

# UNIT 1 Basic Level

# Lumpy, Bumpy, Scratchy, Smooth









# Aim:

To explore the body coverings of animals in terms of texture

#### Vocabulary:

bumpy scratchy coarse shaggy dry sharp flaky silky fluffy slick furry slimy fuzzy slippery smooth glossy hard soft lumpy spiny powdery spongy prickly sticky rough stiff rubbery wet

**Note:** If available, a nearby **zoo** or wildlife center may be your best resource for introducing your students to textures. Call to check if there is a Children's Zoo or a Petting Zoo where the students can visit and touch different animals. Be sure to check on group rates and schedules.



# <u>Lumpy, Bumpy, Scratchy, Smooth – LESSON 1 – Basic</u>

#### **Student Learning Outcomes**

Identify and describe various textures using the sense of touch. Develop a vocabulary of texture words.

#### **Materials**

Collection of objects with different textures such as:

- Carpet, linoleum squares, tiles; soft and stiff paintbrushes or hair brushes; corrugated and smooth cardboard; sandpaper; foam rubber, erasers; feathers; cotton balls, yarn; swatches of materials such as silk, leather, wool, and corduroy; small rocks, both rough and smooth.
- A large bag to hold the objects, one with a draw-string or easy closure, or a coffee can (1 pound size); a man's dress sock, electrician's tape, adhesivebacked plastic, paper, fabric, or acrylic paint.
- Sheets of large (24"x 26") drawing paper.
- Children's scissors, glue, and markers.
- Pictures (photographs/illustrations) of animals that have different textures such as a snake, turtle, bird, hedgehog, alligator, lizard and elephant

#### **Teacher Preparation**

Review the poem *Fingers Tell* provided below.

### <u>Procedure</u>

1) To introduce the sense of touch, read aloud the poem *Fingers Tell* as a MOTIVATIONAL ACTIVITY.

#### **Fingers Tell**

What can your fingers See for you? Whether a surface Feels old or new? Is it bumpy, lumpy, Slippery, slick?

Prickly, scratchy?
Hard as brick?
Spongy, rough?
Softer than dough?
Touch it!

See if your fingers know.

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Ask the students if they recognize the words in the poem that tell how things feel, and if they think of things these words might describe. For example, someone might say a wet bar of soap is slippery and slick.

2) Tell the students that they will be touching objects and telling the class how those objects feel. Explain to them that they will be using special words called texture words like those in the poem to describe the way things **feel**. Begin with the words *hard* and *soft*. Ask the students to touch something in the classroom (a desk, the floor, a book cover, etc.) that is <a href="hard.">hard</a>. Then have them touch a part of the body that is hard (head, elbow, knee, tooth). Ask: Can anyone touch a soft part of his or her head? (cheek, lip, hair). What other words could describe how the soft part feels? (smooth, warm, dry, moist, and so on).

Continue having the students touch objects around the classroom until they have an extensive list of texture words. (See the Vocabulary list for ideas). Write these words on the chalkboard or directly onto a 24"x 36" piece of paper to create an **Experience Chart**. Next to each word glue an example (a picture or, preferably, sample) of that texture, such as a piece of sandpaper or cotton, or a picture of a rough rock or a soft rabbit.

3) Next, play the "Mystery Touch Bag" game. Have the students sit in a circle on the floor. Put an assortment of textured objects in the center of the circle. Give each student a chance to select an object and describe how it feels. Then, play a guessing game. Ask the students questions such as, Who can give me something that is hard and smooth? (tile) Something hard and bristly? (hairbrush) and so forth. Continue until all the objects have been given to you. Then, put the objects in the "Mystery Touch Bag". Have several students, one at a time, reach in and choose an object. They must try to guess which object they have chosen just by using their sense of touch. No peeking.

**Note:** As a substitute for any of the above activities you can try using "Texture Buckets," which help students to focus on one particular texture at a time. To make a texture bucket, you will need: a one-pound coffee can, electrician's tape, paint (acrylic paint lasts longest), or adhesive-backed plastic or paper or fabric, and the top of a man's dress sock.

To assemble the bucket, first make sure that there are no sharp edges inside where the lid was removed. You may wish to paint or cover the outside of the can with fabric or paper. While the paint or glue is drying, cut the foot off the sock. When the can is dry, stretch the elastic top over the edge of the can. Secure this with the electrician's tape. (Any tape can be used, but electrician's tape is really the best).



Put something in the can that has a texture that is unusual or different from any of the textures used previously or is difficult to use without a container. There is slimy, sticky, soft "stuff," sold as a toy that works well in the bucket, as do beans, macaroni, small loose feathers, or ice cubes.

4) Read aloud the following paragraphs to introduce the idea that animals also have textures.

**Texture** is the way something feels to your touch. If your clothes feel fuzzy or rippley or soft when you touch them, you could say they have a fuzzy or ripply or soft texture. You've touched a cat before, haven't you? What would you call the texture of the cat's fur?

What other animals have you touched? What was the texture of their fur or skin or feathers? Why don't you go ahead and make a list of different animals you have touched and the texture of their body coverings. If you don't have many textures on your list, just wait until you visit the Children's Zoo!

