



FEELY BOX: IDENTIFYING PROPERTIES

SCIENCE: STRUCTURE & PROPERTIES OF MATERIALS

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

OBJECTIVE OF THIS INVESTIGATION:

Children will describe the properties of a hidden object so that other children in the group can guess what the hidden item is.

MATERIALS:

- a box with a hole cut out for children to reach their hands into (alternatively you could use a brown paper bag or any container that children can't see inside of)
- a variety of materials with differing attributes (e.g., smooth rock, rough rock, sandpaper square, marble [if appropriate], feather, piece of felt or fabric, pencil, chenille stick, a piece of playdough, etc.)

PROGRESSION STEPS (SCIENCE: STRUCTURE & PROPERTIES OF MATERIALS):

Visit [STEMIE Learning Trajectories](#) for details

- Properties Recognizer
- Properties Identifier

THIS INVESTIGATION:

- Allow all children in the group to feel and explore the items you have available. Name each object so that children are familiar with what objects are called before the investigation begins.
- Explain the activity:
"I'm going to hide one of these items in this box, and I want your help to figure out which item is in there."
- Ask children to hide their eyes while you place one item in the box and hide the rest of the items elsewhere.
- Ask one child to reach inside and describe the item they feel. **(Properties Identifier)**
- Encourage the rest of the children in the group to guess the hidden item based on the first child's description of what it feels like. **(Properties Recognizer)**
- Continue with other items until all children have had a turn.

VOCABULARY:

- properties of materials
- soft/hard
- smooth/rough (bumpy)
- heavy/light
- rigid (stiff)/flexible (bendy)
- thin (narrow)/wide

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Materials:

- Try this activity using a sheet or towel to hide the object under if fitting a hand in a or bag is a challenging fine motor task for children.
- Provide larger, more easily graspable materials.





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ADAPTATIONS (CONTINUED)

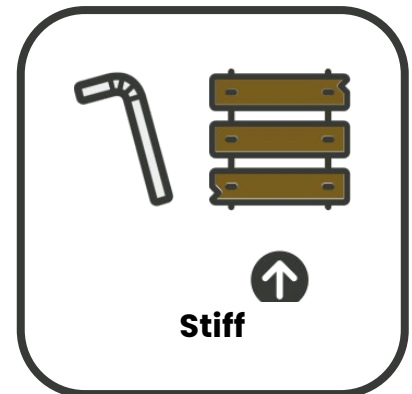
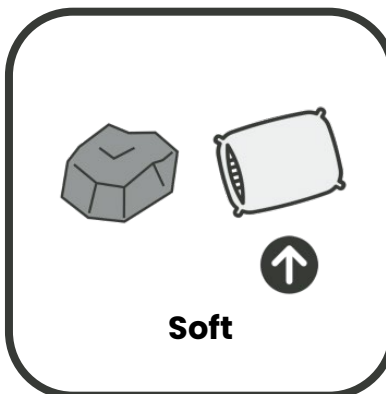
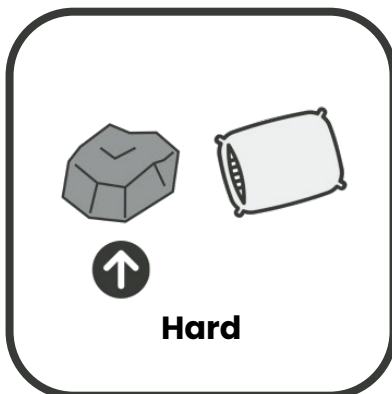
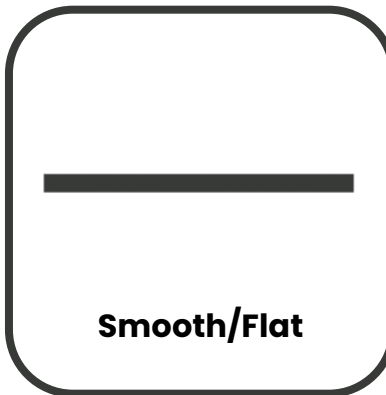
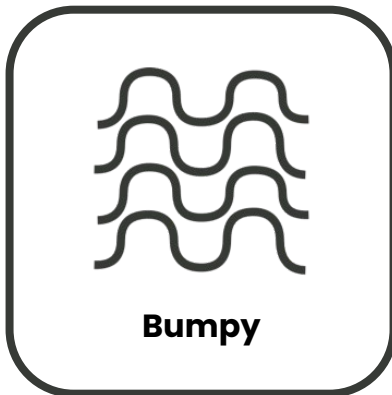
Instruction:

- Provide two sets of materials so that children guessing can see, touch and make connections with item as the item in the box is being described
- If child feeling the object guesses the item immediately without describing the item, encourage them to tell you how they know what the hidden item is.
- If children do not open-endedly describe the attributes, provide options for children to choose from (e.g., **"Is it heavy or light? Does it have sharp corners or rounded edges?"**)
- Provide visuals of different attributes for children to refer/to use to communicate.

HOW TO CONTINUE THIS INVESTIGATION:

- Encourage children to describe the attributes of objects throughout the day.

SUPPORT MATERIALS:





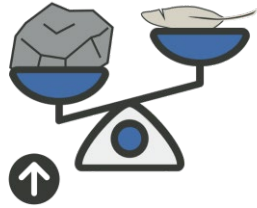
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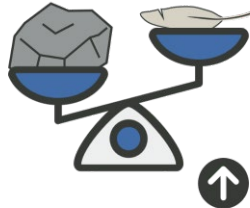
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SUPPORT MATERIALS:

Use the blank ones to make your own!



Heavy



Light



Narrow/Thin



Wide/Fat

