



FEELY BOX: RECOGNIZING 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 demonstrate recognition of properties of materials by finding a hidden object that matches an example object.

VOCABULARY:

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

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 playdoh, etc.)

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

Visit [STEMIE Learning Trajectories](#) for details

- Properties Recognizer

THIS INVESTIGATION:

- Option 1 (Find the Match)
 - Gather two sets of three matching objects (e.g., two balls, two pencils, two cotton balls)
 - Put one of each of the objects out for children to explore.
 - After children have explored the objects, ask children to hide their eyes while you hide one of each of the materials available in the feely box. Pick one of the matching objects and place it on the table for children to reference. This is the item they are looking to find a match for in the feely box.
“Can you find the object in the box that is the same as this object just by feeling it?”

ADAPTATIONS:

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

Materials:

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





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THIS INVESTIGATION (CONTINUED):

- Option 2: Opposites
 - Gather multiple objects and allow children to feel and explore the items you have available.
 - Then explain the activity:
“I’m going to hide some of these items in this box, and I want your help to figure out which item is in there.”
 - Have children hide their eyes and place two items in the bag that are opposites (e.g., one heavy item and one light item) and hide the rest of the items elsewhere.
 - Ask children to reach inside and pull out the heavy item.
 - Continue with other opposite pairings

ADAPTATIONS (CONTINUED)

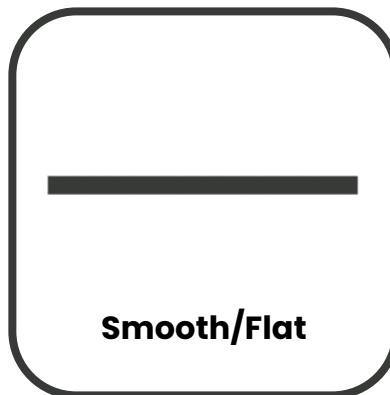
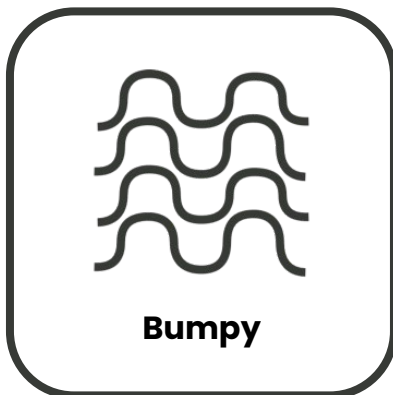
Instruction:

- For Option 1, hide two objects in the box to reduce distraction
- Remind children both before and during the activity not to look in the box/not to pull the object out before guessing.
- Model feeling, describing, and waiting.
- Encourage children to feel with both hands if the opening in the box is large enough. Alternatively, encourage children to feel the example object and the hidden objects at the same time.

HOW TO CONTINUE THIS INVESTIGATION:

- Add a larger array of objects to the bag.
- Ask child to identify how the object feels without a model to look at.
- Ask child to hide an object in the box and use only descriptive words (not the name of the object) to help friends guess which object is hidden in the box).

SUPPORT MATERIALS:





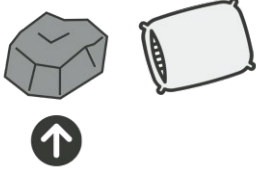
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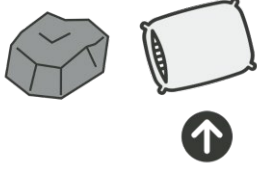
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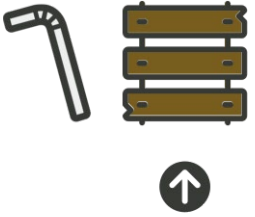
Use the blank ones to make your own!



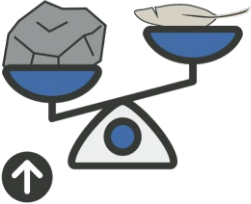
Hard



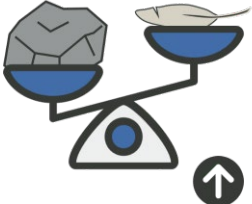
Soft



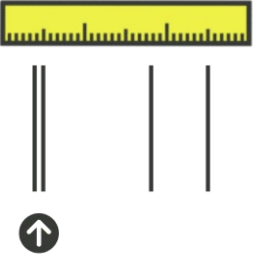
Stiff



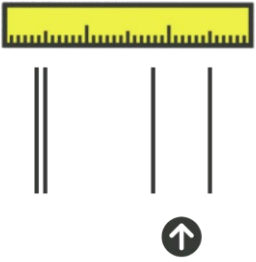
Heavy



Light



Narrow/Thin



Wide/Fat

