



Texture Rubbing

Standard Connection:

- ELA.RL.PK4.1
- ELA.W.PK4.1
- M.MD.PK4.2
- M.MD.PK4.3
- S.PS.PK4.2
- PD.FM.PK4.4
- VA.CR2a.1.PK
- VA.RE7.1.PK

Enduring Understanding(s):

- We can have more than one good friend, and we might like to do some things with one friend and other things with other friends.

Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?

| Materials | Vocabulary | Books |
|---|--|-------|
| <ul style="list-style-type: none"> • <i>Matthew and Tilly</i> • variety of paper • variety of crayons • textured materials (bark, corduroy, corrugated cardboard, etc.) • clipboards • tape | <p>secure: fixed/fastened so that it cannot be moved</p> <p>rubbing: raised/textured surface</p> <p>texture: rough feeling</p> <p>ridges: raised line on a flat surface</p> <p>bumpy: uneven surface</p> <p>technique: way of using basic skills</p> <p>flat: smooth, level surface</p> <p>pointed: having a sharp end</p> | |

| Intro to Centers | |
|---|---|
| Preparation: <i>Set up materials.</i> | |
| “In <i>Matthew and Tilly</i> , Matthew broke Tilly’s crayon by accident. What do you notice?” | Show illustrations. Children respond. |
| “Today in Creative Arts, you can experiment with crayons using a technique called texture rubbing .” | Model securing paper with tape. |
| “Lay a piece of paper over a material. Make sure the paper is secure - doesn’t move around. Then, rub a crayon on the paper. What do you notice?” | Model using the flat side of the crayon first, then use the point of the crayon. |
| “When I use the flat side of the crayon instead of the pointed side, we can see the texture of the _____.” | Children respond. |
| “You can use these materials for your texture rubbings . What do you notice?” | Show materials. Guide children to notice. |

During Centers:

Encourage children to compare and contrast how the textures of the different materials create different impressions. Provide a variety of shapes and sizes of crayons. Encourage children to make multiple rubbings on the same piece of paper and discuss what they notice.

Guiding Questions during Centers:

- What do you notice about the different textures of the materials you are using?
- How did you create this pattern/design?
- What kind of impression will this (material) make? What's your prediction?
- How is using crayons this way different from when you draw with them?
- How would you sort the impressions that were created? (These materials were made with bumpy materials, these were made with ridged materials, etc.)

Thinking and Feedback:

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

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Invite the children to search for other recycled or natural materials they could experiment with. Invite children to work on a group mural using the different techniques they have been experimenting with, such as collage, chalk, crayon rubbing, etc.

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, tape paper onto the table for students who have difficulty stabilizing it when doing a rubbing. Also, consider a tool to hold the crayon sideways for students who need extra support.