



# DOUGH PLAY BOOK

## Implementation Plan

### Core and fringe vocabulary focus

- make
- down
- on
- like
- in
- help
- more
- finish
- yes
- no
- eat
- feel
- you
- different
- colors + action words

### Lesson Goals :

- Provide multi-modal communication opportunities for learners to communicate for a variety of communicative functions.
- Engage in emergent literacy through shared reading + predictable chart writing.
- Practice fine motor skills.
- Practice using two hands together.

### Materials Needed :

- Book
- Materials from SENSEable Literacy sensory based literacy kit

### Learning Objectives :

- Learners will engage within the shared reading and extension activities, using multi-modal communication, learning emergent literacy skills + practicing fine motor skills.

### Structure / Activity :

- Engage learners in shared reading throughout the book - modeling core + fringe vocabulary while reading the text and talking about the illustrations.
- Provide learners with dough + help them create the pictures with dough in the book and/or on the provided dough mats.
- Talk about what the learners created with dough focusing on descriptors, commenting, etc.
- Engage learners in a predictable chart writing activity to share what they made with dough. (Possible sentence stem: "I made \_\_\_\_\_ with dough.")

### Assessment :

- Did learners initiate communication during shared reading?
- Did learners imitate vocabulary modeled during shared reading?
- How did learners communicate during the activity?
- How did you feel during the activity?
- What would you change next time?

### Notes:



# DOUGH PLAY BOOK

## Implementation Plan

*Core and fringe vocabulary focus*

*Lesson Goals :*

*Materials Needed :*

*Learning Objectives :*

*Structure / Activity :*

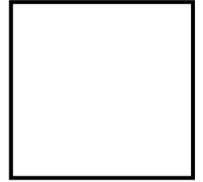
*Assessment :*

*Notes:*

# Dough Play Book

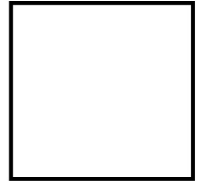
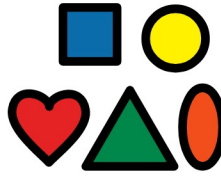
1

Read "Little Children's Dough Play Book".



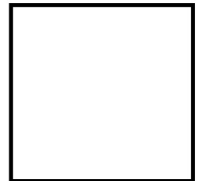
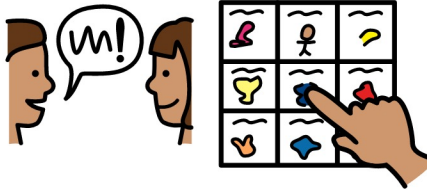
2

Make shapes with dough.



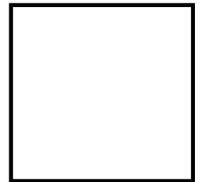
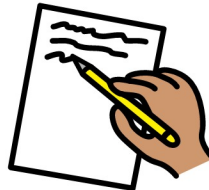
3

Talk about what you made.



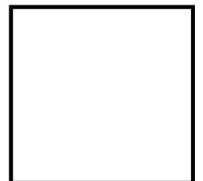
4

Write about what you made.



5

Clean up.



Cut out and laminate the checkboxes below. Velcro them next to each item in the sequence as it is completed.

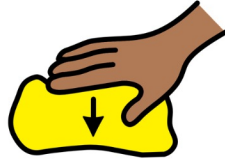
 done	 done	 done	 done	 done
---	---	---	---	--



