



## Soft and Hard

**Topic:** Things and places

**Curriculum link:** Materials

**Text type:** Compare and contrast

**Reading level:** 2

**Word count:** 40

**High-frequency words:** this, is, a

**Vocabulary:** soft, hard, ball, chair, hat, book, doll

**Possible literacy focus:**

Understanding the use of words with opposite meaning.

Using pictures to support and extend understanding of the text.

Identifying and defining a sentence.

## Follow-up activities

### Summary chart

Look back through the book with the children and talk about what each object is made from. Talk about how the hardness or softness of the material suits its use. Compile a chart.

Add other soft and hard things to the list, e.g. soft and hard brushes, soft and hard toys. Ask children if there are reasons why soft things are made from certain materials and why hard things are made of certain materials.

| Object                   | What it is made of | What it is used for |
|--------------------------|--------------------|---------------------|
| Soft ball<br>Hard ball   |                    |                     |
| Soft chair<br>Hard chair |                    |                     |
| Soft hat<br>Hard hat     |                    |                     |
| Soft book<br>Hard book   |                    |                     |
|                          |                    |                     |

### Applying knowledge

Show children a range of objects that are either hard or soft (e.g. ruler, cushion, cotton wool, book, paper clip, pencil). Ask the children to categorise these objects as soft or hard. Discuss what each object is made of. Ask: *What would happen if the cushion was hard? Could you use a soft pencil?*

Have the children draw the objects in order from hardest to softest. Discuss the order children choose and their reasons for doing so.

### Make and break

Provide magnetic letters and boards and show the children how to build words on the rime 'at' (as in 'hat').

Have the children use the letters to form new words: cat, bat, fat, sat.

Children could record and illustrate these words.

They could explore making and breaking other words from the text:

ball – call, fall, hall, mall, stall, tall, wall.

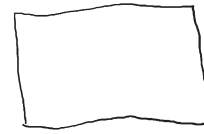
# Soft or hard?



You will need:



old magazines and catalogues



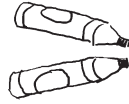
large sheet of paper



scissors



glue



textas

1. Write 'soft' and 'hard'.

| soft | hard |
|------|------|
|      |      |

2. Cut and paste pictures of hard and soft things.

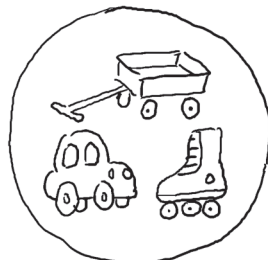
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## Make a display

1. Find four soft things.
2. Find four hard things.
3. Make a display.
4. Write signs.
5. Show this to the class.



These toys are soft.



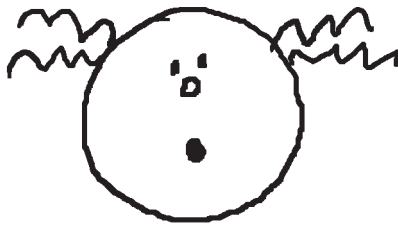
These toys are hard.

Name \_\_\_\_\_

# Opposites



happy



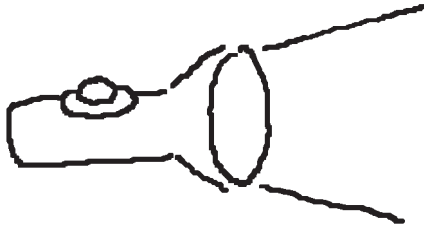
little



hot



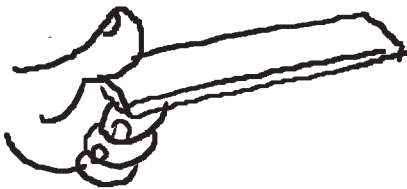
asleep



light



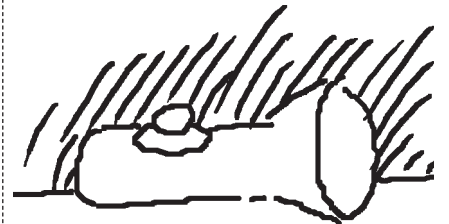
sad



hard



cold



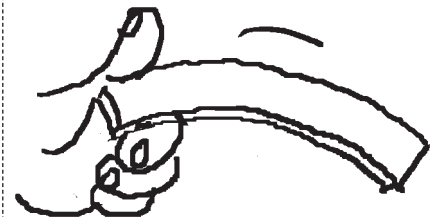
dark



big



awake



soft

**Instructions** Children can cut out the cards and use them to play pairing games. The cards can be paired as opposites, number of letters or used to play concentration.

Name \_\_\_\_\_

# Soft or hard?

Write 'soft' or 'hard'.



**Instructions** Ask children to write 'soft' or 'hard' under each picture.