

Materials and properties

Completed example • Primary science • Sorting familiar materials by observable properties

TEACHER [Your name]	DATE [Choose a date]	CLASS Primary / ages 7–9
SUBJECT Science	TOPIC Materials and properties	DURATION 40 minutes

Learning goal

Students will sort objects by an observable property and explain their grouping.

Success criteria

I can name a property, group at least four objects, and explain one choice.

Materials and preparation

Safe classroom objects, sorting hoops, property word cards, paper. Check objects for sharp edges.

Teaching sequence

MIN	TEACH AND LEARN	CHECK FOR UNDERSTANDING
5	Notice two objects. How are they alike or different?	Listen for property words.
8	Model sorting by rigid or flexible. Think aloud.	Ask students to justify one choice.
12	Pairs sort safe objects by a chosen property.	Ask what makes an object belong.
10	Pairs explain; try a second way to sort the same set.	Look for a consistent sorting rule.
5	Exit ticket: draw two objects and name a shared property.	Check each response against the goal.

Support and extension

Offer picture word cards and oral responses. Extend by sorting using two properties.

Evidence and next lesson

Use explanations and exit tickets to decide who needs more work naming properties.

Sample reflection after teaching

Most pairs used a clear rule; revisit rigid versus flexible with a short demonstration.