</p>   | To make Ss apply their knowledge   |  |