

Lesson 7

Material Museum

Prep Science



Duration:
40 minutes



Lesson Focus:

Communicating what has been learned about materials, their properties and how they can be classified.



Resources



Lesson Story YouTube: Material Museum from (Banjo Education Support YouTube Channel.)



Student work/worksheets from Lessons 1–6



Safe objects or material samples



Material Museum worksheet/display card



Pencils/markers and simple display materials

Resource Purpose

The story provides a model and purpose for communicating science. Students select evidence from previous lessons and create a simple museum exhibit or display card.

Success Criteria

- ✓ I can identify a material.
- ✓ I can describe its observable properties.
- ✓ I can explain how it can be grouped or used.
- ✓ I can share my science ideas with others.

Learning Intention



We are learning to communicate what we know about materials and their observable properties.



Key Vocabulary

museum • material • property • observe • texture • classify • evidence • object • display • explain

40-Minute Lesson Sequence

Time	Lesson Stage	Teacher Actions	Student Actions
0–5 min	Engage / Hook	Display one object as a mini museum exhibit with no label. Ask: What information would visitors need to learn science from this object?	Observe, predict and share existing ideas.
5–13 min	Lesson Story	Play/watch Material Museum. Ask students to notice what information makes a useful science display.	Watch, listen, respond to prompts and make predictions.
13–18 min	Explicit Teaching	Model a simple exhibit: object/material name, what it is made from, observable properties and one useful fact from the unit.	Identify the key scientific idea and practise vocabulary.
18–28 min	Hands-On Activity	Students select an object/material and create a small Material Museum exhibit using a real item, picture or drawing.	Investigate collaboratively and use observations as evidence.
28–35 min	Worksheet Task	Students complete the Material Museum worksheet/display card using evidence from previous lessons, then attach or place it with their exhibit.	Record the most important evidence from the activity.
35–38 min	Analyse & Discuss	Conduct a gallery walk. Students explain their exhibit to a partner and ask one science question.	Share findings, compare ideas and justify responses.
38–39 min	I Wonder...	What other test could a scientist do to learn more about your material?	Develop or discuss a scientific question.
39–40 min	Exit Ticket	Tell one important thing you now know about materials.	Give one individual evidence-based response.



Explicit Teaching

Scientific Idea: Scientists communicate observations and evidence so other people can understand and compare materials.

Board Model:



Student Investigation

Story → hands-on activity → worksheet evidence. Students first encounter the scientific idea through the lesson story, then apply it with real objects/materials, and finally record only the key evidence needed to show their understanding.

Investigation Prompt:

What does our evidence tell us?



Teacher Questioning

- What do you notice?
- What evidence supports your idea?
- What is the same? What is different?
- Which science word describes this?
- How do you know?
- What happened when you tested it?



Expected Big Idea

Scientists communicate observations and evidence so other people can understand and compare materials.



Curriculum Links – Prep (AC v9)

AC9SFU03	Recognise that objects can be composed of different materials and describe their observable properties.
AC9SFH01	Explore how people use observations and questions to learn about the natural world.
AC9SFI01	Pose questions and make predictions based on experiences.
AC9SFI02	Engage in explorations safely and make observations using the senses.
AC9SFI03	Represent observations using provided structures and identify patterns with guidance.
AC9SFI05	Share questions, predictions, observations and ideas with others.



MY MUSEUM CARD



OBJECT: _____

What is it called?

MATERIAL: _____

What is it made from?

DRAW YOUR OBJECT

PROPERTIES:

What is it like? Check or write.

- hard ☐
- soft ☐
- smooth ☐
- rough ☐
- shiny ☐
- dull ☐
- strong ☐
- flexible ☐

Other: _____



WHAT DID YOU OBSERVE?

What did you see, notice or find out?

WHAT IS IT USED FOR?

What is its purpose or job?





WHAT DO YOU THINK?

Why do you think it is made this way? What do you think is special about it?

SHARE YOUR DISCOVERY!

What would you like others to know about this object?

