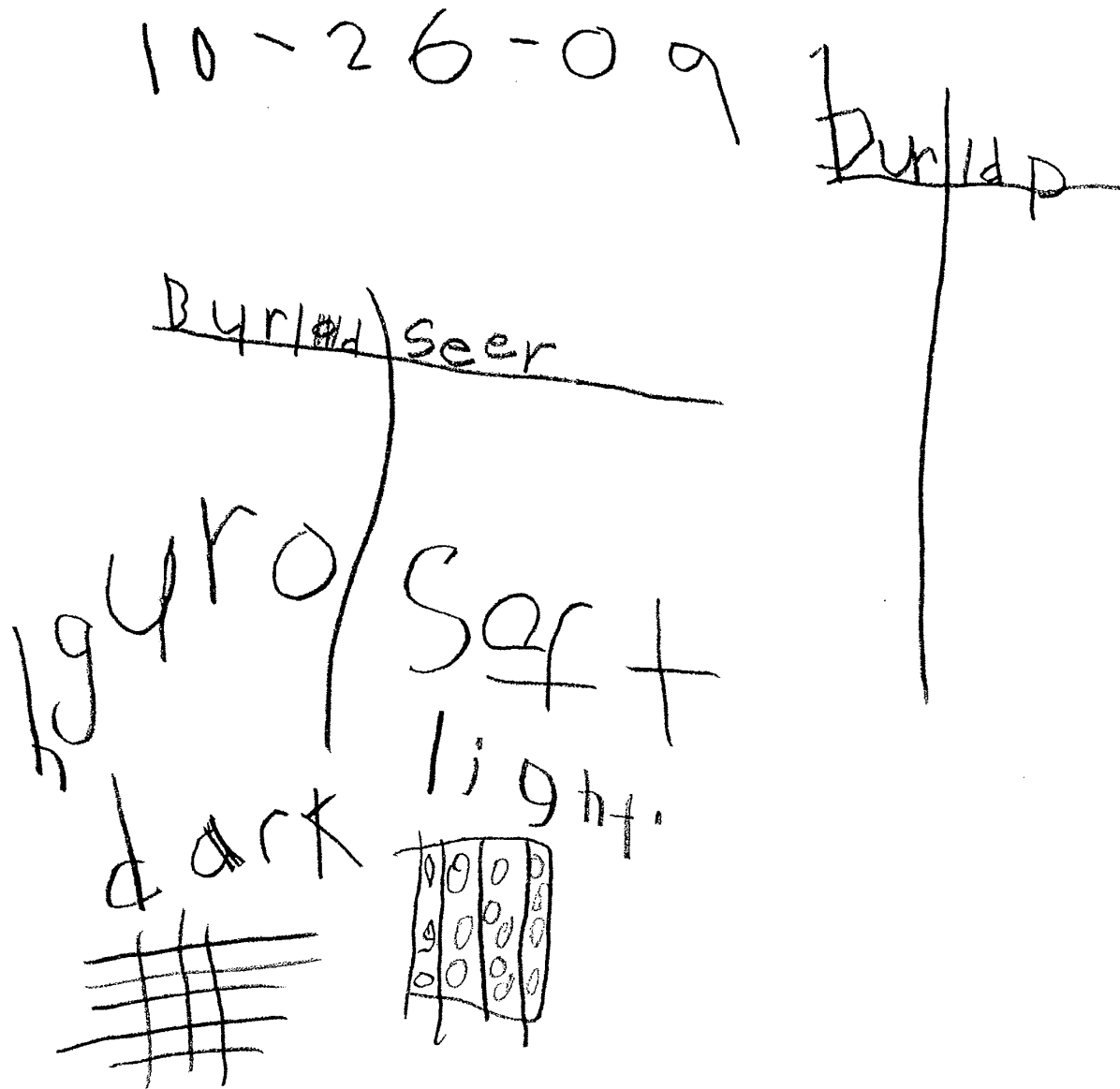
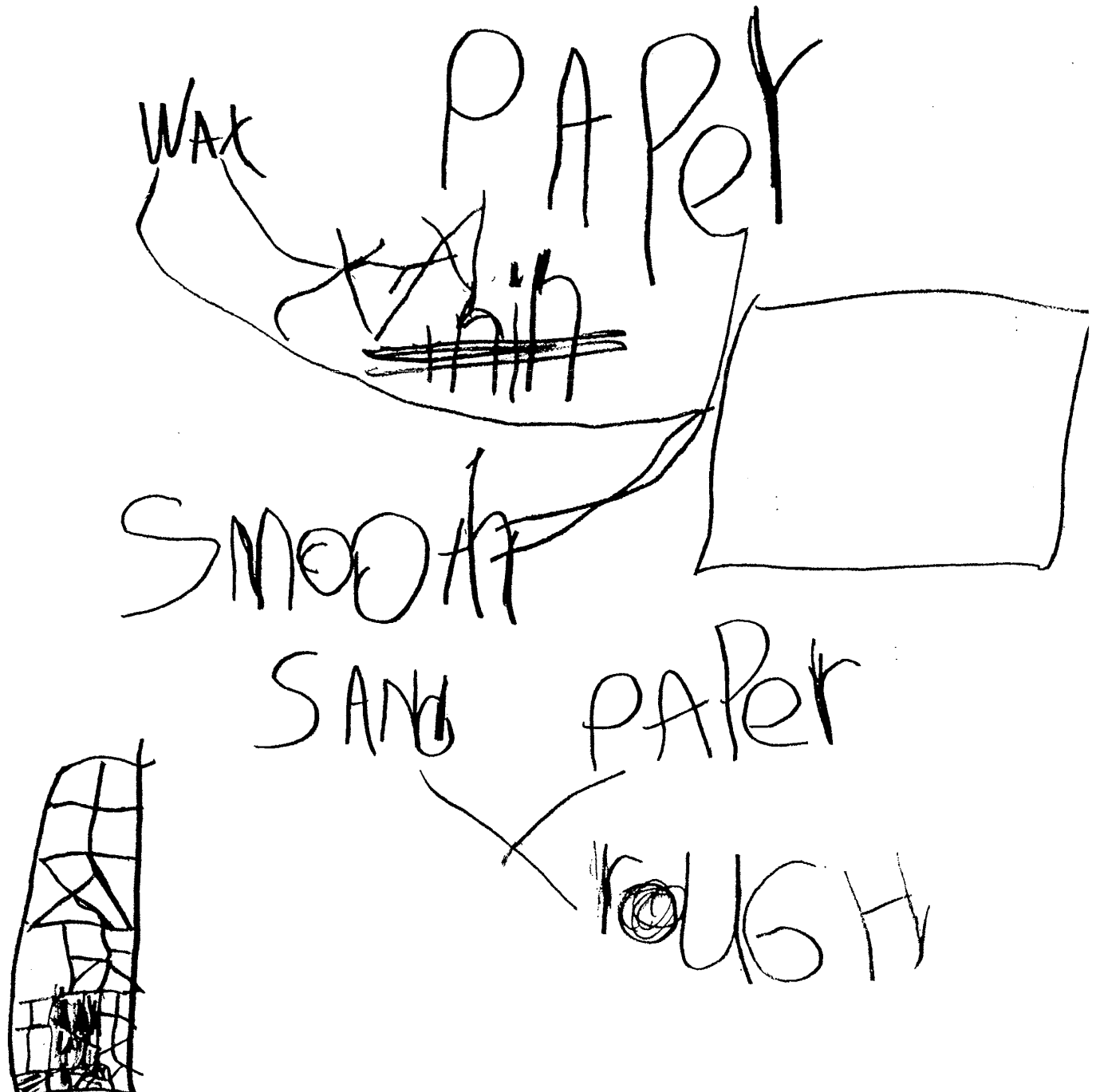


