

# What does it look like?

Learning objective: *I can.....*

Finding Things Out

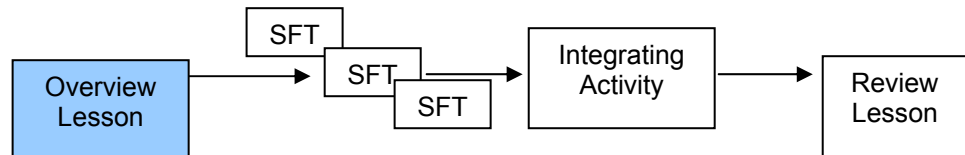
Year 1

Lesson 1 of 5

PoS 1a

describe a variety of objects

QCA Unit: 1D



## Resources

For this lesson it is preferable to provide a selection of resources of different sizes, shapes and textures, however if this is not possible use or print out the support file objects.ppt.

**Software you could use:**

**Support files:**

objects.ppt  
our objects are.pdf

## Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that this unit of work is going to help them learn about how lots of different objects can give us information. Tell the class they are ultimately going to use a word bank to produce labels for different objects using words which describe materials that they have learnt about in their science lessons.

## Main Input (20-30 mins)

### Away from the computer

Place an object in the room that is visible to the children but does not stand out. Explain to the class that you brought something very special into school today and have put it down in the classroom but can't now remember where it is. Ask the children if they could help you to look for it.

Give the children some clues about the object, i.e. some words that describe what it looks like and then let them find the object.

Bring the class together and ask them what helped them when they were looking for the object.

Next show the class the selection of objects/ power point images and ask them to think of words that tell us how the object looks and feels. These ideas could be recorded in a variety of ways:

- Stick post-it notes onto the objects
- Use the Power Point support file with a Smart board and ask children to write their ideas around the image.
- Take digital photos of the objects and either:
  - a) stick in the centre of a piece of large paper and record all the given words around it.
  - b) insert as an image into Power Point then add words in text boxes around it.

Explain to the class that all of these words are information about the object.

# What does it look like?, (continued)

## Activity – short focussed task (5-10 mins)

Divide the children into pairs or small groups. Give each group a different word that could be used to describe an object, e.g blue, rough, round etc. Ask them to go and find 2 things which match this word and to draw them on the record sheet – 'ore objects are.pdf.

## Review and recall (10 mins)

Bring the class together and review the learning objective. Ask children if they can recall some of the words that they have been thinking about today. Ask similar questions to those below. Reiterate the key vocabulary listed below.

### Key questions to ask and to display:

What sort of things do we think about when we want to tell someone about an object?  
These words give us ..... about the object? (information)  
Is there normally just one word we can use to give some information about an object or more?

### Vocabulary:

Information, describing word, rough, smooth, hard, soft, shiny, dull, strong etc.

## Teaching Points:

It is recommended that if possible the class have an opportunity to pick up and feel the objects they are describing. However if this is not possible the images given in the 'object.ppt' can be used instead.

## Extension Activity:

The activity can be differentiated depending on the word given to the children. To extend the more able children given them 2 words and the object they find must display both characteristics, e.g white and smooth.

## Assessment Opportunities:

Can the children recognise that words used to describe an object are information about the object?

## What comes next:

Selecting information to describe objects. Lesson 2 "The object is ..."