

Touch & Feel  
1<sup>st</sup> Grade

Materials: My Five Senses by Alikei, The Sweet Touch by Lorna Balian, Tickly Prickly by Bonny Becker, Touching by Helen Frost. Sense of Touch by Carey Molter. A Mystery Bag. Many different objects with different textures. Little baggies with objects inside for the treasure hunt. Copies of handouts.

This lesson can last a week or so - depending on time. Extensions are listed at the end of the lesson.

Objective: Students will write a simple sentence that describes the texture of an object.

Anticipatory Set: Read My Five Senses by Alikei. Sing "Open-Shut them" song. Predict about what we will be learning - buddy buzz - what makes you say so?

State objective: Today you will touch different things and learn describing words that tell about the object. We will write together and you will write a sentence on your own.

Rationale: Why is it important that we learn how to write? - We can communicate. Phone - oral - writing - it's another way we can let others know how we feel.

Hook: Mystery Bag. Students place hand in a bag - touch it and guess what it is. Pull it out and discuss what we do with it and what it feels like. Write touching words down on a chart.

Review chart with my turn - your turn

Have items from Mystery Bag lined up for all to see. Say a describing "touch" word and have volunteers or buddies come up and point to the object - then together find the word on the chart.

Treasure Hunt. Place a few items in little baggies around the room. Have each student or group find one. Have them bring the baggies to their desk and discuss what they have with their partner. Using the words previously charted, have students or buddies share what an object feels like - demo

one for them using a complete sentence. Chart each sentence they give.

Bubble page. Look at the picture and find the describing "touch" word that best goes with it. Do half together and half with partner. Go over together so everyone has the correct answer. Place in writing folder - keep handy so they can use it for their writing.

Demo: Tell the students that you need their help on writing a sentence. Use the bubble page if needed. Purposely make a mistake. Read it and listen to it - does it sound okay? Now, Look at it - does it look okay - (capital, spaces, stopper)? Read together using the "Captain". Did they catch the mistake? Discuss it. Say something nice about it.

Guided: Pass out paper with a cotton ball on it. Write one sentence together - learn from previous mistake - try extending the sentence and add two details. Read and listen to it. Look at it. Read together. Say something nice.

Independent: Students pick object and tape / glue it on the square. Students write their own complete sentence. Read it. Listen to it. Look at it. Once everyone is finished have them give their paper to their partner. Their partner needs to: Read it, Listen to it, Look at it, and say something nice. Give paper back.

Sharing.

Closure: What did we learn today / this week? Why did we do this? Why is it important? What was your favorite part?

Extensions: When in groups - pass out one large bag filled with many different textured items for the whole group. Have them sort/group them by texture.

\* Graph findings from the group bags - post them - compare to other groups.

\* Get Braille materials and explain how not everyone has five senses - others use their sense of touch to read.

\* Get items from home with different textures - share with class,

\* What is their favorite color? Have them find something in the room that is that color - write about it.