

## **What am I?**

### **Purpose**

To use senses to identify and describe commodities

### **Competencies**

The learner will develop the ability to use science process skills.

The learner will construct and understanding of self and his/her world.

The learner will make connections through the use of oral language.

The learner will make observations and build understanding of the properties of common objects.

### **Materials Provided**

cotton bolls

ginned cotton sample

sample of sheep's wool

From Cotton to T-Shirt, Robin Nelson, Lerner Publications Company,

(ISBN: 0-8225-4661-2)

### **Materials Needed**

lunch bags, cotton balls, samples of cotton fabric, a piece of paper money and other items made of cotton

### **Teaching Strategy**

*Preparation:* Prepare two bags – one with a small sample of ginned cotton and the other with a small sample of sheep's wool - for each pair of students. Use different colored bags or other methods to distinguish the two bags from one another. Refrain from writing "cotton" and "wool" on the bags.

1. Distribute bags to student pairs. Each person takes one of the bags. Caution students to keep their bags closed. Students are to use only their sense of touch to examine the contents of the bag they are holding. As they investigate the contents of the bag, have them describe to their partner how it feels, and predict what the object might be.
2. On the board or other projection, list words that students use to describe the substances in the bags. Discuss the fact that several descriptors are used to describe both substances. Ask students if they think that the two bags might possibly contain the same substance.
3. Allow students to exchange bags and explore the contents again using only their sense of touch. Encourage discussion of their discoveries related to the new substance they have encountered. Ask students if the items in each of the bags are indeed the same.
4. Ask students to ask/predict what is in each bag. Lead students to the fact that one bag contains a bit of cotton and the other a bit of wool. Discuss the

fact that both are used to make clothing and other items used by humans. Also discuss the fact that one is derived from plant fiber and the other from animal fiber. Clarify that cotton grows on a plant and wool comes from a sheep.

5. This discussion can lead into a study of cotton. Allow students to see and touch bolls of cotton, ginned cotton, and other cotton products available in the home or school setting.
6. Read aloud to the class the book, From Cotton to T-Shirt. Discuss.
7. Conduct a guided writing session allowing students to dictate and participate in writing sentences related to the feel of cotton (i.e. "My cotton feels fuzzy." "My cotton feels soft.")



### **Extension Activities**

1. Work as a class to brainstorm a list of all items made from cotton. Encourage research on the internet. Post the list in the classroom.
2. Have students bring in pictures of items made from cotton or small items made from cotton. Use pictures and items to make a classroom display.