# Dough Play Book Fringe Board



roll



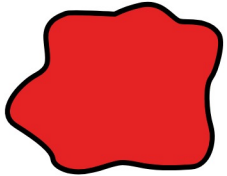
push



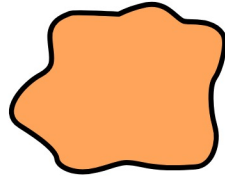
squeeze



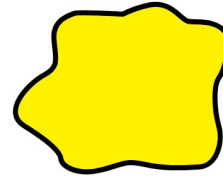
poke



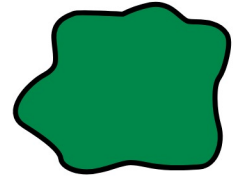
red



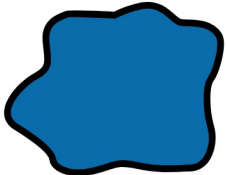
orange



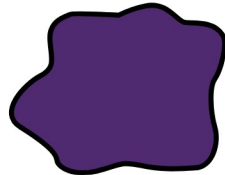
yellow



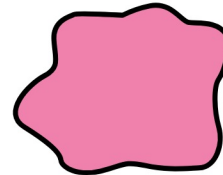
green



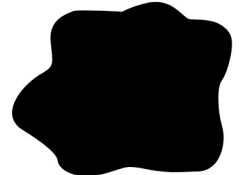
blue



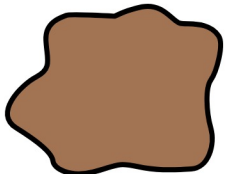
purple



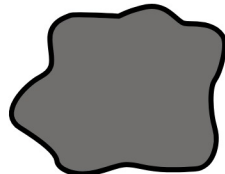
pink



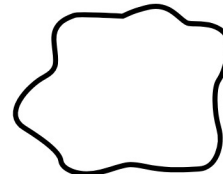
black



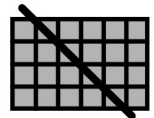
brown



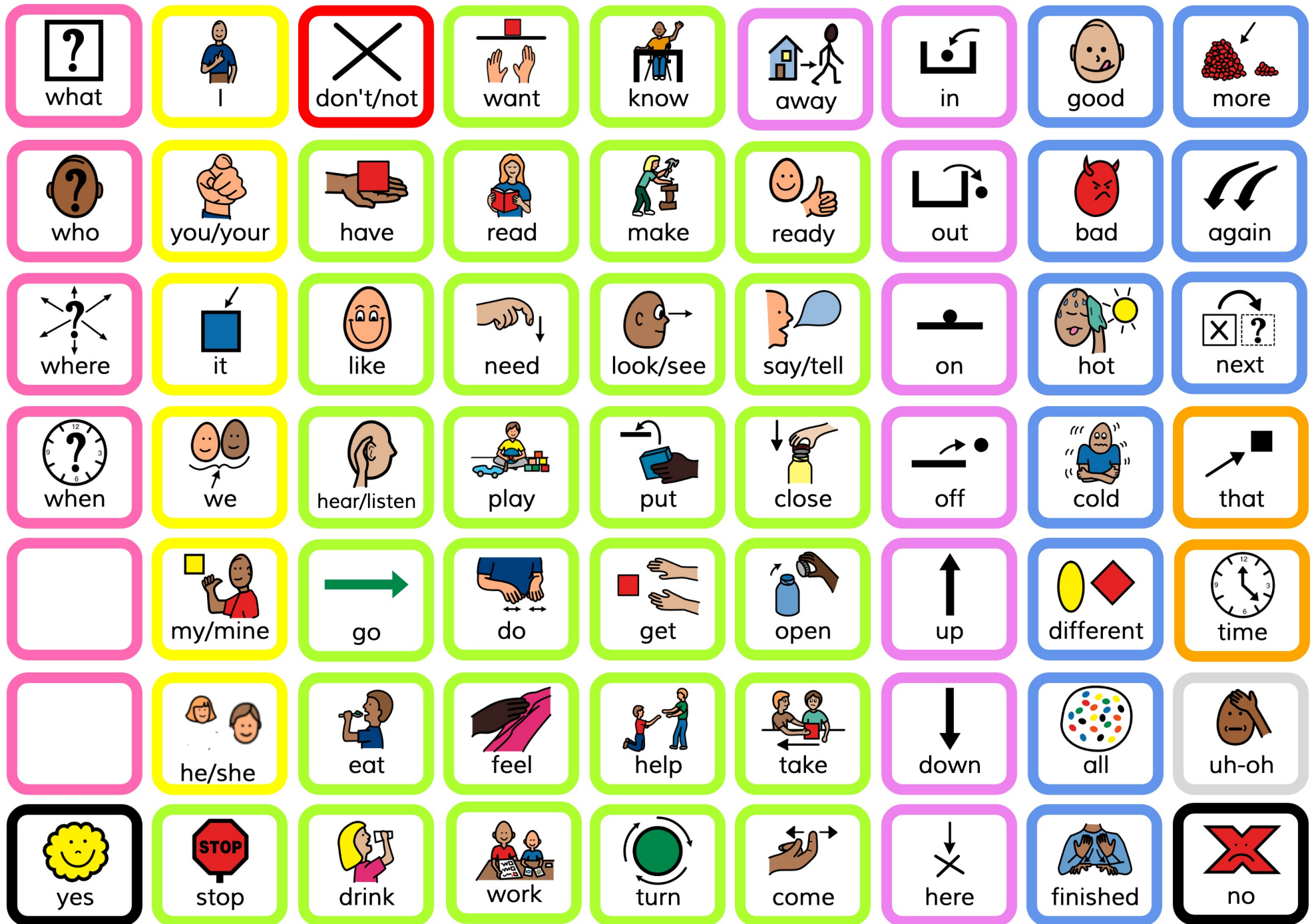
grey



white



not on this  
board



# Predictable Chart Writing

A fun, easy, and structured approach to shared writing that supports all learners in becoming readers, writers and communicators.

## 1. Write the Chart

Make a list of things to include on the chart.

Write the chart – speaking each word as you write it.

Re-read the entire chart together as a group.

## 2. Reread the Chart

Re-read the entire chart together as a group.

Focus learners' attention on one aspect of writing (e.g., letter, sight word, etc.).

Re-read the entire chart together as a group.

## 3. Work with the Sentence Strips

Re-read the entire chart together as a group – pointing to each word.

Give each learner their sentence on a sentence strip.

Assist learners with cutting their strip into individual words.

## 4. Be the Sentence

Re-read the entire chart together as a group – pointing to each word.

Re-write a sentence, cut it into individual words + give each word to a learner.

Learners arrange themselves to make their words match the order of the sentence.

## 5. Make + Publish the Book

Re-read the entire chart together as a group – pointing to each word.

Give each learner their sentence + assist with cutting it into individual words.

Learners glue their words in order on a page + add illustrations.

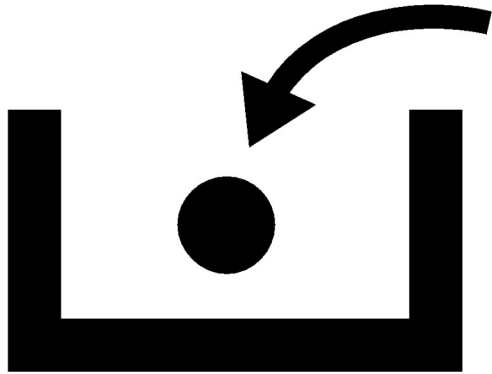
## Notes

Remind learners who aren't able to read aloud to listen + read in their head.

Use a different color for each sentence +/or put the learner's name after their sentence.

Allowing learners to make mistakes + providing feedback helps them learn.

