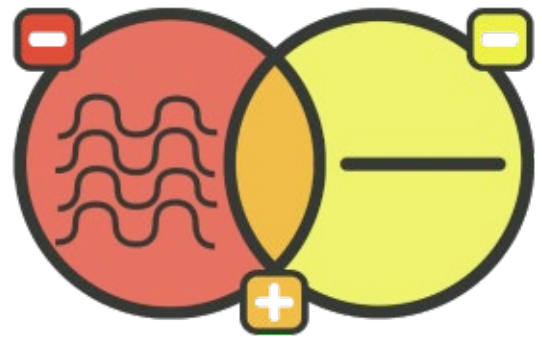




Touching Textures

Using our five senses is the way we take in lots of information about our world. Describing how things feel can be hard to demonstrate in the abstract, so take children on a sensory hunt to gather items to make a texture board to help them communicate about textures. When gathering actual items to attach to the board, *leave off food items, as they may spoil and get really yucky.* If you do this in a center-based environment, children may want to take their texture boards home to use during daily routines activities with their families. A blank template and a template with pictures are both included here, so you have options in case a sensory hunt for actual items is not possible.



Activity Ideas

- Go on a sensory hunt and make your own texture board (see next page for ideas)
- Visit a petting zoo
- Recycle a tissue box and fill it with different textured fabrics and cloths
- Fingerprint on bubble wrap
- Cut a hole in a closed box and put in different things and guess what they are by feel only
- Lay out different materials (e.g., canvas, foil, sandpaper, paper towels, wax paper, cardboard, contact paper, fabric) to paint or color on
- Add different things (e.g., sand, glitter) to playdough and form sculptures
- Go on a nature hunt and collect items (e.g., fallen leaves, sticks, bark) and make a nature collage
- Fill a sensory table with a variety of different textured balls
- Get some peeled crayons and make rubbings of tree bark and/or fallen leaves
- Follow a recipe (see [DPA: Ice Cream!](#) and/or [DPA: Making Pancakes](#))
- Have conversations about the different food textures (see [Mealtime resources](#))
- Have storybook conversations (see [LITERACY EXTENSIONS](#))

EXPLORATION: TEXTURES



| ROUGH | | Vs. | SMOOTH | |
|--------------------------|---|-----|------------------|---|
| 1. Bumpy/Lumpy | Tree bark, bubble wrap, paper towel, hard dirt, rubber grip sheets, carpet, Legos | → | 1. Slick | Mineral oil, lotion, hair gel |
| 2. Coarse/Gritty | Emery board, chalk, moon sand, nail file | → | 2. Fine | Dust, flour |
| 3. Crunchy/Brittle | Brown fallen leaves, bugs | → | 3. Mushy/Squishy | Playdough, clay, stress ball |
| 4. Dry/Flaky | Sticks, saw dust, rust | → | 4. Wet | Water, paint |
| 5. Floppy/Bendy | Paper clip, rubber band, packing peanuts | → | 5. Stiff | Popsicle stick, pencil, porcelain, or ceramic plate |
| 6. Hairy/Furry | Faux fur, pet hair clippings | → | 6. Glossy/Shiny | Aluminum foil, glitter, mirror |
| 7. Hard | Brick, rock | → | 7. Soft | Tissue, feather, cotton balls |
| 8. Holey/Spongy | Lace, sponge, loofah, steel/scour pad, net | → | 8. Solid | Plastic, metal, glass |
| 9. Prickly/Spiky/Bristly | Pipe cleaners, pinecone, hairbrush, comb, Velcro, pom-poms | → | 9. Velvety | Velvet, faux flowers, felt, stuffed animal |
| 10. Ridged | Corrugated cardboard, paper plate, corduroy, seashells | → | 10. Flat | Paper, fabric, cloth, leather |
| 11. Sandy | Sand, sandpaper | → | 11. Slimy | Slime, Oobleck, goop, worms |
| 12. Scaly/Scratchy | Burlap, snakeskin, wool, rope | → | 12. Silky | Silk, satin, ribbon |
| 13. Sharp/Pointy | Rocks, shark teeth, pencil tip | → | 13. Dull | Pebbles, eraser, frisbee |
| 14. Sticky | Tape, gel, contact paper, glue (when wet) | → | 14. Slippery | Wax, soap, wet floor (be careful!), ice |
| 15. Wrinkled/Crinkled | Balled up paper, dirty clothes, plastic wrap | → | 15. Wrinkleless | Freshly ironed clothes, opened umbrella |

ASKING OPEN-ENDED QUESTIONS: TEXTURES



Open-ended questions are questions that require more than a simple 'yes' or 'no' response. By asking open-ended questions that start with 'Why,' 'How,' or 'What,' children are encouraged to describe and extend their thinking, increase their language development, give meaning to their experiences, and develop STEM knowledge and skills.

