

Touch and Feel Bag



Grade Level: Preschool – 2

Standards:

Minnesota Academic Standards in Science Codes

0.1.1.2.1 – Scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena

1.1.1.1.1 – Scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others

0.4.1.1.1 - 2.4.1.1.1, 0.4.1.1.2, 0.4.1.1.3 – Living things are diverse with many different observable characteristics

MN Early Childhood Indicators of Progress: Scientific Thinking and Problem Solving – Observing, Questioning and Investigating.

Link Resources:

Black Bear Basics:

http://www.bear.org/website/images/stories/Documents/Black_Bear_Basics.pdf

www.bear.org

<http://www.bearstudy.org>

Goal:

Students will gain knowledge of the black bear through touch.

Curriculum Focus:

Science, fine motor

Lesson:

Objective: We learn about the world through our five senses. This lesson will use the sense of touch in isolation of our other four senses; sight, hearing, smell, and taste. Touch is the sense that helps us learn about our world through our skin when we feel all that is around us. We can learn about an object's size and dimensions, texture and temperature, and most importantly the message it sends to our brain about our prior experience with that object. Do you know what the objects are? Do you think you know what the objects are? Are you curious about what the objects are? What do you feel when you touch an object? Encourage descriptive, comparative, and superlative adjectives when asking and answering these questions, for example; soft/hard, larger/smaller, roughest/smoothest.

Materials: A bag containing 6-8 small objects that represent a story that can be told about the black bear. The materials in the bag will be models, replicas, or real objects. The 'Touch & Feel Bag' contained in the [Black Bear Box](#) (loaned by the North American Bear Center) contains the objects below. Similar

items can be found, purchased, or borrowed to use this lesson independently from the Bear Box. A local hunter or taxidermist may be a source for bear fur and claws.

Claw – Claws come in handy when a bear opens up a rotting log to search for ant pupae to eat. Claws enable the bears to climb adeptly up and down trees with strong bark.

Fur – Bears have a coat that protects them from cold weather and from biting insects. It consists of an outer coat of coarse guard hairs and an undercoat of soft wooly fur. The undercoat (under fur) grows in as the cold weather approaches in the late summer and fall.

Acorn – Acorns, especially white oak acorns, are favored by bears in areas of the country where oak trees grow. Bears climb trees to eat acorns, breaking the small branches to pull the acorns within reach.

Battery – Batteries allow the radio collar on the bear to work and send information about the bear's location to researchers.

Tooth – Compare the size of the bears tooth to your own. Bears are omnivores though they eat mostly fruits, nuts, ant pupae, and vegetation. What is an omnivore? What meats might a bear eat?

Radio Collar – Does this look like the size of your dog or cat's collar? How are they different and how are they the same? Why are the bears wearing a collar?

Juneberry or Blueberry Stem – Though not real, do you recognize this plant? Have you ever seen it growing out in the woods? Can you imagine how many berries a bear would have to eat to gain 100 pounds?

Model Adult Bear – Name the parts of a bear. Is this a real bear? What can models show us? Tell about what bears do in an ordinary day in the woods. Encourage children to talk about bears and give accurate information about bears through books and stories.

Model Bear Cub – How does this cub differ from the adult bear? Tell about gentle mothering of the cubs.

Game 1 (for older children) – This game can be played in a small group or by a pair of children. One child asks the other child to place his hand in the bag. Through touch, without looking, feel for the object named. When the object is found, bring it out and encourage discussion, storytelling, and identification of qualities. Continue taking turns until all items have been found.

Game 1a (for the youngest children) – Place one item in the bag at a time and play the game until all the items are identified and understood.

Game 2 – Have one child try to identify all the items through touch.

Game 3 – Place all but one object in the bag. What object is missing?

Game 4 – Have one child describe an object with as many adjectives as possible without naming it. Then ask her partner if she can find it in the bag with touch only... no peeking.

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