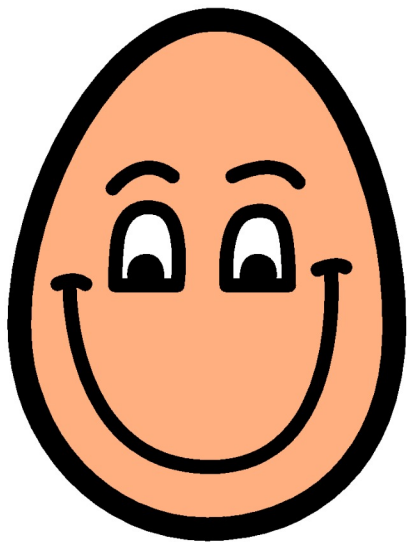




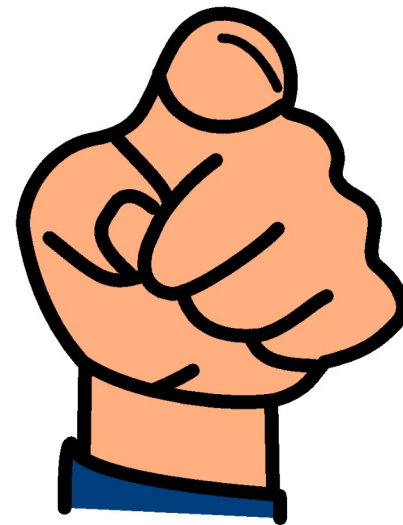
in



yes



like



you/your



eat



make



down



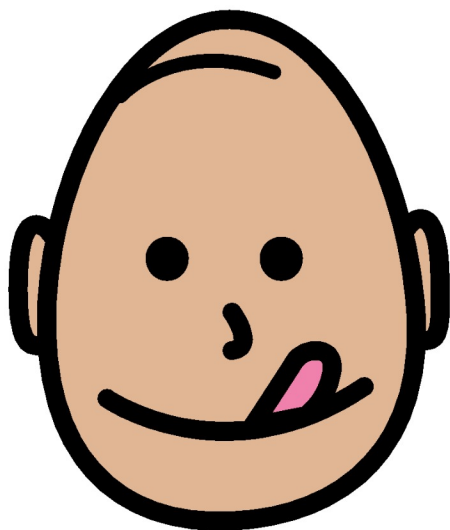
on



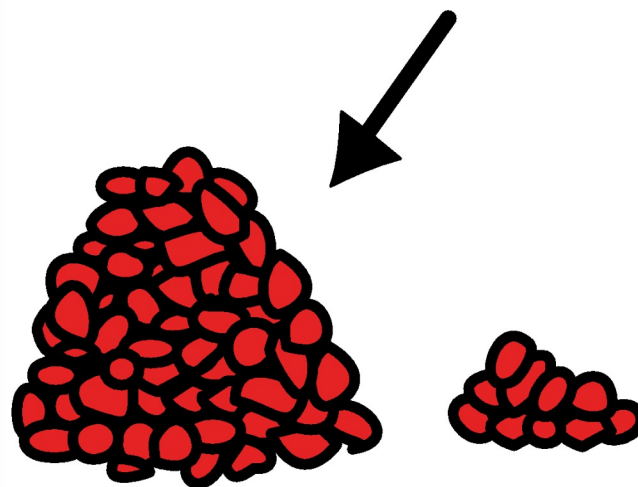
help



no



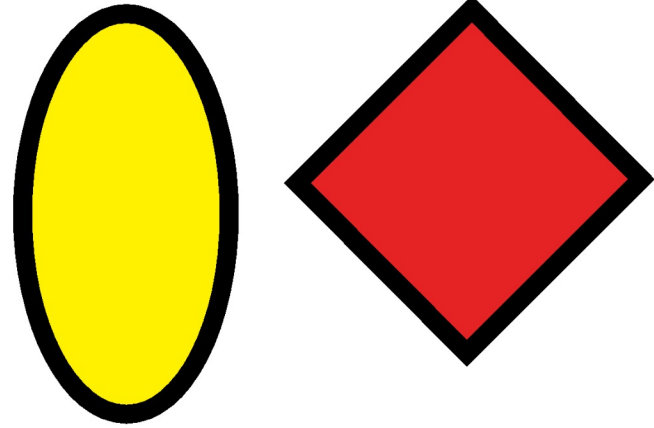
good



more



finished



different

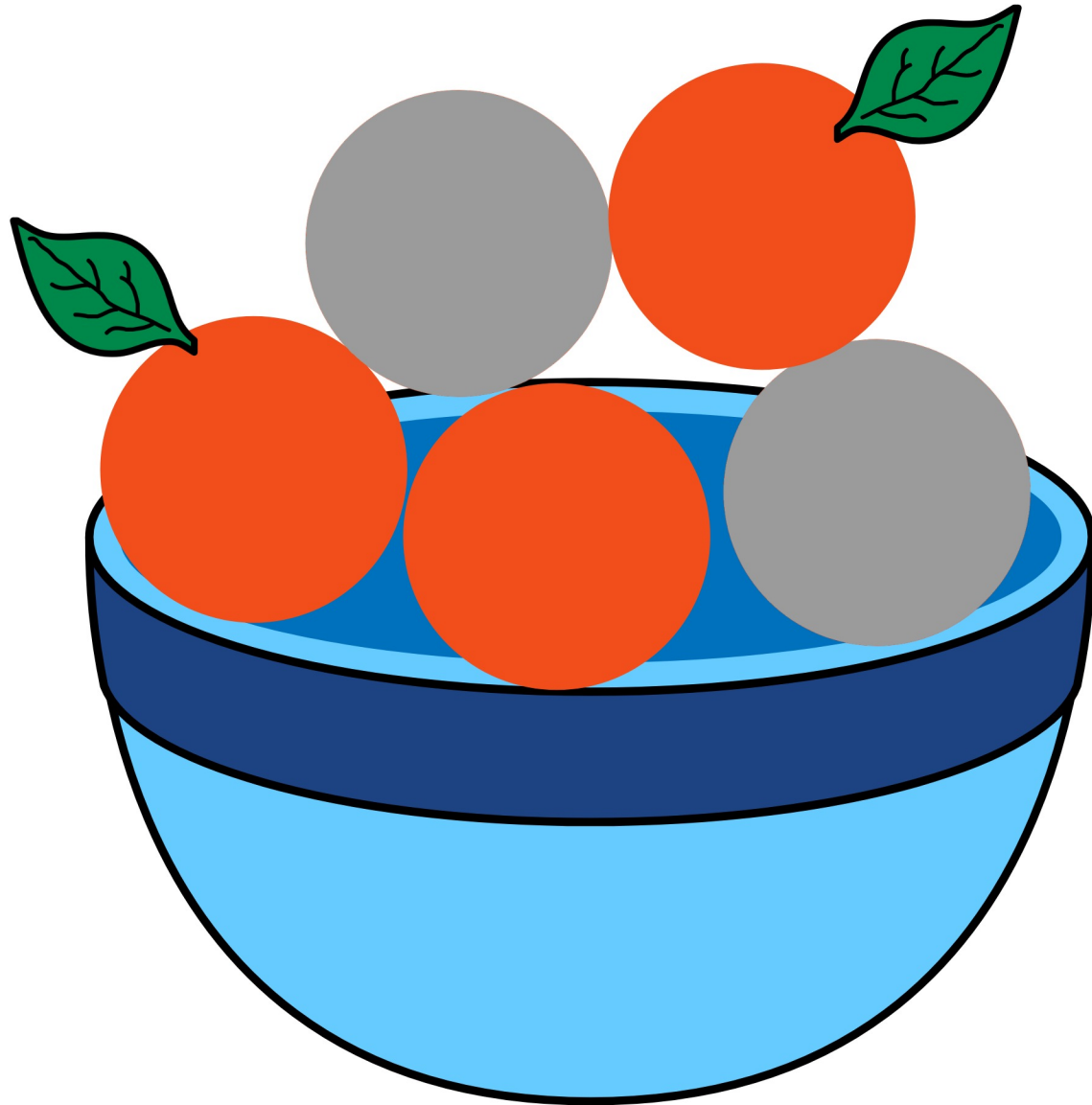


Make some apples for the tree





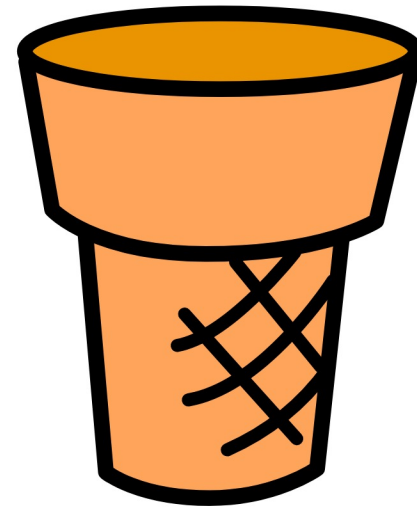
Fill the bowl with yummy oranges.



