

## ***Bookworm Buddies*** **Family & Child Book Club - Virtual**

Join ZOOM

<https://tsdeaf.zoom.us/j/5549525322>

Meet and greet!

Break-out rooms to practice the book – Play With Clay

Play Time

Questions and Answers

Dismiss

Best results are when you get a ZOOM account before the gathering and using a laptop. Smart Phones and iPads require constant scrolling to see only one or two people at a time.

Ask us for assistance – we can help!

## Activity Guide: Play with Clay

Follow a colorful blob of modeling dough as it forms a ball, rolls into a snake, coils into a pot, and more in this adorable board book!

In this charming story, children can learn the simple lesson that change is a constant--and they can learn it through art and play! The straightforward narrative paired with quirky visual humor makes this the perfect board book for budding creative kids.



### Concepts and key communication ideas:

change	Big / small	One / many	Like / don't like	Push / poke
Same /different	shapes	More / less	Bend / straight	Splat / squish
colors	Long / short	Mix / blend	feelings	movements

### Materials included in the kit:

1 Play doh container  
Printed Song  
Printed Fingerplay  
Splat Mat  
ACB Chart  
Benefits of FM System  
Benefits of Fingerspelling  
Movement cube

### Links

<https://www.youtube.com/watch?v=BOLR3pQt8zg> "I like to" playdough action song

<https://www.youtube.com/watch?v=yL2h-apUJak> "This is the Way! Play dough song for fine motor development

<https://www.youtube.com/watch?v=DrBsNhwzgc> If You're Happy and You Know It

<https://www.youtube.com/watch?v=18FX0mbvjQs> Read Aloud with the author

### **Song:**

Roll the Ball:  
Roll, roll, roll the ball  
Happy as can be  
Child's name rolls it back to me  
Quick as one, two, three

### **Experiences:**

Playdough and Coordination skills- pounding, squishing, pulling, pressing, pinching, poking, and rolling

- Cut with cookie cutters
- Push pegs into play dough
- Use candles or pipe cleaners and craft sticks to create playdough birthday cakes

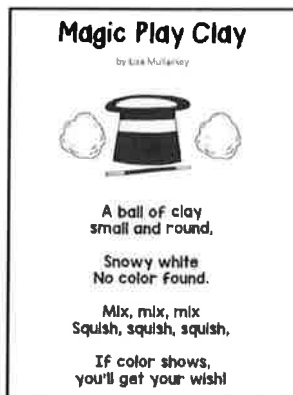
### **2 Years:**

- Roll a snake and have your child snip the play doh with scissors
- Roll, pound, squeeze, and pull doh
- Hide beads or toys inside the play dough and have your child find them
- Create a hedgehog by rolling a ball and have your child stick toothpicks or dry spaghetti noodles into it
- Press down on cookie cutters (with help)

### **3 Years:**

- Roll balls on table in a circular motion
- Pinch and squeeze the play doh to make a snake
- Cut shapes with cookie cutters and use fingers to press them out
- Cut with dough scissors
- Hide beads or toys inside the play dough and have your child find them

### **Fingerplay:**



### **Expand the Experience: Follow-up at home**

ABC Chart  
Emotions

## Roll the Ball

Roll, roll, roll the ball

Happy as can be

Child's name rolls it back to me

Quick as one, two, three!



# Magic Play Clay

by Lisa Mullarkey



**A ball of clay  
small and round,**

**Snowy white  
No color found.**

**Mix, mix, mix  
Squish, squish, squish,**

**If color shows,  
you'll get your wish!**

# REMOTE MICROPHONES: LEARNING HAPPENS EVERYWHERE!

## How do they work?



## Why use them?

We live in a noisy, active world! Young children need to hear your voice clearer than other noises so they can learn to listen and talk. When you wear a remote microphone your child can hear you even when it is noisy or if they are not near you.



