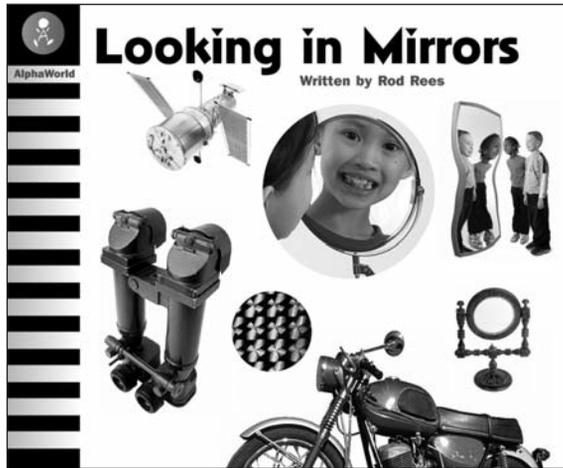


## Looking in Mirrors



**Topic:** Materials

**Curriculum link:** Physical Science

**Text type:** Report/Description

**Reading level:** 16

**Word count:** 316

**Vocabulary:** dentist, kaleidoscope, lighthouses, metal, microscopes, mirrors, periscopes, reflects, safety, scientists, submarine, telescopes

**Possible literacy focus:**

- Understanding the text at the literal level – how do mirrors work?
- Finding compound words (bathrooms, something).
- Understanding the use of 'tele' and 'micro'.

### Follow-up activities

#### What we now know

Ask the children to write and draw their responses to: *What do you now know about mirrors?*

This information could be presented in the form of a poster, a slide show on the computer, a series of cards, or a collage. Ask children to share their findings with a partner, and then join with another pair to share again.

#### Extending the book – Exploring mirrors

Provide all of the children with a small mirror. Ask them to explore what they can do with the mirror, for example, look at themselves, place the mirror in the middle of a drawing and see the reflection, etc. Stop the children a couple of times so that they can talk about their findings with each other. Once they have had plenty of time to explore with the mirrors, they can then draw their favourite findings. Share these with the class.

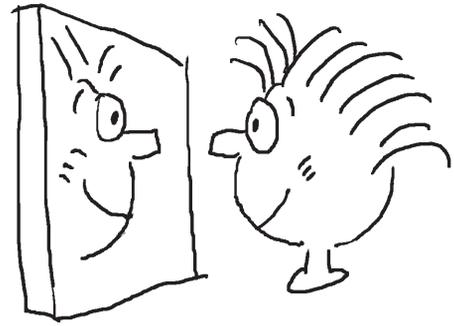
#### Using microscopes

Organise to have several microscopes available for the children to use. Provide the children with different specimens to look at, such as an ant, a piece of hair, a tiny stone, a leaf and any other easily obtained objects.

Ask the children to look very carefully at the specimens. They can then draw a picture of one or two specimens and label them. These could be made into a class book and shared in the library corner.

# Mirror count

You will need:  
paper, pencil



1. Find out how many mirrors you see in a day.
2. Write down where you find each one.
3. Draw a picture of each mirror.
4. Count the mirrors on your list.
5. Share your findings with the class.

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# Fact cards

You will need:  
paper, pencil, small cards

1. Pick one type of mirror from the book.
2. Write down some facts about it.
3. Read the clues to your partner.
4. Give them one clue at a time. Your partner may not need to hear all of the clues before they have guessed the answer.
5. Swap, so that you both have a turn.
6. Write more cards and keep swapping facts.

This mirror is very tiny.  
It is used in some places  
that are hard to see.  
It is used to see your  
gums and teeth.  
*Who uses me?*

Name \_\_\_\_\_

# Cloze activity

Write the missing words in the spaces.

## *Introduction*

Most mirrors \_\_\_\_\_ made of glass.

The back of the glass is covered with something that \_\_\_\_\_ shiny and reflects light. Mirrors are used \_\_\_\_\_ many different things.

## *Mirrors in the home*

Mirrors can be found all around \_\_\_\_\_ house. The mirrors that people use most \_\_\_\_\_ in bathrooms and bedrooms. People use mirrors in their homes \_\_\_\_\_ see themselves.

## *Mirrors for safety*

Mirrors can \_\_\_\_\_ help keep people safe. There \_\_\_\_\_ mirrors in cars and other vehicles. These mirrors help drivers to \_\_\_\_\_ what is behind them. Drivers \_\_\_\_\_ move these mirrors so they can see better.

**Instructions** Ask children to read on if they are having trouble thinking of a word that makes sense to fill the gap, and try again. The answers do not have to be the same as in the book, as long as they make sense.

Name \_\_\_\_\_

# Make a glossary

Write the meanings of these words.

## Glossary

Word	Definition
lighthouse 	
kaleidoscope 	
microscope 	
mirror 	
periscope 	
telescope 	

**Instructions** Explain to the children that a glossary is a list of words in alphabetical order, found at the end of some books. It explains what the words mean.