Make balls for them to juggle.



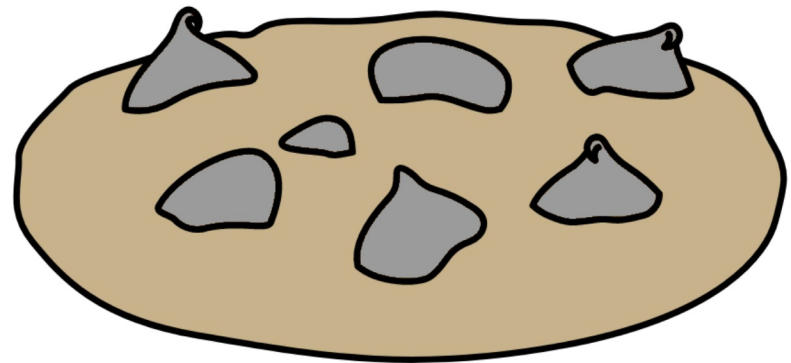
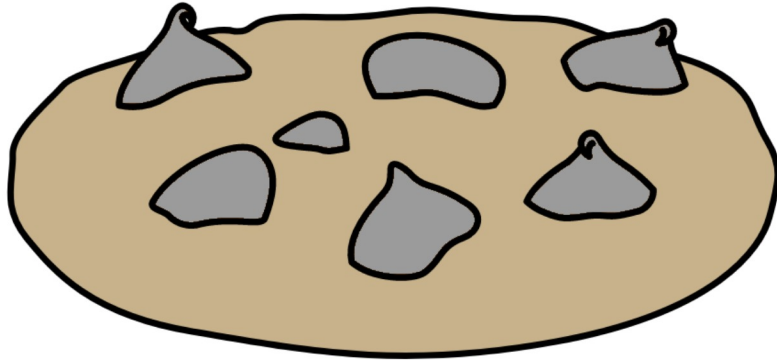
Let's make some ice cream!



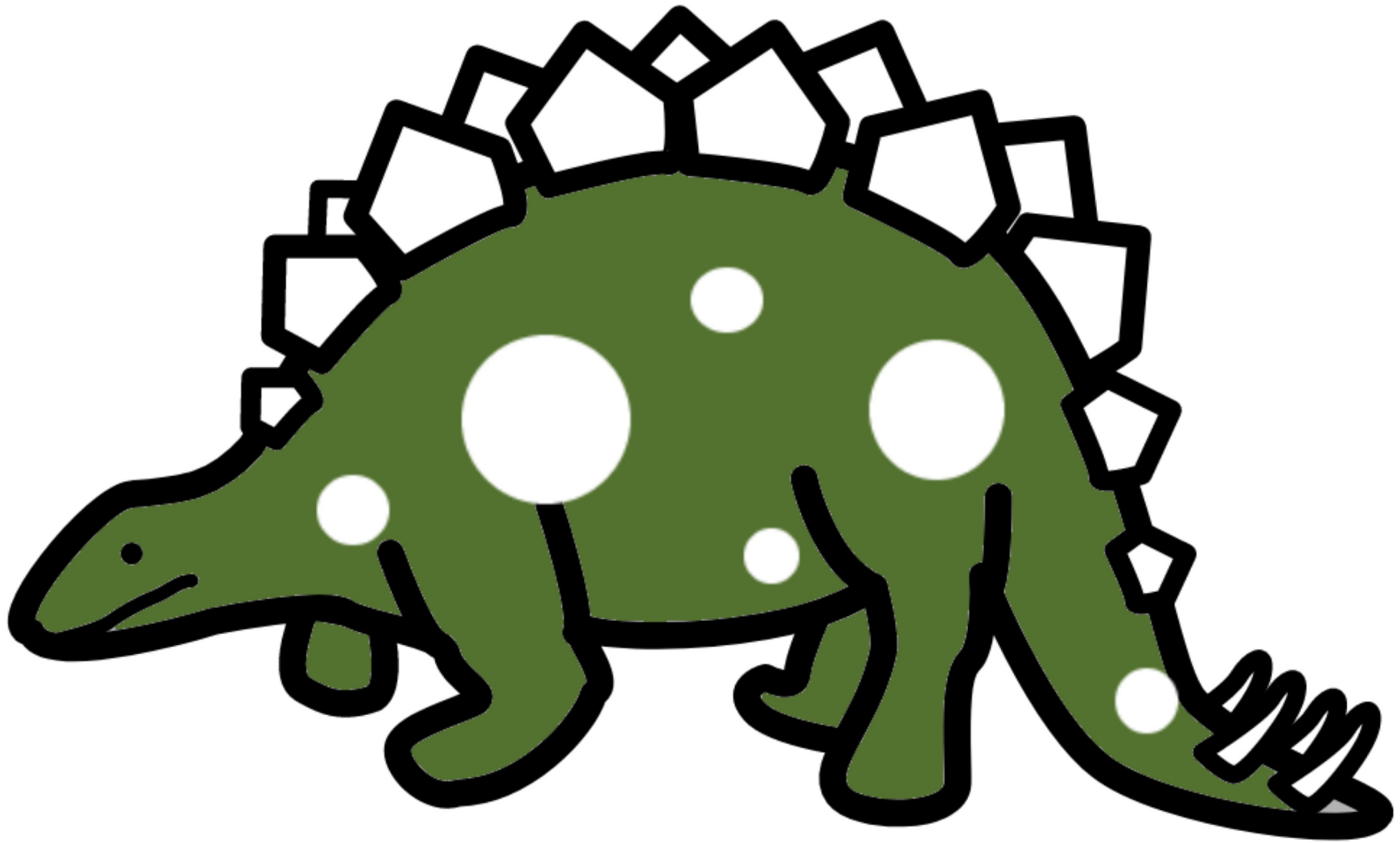
Help finish their balloons.



Add some toppings to these sweet treats!



Add some spots to the dinosaur.