- 5) Then, encourage the students to use the texture words they know, and those written on the **experience chart**, to play the "Lumpy Bumpy" game. They will match texture words to pictures of a snake, turtle, bird, alligator, hedgehog, lizard and elephant.
- 6) Play the "Lumpy Bumpy" game. You may already know more about textures than you think. If you were to describe how a head of cauliflower felt in your hand, you might say it was "lumpy" or "bumpy."

Can you think of two words to describe the feel of cotton balls? Or the top of your desk? What are two words that tell what tree bark feels like? Or the bristles of your hairbrush? Or the spines of a cactus plant? What does the paper of this book page feel like? If you can, write down the words you use to describe these textures.

Animal coverings come in lots of different textures too. Look at the pictures that your teacher has to show you. Now match each of the texture words you have written down to one of the animal coverings shown. Were there enough words?

As you just discovered, you can often use more than one word to describe animal coverings. The shells of most turtles are **hard**. Some of them also feel **smooth**, while others feel rough.

On the other hand, most bird feathers are **soft**. Yet some are soft and **fluffy** like feathers of a newborn chick, while others are soft and **stiff** like a penguin's feathers.



# <u>Lumpy</u>, <u>Bumpy</u>, <u>Scratchy</u>, <u>Smooth – Lesson 2 – Basic</u>

#### **Student Learning Outcome**

Relate the tactile experience of texture to the visual examination of pictures of animals.

#### Materials

- Mixed-up Africa activity sheet
- Crayons and/or a collection of twigs, leaves, buttons, and other objects
- Drawing paper or newsprint
- Photographs/illustrations of the animals on the activity sheet (lion, zebra, giraffe, snake, tortoise and porcupine).

#### **Teacher Preparation**

Review the poem Furry Bear, by A.A. Milne.

## **Procedure**

1) To MOTIVATE the students, begin by reading the poem *Furry Bear*.

# **Furry Bear**

If I were a bear,
And a big bear too,
I shouldn't much care
If I froze or snew;
I shouldn't much mind
If it snowed or frizI'd be all fur-lined
With a coat like his!

For I'd have fur boots with brown fur wrap, And brown fur knickers and a big fur cap. I'd have a fur muffle-ruff to cover my jaws, And brown fur mittens on my big brown paws. With a big brown furry-down up to my head, I'd sleep all the winter in a big fur bed.

**Note:** The students may not know what knickers or a muffle-ruff are; they may be able to figure out from the context of the poem that these are items of clothing.



Ask the students, *Have you ever stroked a furry animal? What does fur feel like?* What about when it's wet? What would it feel like to be fur-covered, like the bear?

Show a picture of a lizard or snake. Ask: *How do you think the lizard and the snake might feel? Why?* Let your students know that all scales do not look or feel alike. You may wish to review the list of texture words developed in Lesson 1 for ideas.

**2)** Read aloud the following paragraphs. Ask them the questions posed about texture and discuss the responses.

**Texture** is the way something feels to your touch. If your clothes feel fuzzy or ripply or soft when you touch them, you could say they have a fuzzy or ripply or soft texture. You've touched a cat before, haven't you? What would you call the texture of the cat's fur?

What other animals have you touched? What was the texture of their fur or skin or feathers? Why don't you go ahead and make a list of different animals you have touched and the texture of their body coverings. If you don't have many textures on your list, just wait until you visit the Children's Zoo!

- 3) Then play "The Clothes Closet" game. Ask the students to look at various items of clothing they and their classmates are wearing. Shoes, belts, hair barrettes, ribbons, and even outerwear may be included. For each item examined, ask the students to use a texture word to describe how the clothing feels to the touch. Talk about how these words might be used to describe animal body coverings. Encourage the students to add any new words to their ongoing texture word lists to take to the zoo. You may wish to create a master list of texture words for the class or a page of simple pictures of textures that can be checked off as a particular texture is seen. Then make a copy for each student before you plan a zoo visit.
- 4) To provide additional ways of examining textures, you can have your students do sponge printing (using pieces of sponges) or printing with other textures such as twigs, leaves, buttons, etc. dipped in paint. Students can create and find patterns at the same time. Rubbings of various textures found in and around the classroom are also fun to make.
- **5)** Do the *Mixed-Up Africa* activity sheet
- 6) Activity Sheet: Mixed-Up Africa

#### Directions:

Explain what is wrong with the drawings of each pair of animals.



This sheet shows three pairs of animals. Instruct the students to draw a ring around each pair of animals with a different color crayon. Suggest that they study the pictures and then read the names of the animals along with you if they can.

Encourage the students to notice that the animals' body coverings have been mixed up by asking, *Is this how the animal should look?* Guide the students in identifying exactly what is wrong with the body covering of each animal. Then ask, *What needs to be switched in order for the animals to look the way they should?* Explain that the zebra and the giraffe have mixed-up patterns rather than textures.

Show them photographs or illustrations of the animals with their correct body coverings.

# **MIXED-UP AFRICA**

Figure out what is wrong with the drawings of each pair of animals.

