

# Teachable Touchables™

## Texture Squares

**Teachable Touchables™ Texture Squares** are a fun, hands-on way to encourage young learners' awareness of their sense of touch. Plus, as children enjoy examining and talking about the squares, they are building their descriptive vocabulary. Try some of these activity ideas:

### Alike and Different

Set out three texture squares: two that match and one that is different. Have a child identify the one that is different and discuss why. **Extension:** Have children try this with their eyes closed or with the texture squares in the bag.

### Feel and Find

Separate the ten texture square pairs. Place one square of each of the pairs back into the bag. Place the other square on a table or tray. Have a child choose one of the texture squares from the tray. Then, closing his eyes, have him reach into the bag and try to find the matching square by touch alone. If he has difficulty, remove some of the squares from the bag or allow him to find it by sight.

### Texture Partners

Place each texture square in a small paper bag and give the bags to children. Play some lively music. Have children walk around taking turns placing their hands in one another's bags trying to find someone whose texture square matches theirs. Once children have found their "texture partner," they should sit down together.

### Texture Talk

Sensory words can be difficult for young learners. For example, they may say the smooth, mirrored square *feels* "shiny," rather than *looks* shiny and *feels* smooth or slick. Before you begin, spend some time with children feeling the squares and describing how they feel. As children work with the texture squares and other objects in your school environment, help them build a vocabulary of adjectives to describe how things feel: rough/smooth, hard/soft, sticky/slick, heavy/light, hot/cold, slippery, prickly, sharp, stiff, scratchy, bumpy, bristly, spongy, fuzzy, etc.

### Texture Walk

Give each child a texture square as reference. Go on a walk around your school or in your neighborhood. Encourage children to identify things in the environment that have corresponding textures: rough tree bark, a furry squirrel, a bumpy brick wall, etc.



## “I Spy” Textures

Place one square of each of the pairs of texture squares in a bag or other container. Have a child reach inside the container without looking and choose a square (for example, the fluffy white square). Ask her to describe how the square feels (for example, “fluffy” or “soft”). Then have her walk around the room, feeling objects, until she has found something with a similar texture. When she has found something, have her say, “I spy something fluffy. It’s a teddy bear.”

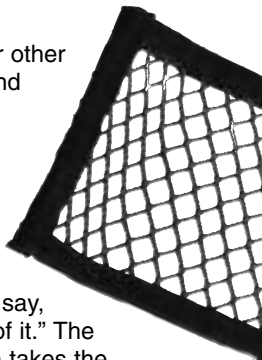
## More “I Spy” Textures

Describe an object in the room that you have “spied.” For example, say, “I spy with my little eye, something that feels smooth. You look out of it.” The first child that correctly guesses what you are describing (a window) takes the square of the appropriate texture and walks over to identify the object, “I spy with my little eye, something that feels smooth. It’s a window.”

## Texture Collages

Divide children into small groups. Provide each group with a large piece of construction paper, old magazines, scissors, glue, and a texture square as a reference. Have the children work together to create collages for their assigned texture: rough, smooth, bumpy, slippery, fluffy, furry, soft, etc.

**Variation:** Have children create collages with items of different textures, such as: cotton balls, sandpaper, leaves, shells, feathers, twine, cellophane, etc.



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