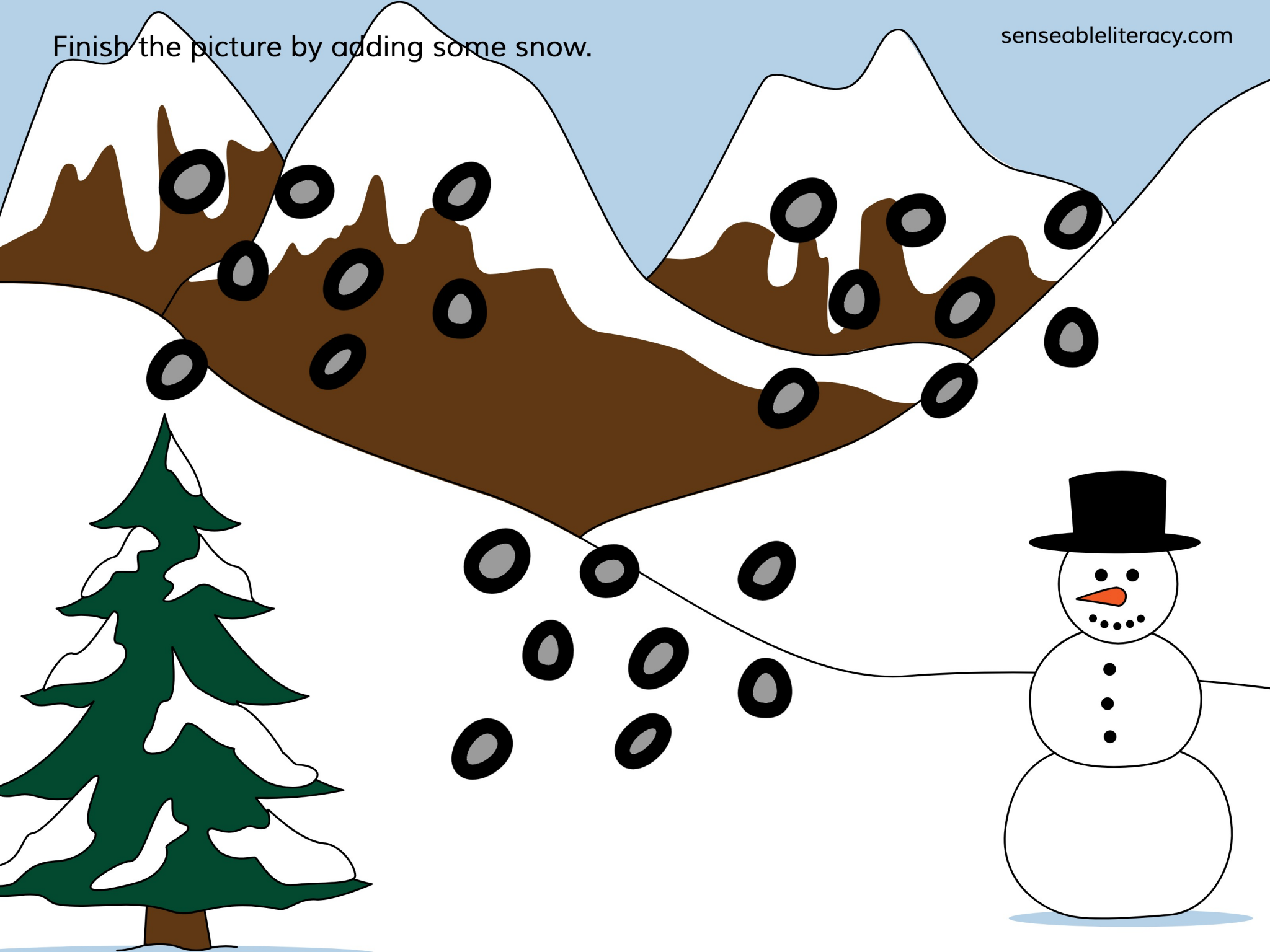


They need more balls to play in!



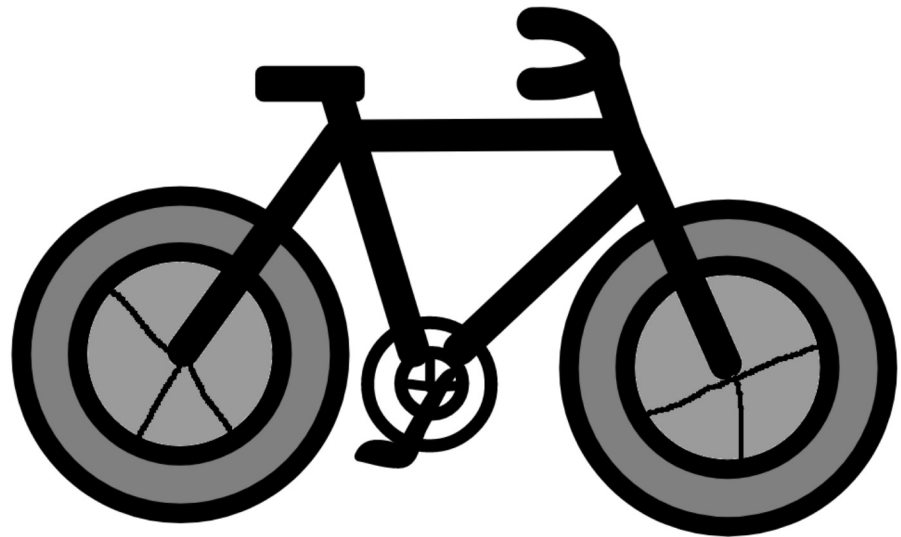
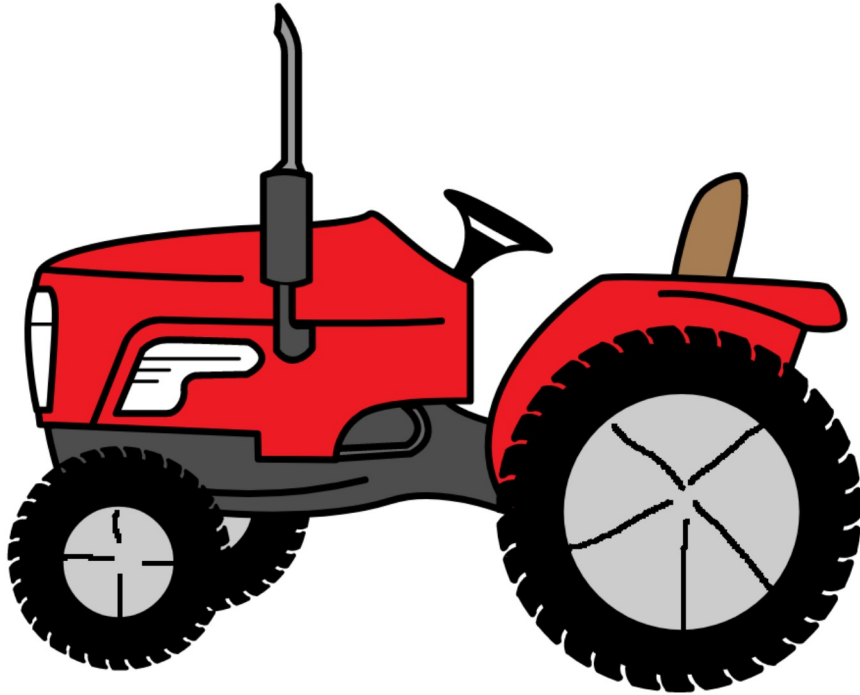


Finish the picture by adding some snow.