## Who should use them?



## Where to use them?



Cohen et al (2019) *J Child Psychol Psychiatr* 60(4):575-581 | Walker et al (2019) *J Child Psychol Psychiatr* 60(4):582-590 | Auld-Reddy et al (2019) *J Child Psychol Psychiatr* 60(4):591-595 |  
Lentice-Barron et al (2019) *J Child Psychol Psychiatr* 60(4):596-602 | Thompson et al (2020) *J Child Psychol Psychiatr* 61(2):182-192

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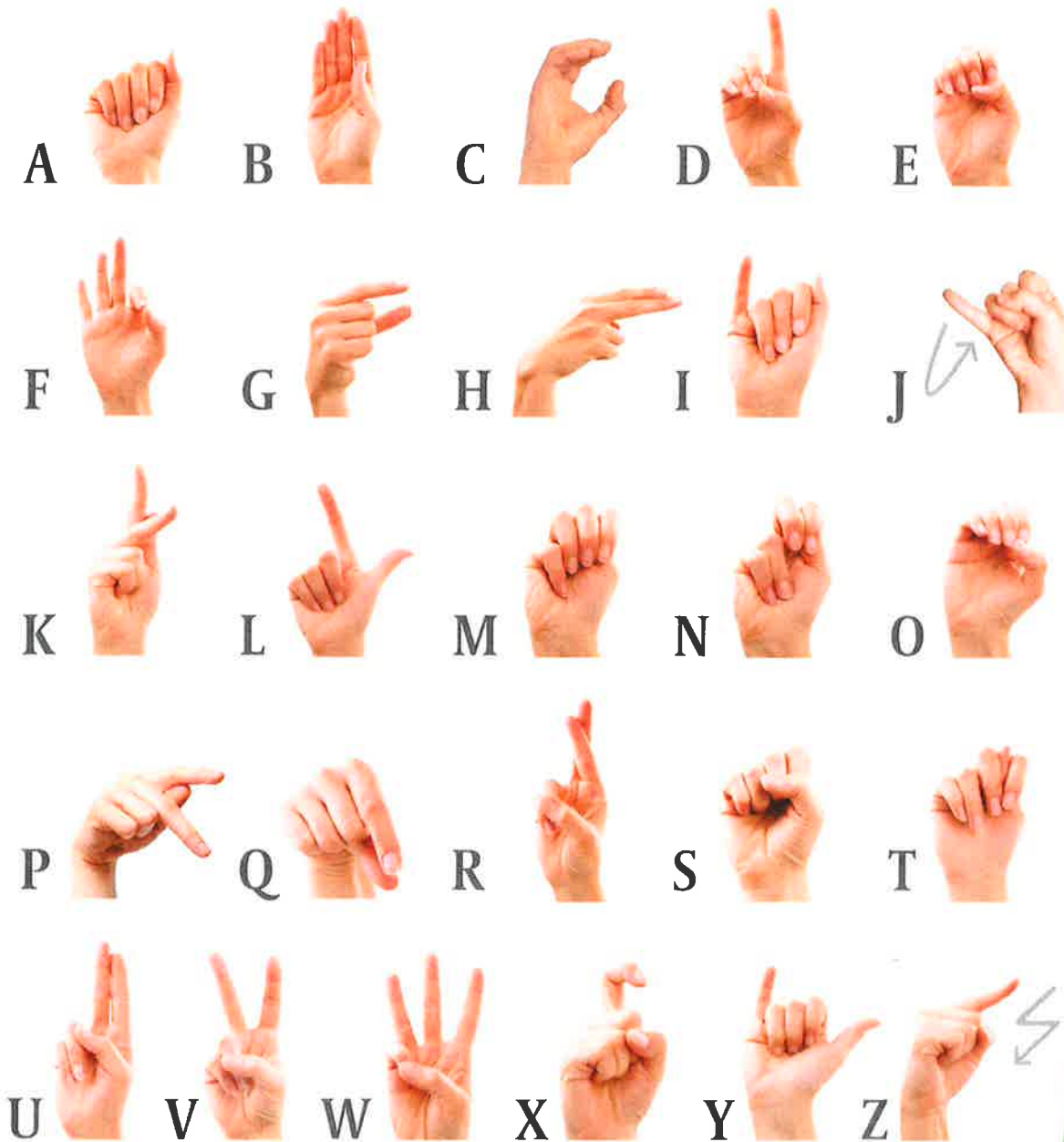
Babies and young children listen in difficult situations every day—in the car, at day care, and playing outside or at the park. Background noise, distance, reverberation, and echoes can all make listening harder. Hearing aids alone do not make listening easier in all situations. Remote microphone (RM) systems are used to help overcome the challenges of active children listening in noisy places. Listening to the remote microphone is like listening to someone talking from only a few inches away, even if that person is across the room.

