

Start with the Object

Place one real object on each table. Learners name what they notice before you introduce the new topic words.

5 min preparation | Science, Maths and Humanities

Before the lesson

Choose a safe real object that reveals a concept through inspection.

Teach it in four steps

1. Place one real object on each table. Learners name what they notice before you introduce the new topic words.
2. Collect observations before introducing technical labels.
3. Connect one observed feature to the relevant subject term.
4. Change the object or condition and ask for a new observation using the term.

Worked example: Start with the Object

Show an ice cube. Learners describe what they can see before you introduce solid, liquid and melting. Ask for the changing state in words after the observation; the object opens the concept before the label.

Teacher prompt: "Show the relationship and explain the choice you made."

Check understanding

Use a different state-change example and check the distinction between observation and named process.

Fade the support

Remove the label bank while retaining a fresh object or representation.

Adapt it across subjects

Maths: inspect a physical shape before defining its properties. Humanities: inspect an artefact before making a supported inference.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.