- Always follow your child's lead and interests
- If you get a 'yes' or 'no' for a response or no response at all, try rewording the question another way, or simplifying the question
- You may also need to model how to answer an open-ended question for children who may be new to it
- If you get a surprising or unique response, expand upon the response, and ask, "Tell me more about..."
- Remember to provide at least three seconds for your child to respond
- Encourage your child to ask their own questions and test their answers
- Be an active listener and encourage your child to elaborate

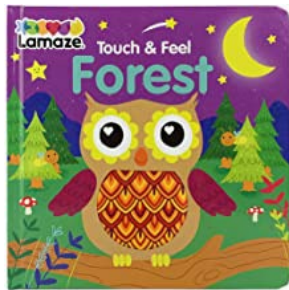
Guiding Questions to Ask

- What can you tell me about things with a rough surface? A smooth surface?
- How does this feel versus that?
- How does your hand feel versus how an older family member's hand feels?
- What does this object feel like? What other things feel like this object?
- Close your eyes. What do you think this object is? How do you know?
- Do you think this animal's skin is rough or smooth? Why do you think that?
- How does this food feel in your hands versus your mouth?
- What is the same about a rock and a pebble? Different?
- What do you think would happen if we built houses out of wax or slime instead of wood or brick?
- What are some other ways we can describe this object?
- This waffle is bumpy. What else is bumpy?

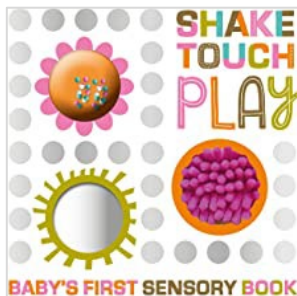
LITERACY EXTENSIONS: TEXTURES



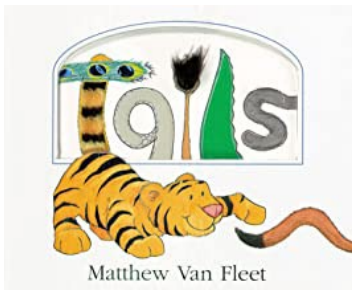
Baby Animals
Roger Priddy
Infants & Toddlers



Forest
Cottage Door Press
Infants & Toddlers



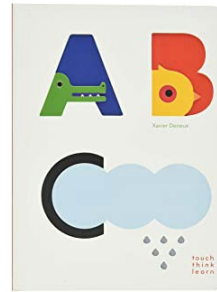
Shake Touch Play
Make Believe Ideas & Annie Simpson
Infants & Toddlers



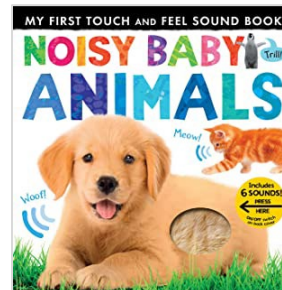
Tails
Matthew Van Fleet
Infants & Toddlers



Textures: Touch, Listen, & Learn Features Inside!
Katie Wilson
Infants & Toddlers



ABC
Xavier Deneux
Older Toddlers



Noisy Baby Animals
Patricia Hegarty & Tiger Tales
Older Toddlers



Scratchie
Maria Putri
Older Toddlers



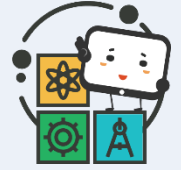
The Ocean
Nathalie Choux
Older Toddlers



The Velveteen Rabbit
Margery Williams
Older Toddlers

ADAPTATIONS: TEXTURES

At STEMIE, we use adaptations to ensure each and every child, including young children with disabilities can fully participate and engage in STEM (science, technology, engineering, and math) learning opportunities and experiences at home, in early childhood programs, and in the community.



Every child is different, and these are only suggested adaptations. Do what works best for the child or children you are working with. You might also work with children's speech pathologist or occupational therapist to develop additional adaptations or visual cues. For children with visual impairments or children with combined hearing and vision loss, consult with the vision teacher and/or with the state deaf-blind project respectively for additional adaptations.

Environment Adaptations

- Arrange materials within reach
- Use modified or flexible seating
- Limit background noise & distractions

Materials Adaptations

- Offer a variety of materials that are easy to grasp
- Use visual supports and cues (see provided visual cues)

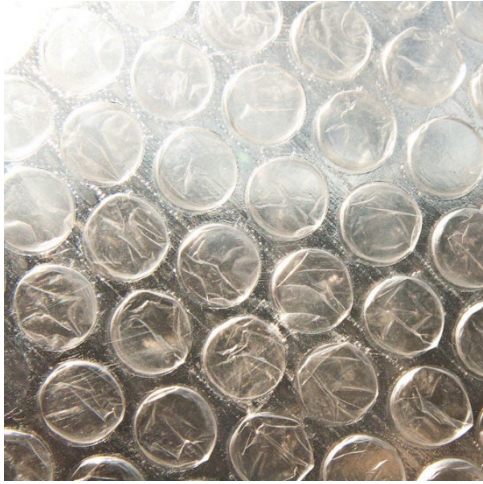
Instruction Adaptations & Teaching Practices