Additionally, **RM systems keep the listening distance close** no matter what the child is doing. When babies start to crawl and walk, the listening distance between the child and his or her parent can change quickly. Children report that using the RM system gives them a feeling of security when they are at a distance from their parents, such as in the grocery store or on a family outing. This may help children develop self-esteem and independence.



# ASL Alphabet

Find more ASL resources at [www.deafchildren.org](http://www.deafchildren.org)



**American Society for Deaf Children**

PO Box 23, Woodbine, MD 21797 • 1-800-942-2732 • [www.deafchildren.org](http://www.deafchildren.org)



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## VISUAL LANGUAGE & VISUAL LEARNING RESEARCH BRIEF:



# THE IMPORTANCE OF FINGERSPELLING FOR READING

JULY 2010



LEARNING FROM  
RESEARCH

# 1

### Key Findings on the Importance of Fingerspelling for Reading:

- Deaf families fingerspell to their deaf children when they are very young.
- Early exposure to fingerspelling helps these children become better readers.
- Fingerspelling, reading, and writing are interrelated.
- Fingerspelling facilitates English vocabulary growth, and larger the lexicon, the faster new vocabulary is learned.
- Fingerspelling positively correlates with stronger reading skills. Deaf and hard of hearing children who are good fingerspellers are good readers, and vice versa.

Written by:  
Sharon Baker, Ed.D.



## Fingerspelling and American Sign Language

On the most simplistic level, fingerspelling can be defined as the use of handshapes to represent letters of the alphabet. Indeed, before the complexity of fingerspelling was documented, researchers thought fingerspelling was merely a manual representation of English orthography (print).<sup>1</sup> They believed fingerspelling was primarily for representing proper nouns or for English words without a sign equivalent.<sup>2,3</sup> This form of fingerspelling is referred to by Padden as neutral fingerspelling.<sup>4</sup> Fingerspelling, though, is complex and integrates American Sign Language (ASL) in systematic ways; it is not just a system to borrow English words.<sup>5,6,7</sup> While fingerspelling can be neutral, it can also expand the ASL lexicon (vocabulary) through the use of abbreviations, two-word compounds, initialized signs, fingerspelled compounds, and through the process of lexicalization (see appendices).

## Fingerspelling and Classroom Instruction

Native ASL signers use fingerspelling for 10-15% of their signed discourse, depending on the topic.<sup>8</sup> In addition, deaf teachers use over 50% more fingerspelled words than hearing teachers during classroom instruction.<sup>9</sup> Padden found that hearing L2 learners of ASL, including classroom teachers, tended to use neutral fingerspelling almost exclusively; as a result, children in these settings often miss the advantages of more advanced forms of fingerspelling.<sup>4</sup>

## Deaf Families, Fingerspelling, and Reading

Deaf families fingerspell abundantly when communicating with their young children because they understand the important role that fingerspelling plays in visual learning. At 24 months of age, deaf children with deaf parents have vocabulary sizes that are comparable to that of hearing children who are learning a spoken language.<sup>10</sup> Additionally, older deaf and hard of

hearing children from deaf families tend to read at higher levels than deaf and hard of hearing children from hearing families.<sup>11</sup> Fingerspelling likely contributes to this success. Unfortunately, young deaf and hard of hearing children from hearing families are not generally given the same early learning opportunity. Indeed, the absence of fingerspelling is particularly evident in preschools for deaf and hard of hearing children.<sup>9</sup> To understand the role of fingerspelling in language acquisition and later literacy, it is important to understand how fingerspelling is naturally acquired by deaf and hard of hearing children with deaf families.

