



Fabric Swatches (Manipulatives)

Standard
Connection:
ELA.L.PK4.5c
ELA.RL.PK4.7
M.MD.PK4.3
S.PS.PK4.2
SS.FC.PK4.1

Enduring Understanding(s):

- As individuals and as a group, family members use their senses to observe and interact with their environment.

Essential Question(s):

- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Corduroy</i> <i>Peter's Chair</i> 4'x4' fabric swatches of different textures, colors, weights, and patterns images of clothing (see Resource) child-size clothing (overalls, shirt, pants, etc.) Feely Box (optional) paper clipboards 	<ul style="list-style-type: none"> swatch: a sample piece of fabric fabric: cloth material: what something is made of soft: not hard rough: not smooth, bumpy, or lumpy smooth: not rough 	

Intro to Centers

Preparation: *Set up materials.*

"In <i>Corduroy</i> , Corduroy wore overalls. The <i>fabric</i> - the <i>material</i> - of his overalls was called <i>corduroy</i> . Peter also wore <i>overalls</i> . How are Corduroy's overalls similar to or different from Peter's overalls?"	Show illustrations. Children respond.
"Here is more <i>fabric</i> . What do you notice?"	Show materials. Children respond.
"Today at Puzzles (Manipulatives), you can explore <i>fabric swatches</i> - small pieces of <i>fabric</i> . You can also play the Feely Box game with <i>fabric</i> ."	Model.
"How is this <i>fabric</i> similar to or different from this <i>fabric</i> ?"	Model comparing fabrics using descriptive language ("This fabric feels soft," "This fabric feels rougher than this fabric," or "This fabric feels bumpy," etc.).

During Centers:

- Compare and contrast clothing (between characters in books and children, or among children).
- Encourage children to compare the fabric in their clothes to the fabric swatches.
- Encourage children to describe attributes of fabric as they play Feely Box.

Guiding Questions During Centers:

- Which of these fabrics would be better to wear on a hot day? On a cold day? Why?
- How are these fabrics similar to or different from each other?
- How would you sort these fabrics? Why?
- What fabric do you have the most/least of? (soft, rough, smooth)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research how fabric is created (wool from sheep, linen from flax). Also research how fabric is used (for sails, clothing, and protection).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, picture cards with descriptive words may be helpful for some students.