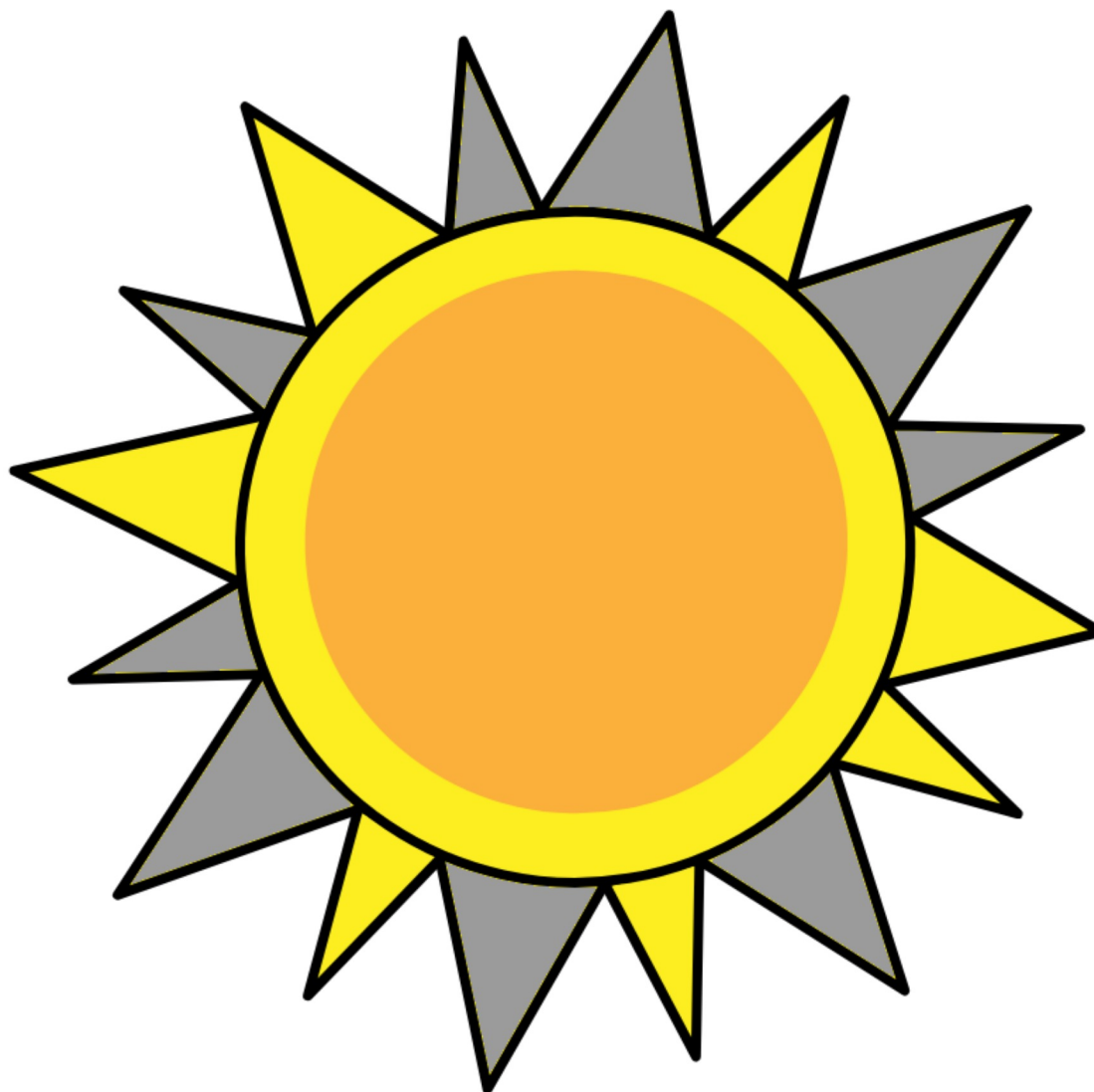




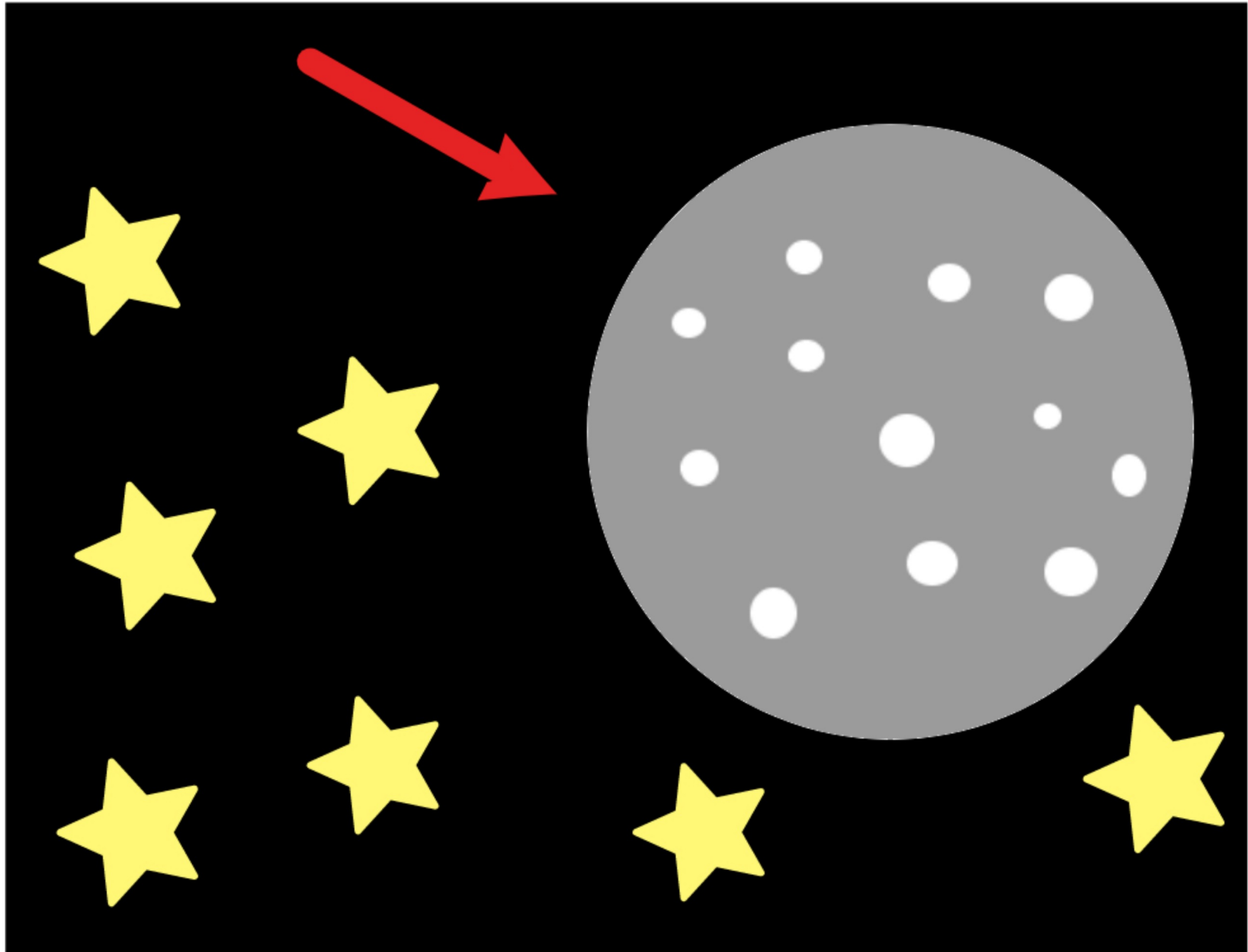
Help fix the wheels by adding circles and pressing lines into them.