## When do deaf children acquire fingerspelling?

Deaf children of deaf parents can begin to sign as early as eight months.<sup>12</sup> Early attempts at fingerspelling appear around 13 months of age<sup>13,14,15,16,17,18,19</sup> with the first fingerspelled word appearing as young as two years of age.<sup>15,17,18</sup> Young deaf children do not pay attention to the execution of each individual handshape in the given fingerspelled word. Instead they perceive fingerspelled words as whole units or signs.<sup>20</sup> Akamatsu coined the term *movement envelope* to describe the movement of the hand while fingerspelling.<sup>13</sup> Deaf children's recognition of this movement envelope corresponds with their acquisition of signs. Deaf children in deaf families have also been observed to use sequences of three or four signs at two years of age.<sup>12,14,21</sup> This early visual language development in deaf children is similar to early spoken language development in hearing children. The developmental stages and trajectories of fingerspelling have been documented (see appendices).

## Fingerspelling and Reading

Grushkin stated that fingerspelling provides a linguistic link to English vocabulary and syntax.<sup>24</sup> Certainly, the importance of fingerspelling in the education of deaf and hard of hearing children has been documented in the literature.<sup>4,9,18,19,23,25,26,27,28,29,30,31</sup> One comprehensive study,

conducted by Padden and Ramsey, investigated reading ability and specific language skills of deaf students in third through seventh grade.<sup>9</sup> The results revealed that knowledge of specific ASL structures, including fingerspelling, correlates with reading achievement. In this study, children who scored better on reading tests were competent in *associative skills*, such as the ability to write down words that were fingerspelled to them as well as the ability to translate initialized signs. Looking specifically at performance on the fingerspelling tasks, fingerspelling ability significantly correlated with reading comprehension: “better readers...were better at recognizing fingerspelled words and writing them down in print” (p. 185).

### Fast Mapping New Vocabulary

Several findings have emerged from studies on the relationship of fingerspelling and vocabulary growth. As typically developing children move toward preschool age, they start learning new words on their own.<sup>32</sup> This rapid word learning is attributed to fast mapping, which involves cognitive processes whereby new concepts are learned based only on brief exposure to a given unit of information.<sup>33</sup> Studies on word-learning abilities in deaf and hard of hearing preschool children indicate that word-learning abilities were related to the size of the children’s expressive vocabulary but not their chronological age.<sup>34,35</sup> Regardless of the communication modality and the hearing status of the parents, performance was strongly related to the number of vocabulary words the children had in their lexicon. That is, it is the size of the vocabulary that makes indirect word learning relatively easy. In another study, students who had higher reading levels performed better at fast mapping fingerspelled words than those students who had lower reading levels.<sup>31</sup>

Haptonstall-Nykaza & Schick found that students’ retention of new vocabulary increased when lexicalized fingerspelling was added to instruction.<sup>36</sup> Furthermore, Hile’s work revealed a strong relationship between fluency in fingerspelling, reading, and vocabulary skills.<sup>26</sup>

The research is clear that fingerspelling, reading, and writing skills are intertwined and that they converge for deaf children, who have early access to visual language, around the third grade.<sup>4</sup> The convergence of these skills facilitates literacy development in deaf and hard of hearing children, allowing them to achieve reading levels that exceed the historically low norms.

### Integration of Research in Education

The VL2 center publishes research briefs as a resource for educators and parents. The goal is to inform the education community of research findings, to summarize relevant scholarship, and, to present recommendations that educators and parents can use when addressing the multifaceted challenges of educating deaf and hard of hearing children.