- Model ...
- Wait for a response
- Describe & expand upon the child's response

How To for Creating Textured Cues:

- Step 1: Print the textured board on heavy cardstock. You can also create your own board using cardboard or a cookie sheet (see below).
- Step 2: If using the real-life pictures textured board, laminate the board or cards (if using individually) or apply contact paper to the front and back of the board or cards.
- Step 3: If using real-life examples, use tape or Velcro to attach the textured cues to corresponding pages in a storybook, to a visual schedule, or to a communication book. You can also punch a hole in the corner to attach to a ring to take it outside with you. Some textures may need to be sealed in a clear bag before attaching.
- Additional adaptations may be made to ensure children can easily use the textured cues. For example, if the child has difficulty pointing, they could have a stick to point to the textured cues. If they need support with grasping, these cues could be mounted on cardboard with a magnet on the back, placed on a cookie sheet, and the child could have a magnet to pick up the cues.

TEXTURE CUES



Bumpy/Lumpy



Coarse/Gritty



Crunchy/Crispy/Brittle



Slick



Fine



Mushy

TEXTURE CUES



Dry/Flaky



Hairy/Furry



Hard



Wet

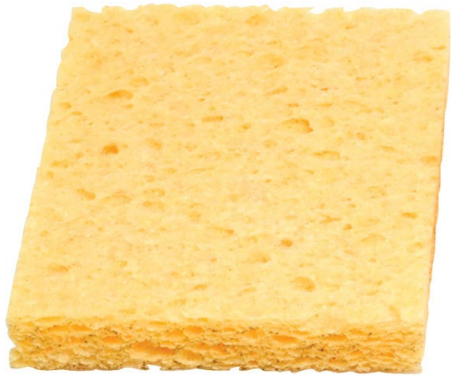


Glossy/Shiny



Soft

TEXTURE CUES



Holey/Spongy



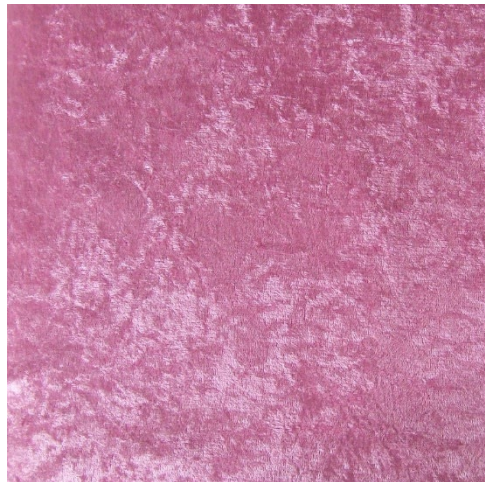
Prickly/Bristly/Spiky



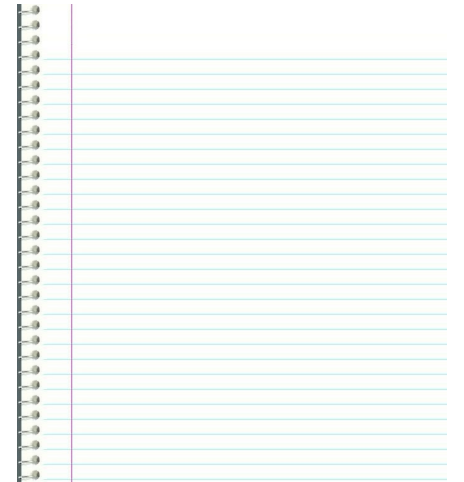
Ridged



Solid



Velvety



Flat

TEXTURE CUES



TEXTURE CUES



Sticky



Floppy/Bendy



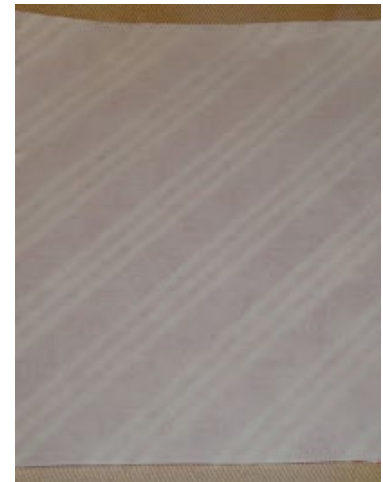
Wrinkled/Crinkled



Slippery



Stiff



Unwrinkled

TEXTURE CUES

Bumpy/Lumpy

Coarse/Gritty

Crunchy/Crispy/Brittle

Slick

Fine

Mushy

TEXTURE CUES

Dry/Flaky

Hairy/Furry

Hard

Wet

Glossy/Shiny

Soft

TEXTURE CUES

Holey/Spongy

Prickly/Bristly/Spiky

Ridged

Solid

Velvety

Flat

TEXTURE CUES

Sandy

Scaly/Scratchy

Sharp/Pointy/Rocky

Slimy

Silky

Dull/Matte

TEXTURE CUES

Sticky

Floppy/Bendy

Wrinkled/Crinkled

Slippery

Stiff

Unwrinkled