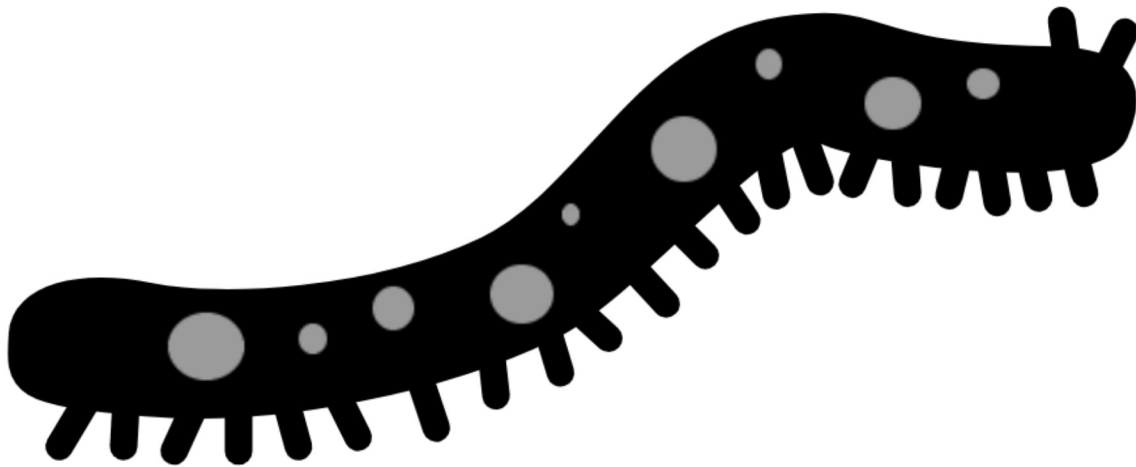
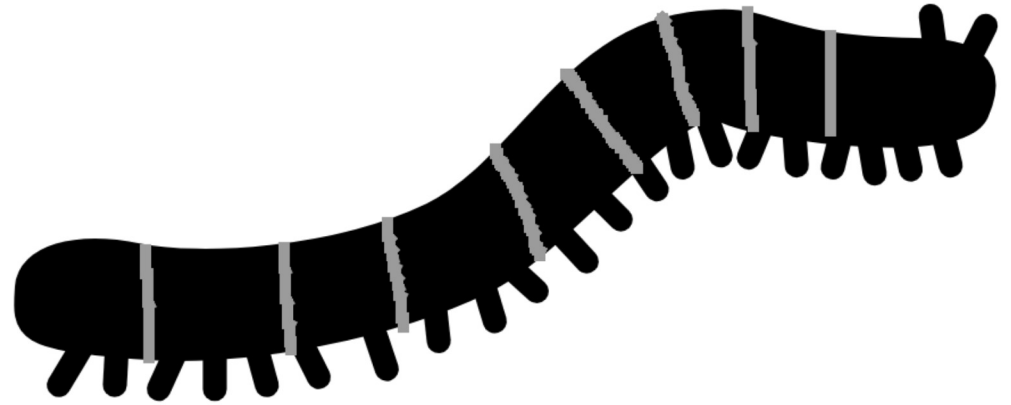
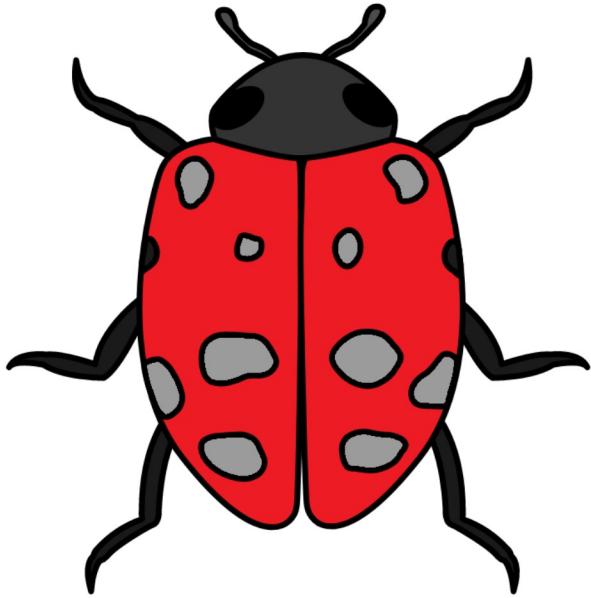
Make triangles and add more rays to the sun.