What do you look for when you are matching different kinds of fabric?



30e-24-09

What do your senses tell you about different kinds of paper?  
How are different kinds of paper the same and different?



3-24-09

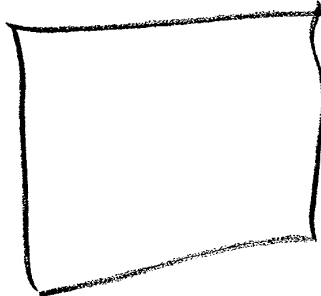
What do your senses tell you about different kinds of paper?  
How are different kinds of paper the same and different?

Sand

Paper is  
waxed

rough

Paper  
2mf ~~emg~~



## Kindergarten, Sample A—*Fabric Unit: Renan*

- In this unit, students have been observing different kinds of fabric and discussing what they have observed about each fabric's *properties*. The teacher introduces that term during a discussion after her students have made observations with hand lenses of several types of fabric. During the shared reflection discussion, the teacher uses a T-chart to help students organize the contrasting properties of two fabrics. In the fall, kindergartners make their entry following what the teacher writes as they talk together: students tell her what they have observed and the teacher and the students sound out the words together as she writes them on the T-chart. Later in the year, students make their own T-charts.
- Renan has included both *burlap* and *seersucker* in his T-chart, and he copies the contrasting properties directly across from each other: *rough/soft, dark/light*. His illustrations accurately represent the dominant visual properties of each fabric. When students have had a little more experience with this kind of entry, you can have them write the entry following your modeling as you write. Later in the year, you can model how to make a scientific illustration of fabric, then have them make their own illustrations independently.

## Kindergarten, Sample B—*Wood and Paper Unit: Jude*

- In the winter, students write their own comparison after a shared reflection discussion and writing session. Jude is comparing wax paper and sandpaper. At first, he writes *thin*, but then he writes *smooth* for wax paper and *rough* for sandpaper. Jude finds the words in the word bank. His illustrations indicate what he has observed using a hand lens and show the contrasting properties he has included. He has organized his entry, putting wax paper on the top of the page and sandpaper on the bottom. So he seems to know that he needs to contrast properties in the same category (in this case, texture) rather than mixing categories, which he would have done had he written “wax paper thin” and “sandpaper rough.”

## Kindergarten, Sample C—*Wood and Paper Unit: Andrei*

- Andrei has organized his entry following the T-chart structure: property and illustration of sandpaper on the left; property and illustration of wax paper on the right. He uses inventive or transitional spelling for *smooth*. Note that his illustrations show the contrasting textures.