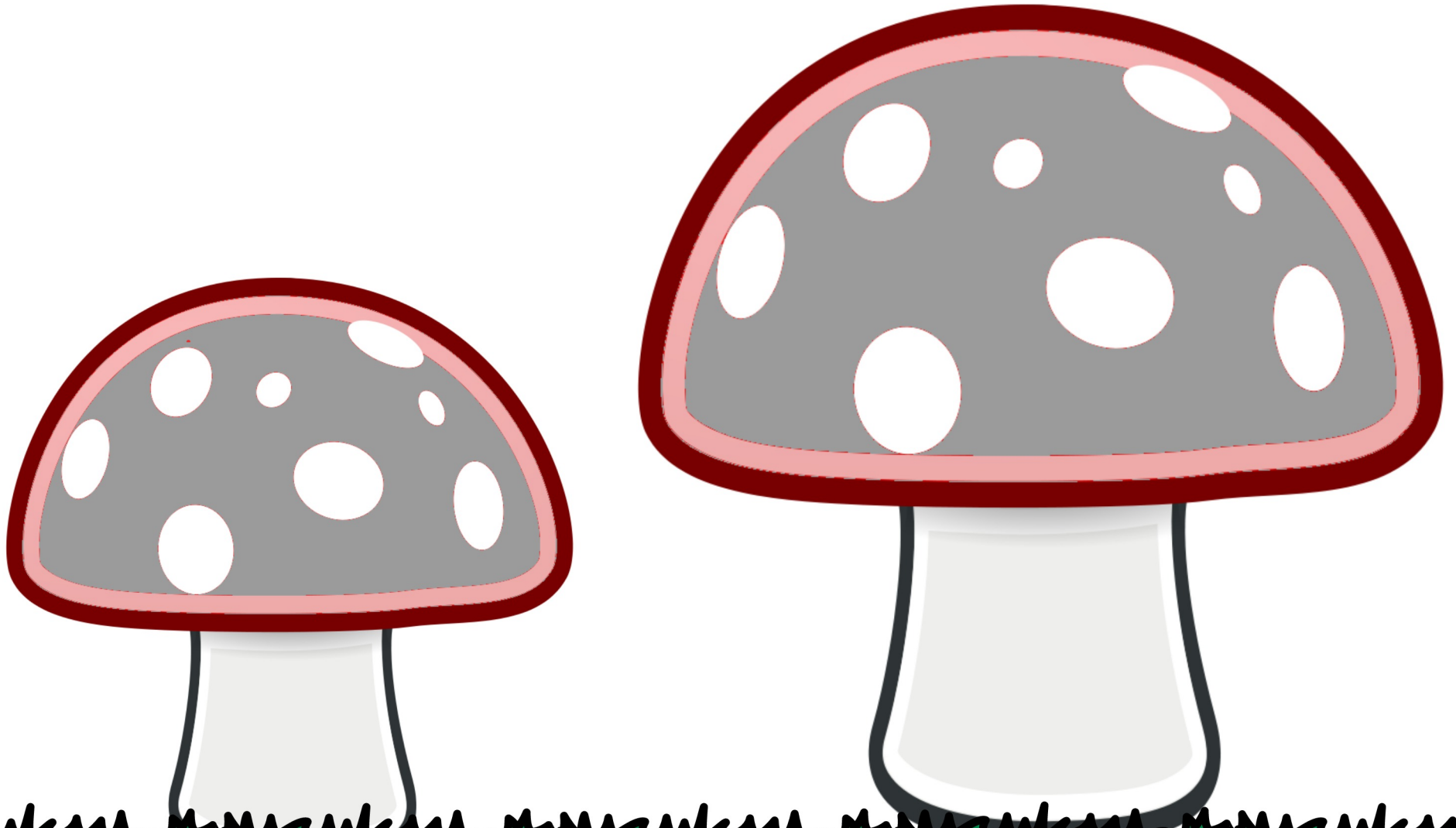
Press dots into the moon with your finger.



Press lines and dots into the backs of the bugs.



Press spots into the mushrooms.



Press dots into the flowers.



Name: \_\_\_\_\_

# Today we read:

"Little Children's Dough Play Book"

by: Usborne Publishing



Scan me to  
see the book!

 SENSEable  
LITERACY

## Vocabulary focus:

- make
- down
- on
- like
- in
- help
- more
- finish
- yes
- no
- eat
- feel
- you
- different
- colors + action words

## I engaged in reading by:

- listening
- attending to modeling of vocabulary on a core board
- imitating modeled communication on a core board
- initiated communication on a core board

## Sensory experience(s):

- touching dough
- rolling dough
- pushing dough
- pulling dough
- smelling dough
- poking dough
- squeezing dough

## Did I like the book?



yes



no



I don't know

----- Cut along this line -----

Name: \_\_\_\_\_

# Today we read:

"Little Children's Dough Play Book"

by: Usborne Publishing



Scan me to  
see the book!

 SENSEable  
LITERACY

## Vocabulary focus:

- make
- down
- on
- like
- in
- help
- more
- finish
- yes
- no
- eat
- feel
- you
- different
- colors + action words

## I engaged in reading by:

- listening
- attending to modeling of vocabulary on a core board
- imitating modeled communication on a core board
- initiated communication on a core board

## Sensory experience(s):

- touching dough
- rolling dough
- pushing dough
- pulling dough
- smelling dough
- poking dough
- squeezing dough

## Did I like the book?



yes



no



I don't know



# Terms of Use

Thank you for your purchase! Purchase of this resource entitles the purchaser the right to reproduce the pages in limited quantity for classroom/personal use as a single user. Duplication of this product for an entire school, school system or any commercial purposes is strictly forbidden without written permission from the publisher.

Through purchasing this resource, you are agreeing that it is the property of Megan Stewart - [senseableliteracy.com](http://senseableliteracy.com) and copying any part of this product and placing it on the Internet, in any form (even a personal or classroom website) is strictly forbidden and is a violation of the Digital Millennium Copyright Act (DMCA).

## **You may:**

- Use this product for personal use.
- Purchase licenses at a discount for others to use this product.
- Reference this product in blog posts, seminars, professional development, workshops or other such venues, **ONLY** if both credit is given to myself as the creator and a link back to my website is included in the presentation.

## **You may not:**

- Claim this work as your own, alter the content in any way, or remove logos/branding.
- Sell the contents or combine them into another product for sale or free.
- Post this product or any like copy for sale or free anywhere on the internet.
- Copy this product or the contents for use by others.

**Megan Stewart & SENSEable Literacy  
are official licensed PCS publishers**