The information provided in this brief is intended to clarify the importance of fingerspelling in the early language development of deaf and hard of hearing children. In addition to the research brief, appendices have been created that provide supplementary information for educators to share with families or to use when integrating fingerspelling into classroom practices. The appendices address:

- *Instructional Strategies for Using Fingerspelling*
- *The Developmental Process in Fingerspelling Acquisition*
- *Expanding the ASL Lexicon through Fingerspelling*

Research briefs are available at [vl2.gallaudet.edu](http://vl2.gallaudet.edu).

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# Appendix A.

## Instructional Strategies for Using Fingerspelling

### Instructional Strategies for Using Fingerspelling

Deaf teachers use visual strategies for incorporating fingerspelling into classroom instruction. Studies on these visual strategies show that they are a natural part of classroom interaction and are used to promote greater understanding and retention of academic material.

Three such instructional strategies for using fingerspelling are as follows:

#### Chaining

Chaining is used for introducing new concepts or new vocabulary terms. Chaining creates associations by connecting signs, fingerspelling, and the printed/written word in a sequence, with one format reinforcing the previous one. Through chaining, the teacher provides multiple ways for the students to learn the word and concept. In addition, teachers may use objects, pictures, or multimedia to reinforce the concepts.

For example, when teaching the word, tornado, a teacher might choose one of the following sequences:

1) Point to the word tornado written on the board;

2) fingerspell T-O-R-N-A-D-O; and

3) sign TORNADO.

Or:

1) Fingerspell T-O-R-N-A-D-O;

2) sign TORNADO; and

3) write tornado on the board.

#### Sandwiching

The sandwiching technique alternates between fingerspelling and signing. This method also reinforces the equivalency of ASL and English.

1) Fingerspell T-O-R-N-A-D-O;

2) sign TORNADO; and

3) fingerspell T-O-R-N-A-D-O again.

Or:

1) Sign TORNADO;

2) fingerspell T-O-R-N-A-D-O; and

3) sign TORNADO again.

#### Lexicalized Fingerspelling

New signs are created through a process where fingerspelled words are altered or lexicalized to become more sign-like. Commonly referred to as *loan signs*, these signs sometimes omit letters (#JOB) while others blend the handshapes seamlessly (#BUS). Through this process, a loan sign is formed. Lexicalized fingerspelled signs include nouns, verbs, adjectives, conjunctions, interjections and wh-words.

Lexicalized fingerspelling transforms the fingerspelled word into a sign-like visual image. Deaf teachers often use this technique; first, they produce a neutral version of a fingerspelled word, and then follow that with a lexicalized version. This process supports visual memory and facilitates retention.

#### Common Fingerspelled Loan Signs

#BANK	#BACK	#OFF	#ON	#IF
#SALE	#EARLY	#BUT	#BUS	#CAR
#WHAT	#DO	#SO	#OK	#JOB
#YES	#NO	#DOG	#TOY	#FIX

## Appendix B.

# The Developmental Process in Fingerspelling Acquisition

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Typically fingerspelling and American Sign Language acquisition occurs simultaneously; however, this chart (see back page) focuses upon approximate developmental trajectories for fingerspelling.

### Stage One

The earliest handshapes produced by deaf and hard of hearing toddlers use the whole hand; more complex handshapes are developed later as dexterity improves. Substitution of visually similar handshapes in the place of more complex ones is common in young children. In addition, transitioning between some letters (e.g. D and R) requires the more advanced motor skills acquired at a later age.

When ready for preschool, children exposed to ASL from birth know which vocabulary words to fingerspell, such as names of people, places, and simple proper nouns. Signing children are developmentally ready to understand how fingerspelling represents printed English. It is during this time that children begin to explore the relationship between fingerspelled handshapes and the printed letters.

### Stage Two

The second stage of fingerspelling development focuses on a shift of attention to individual letters when attempting to fingerspell. Deaf children in this stage become aware of individual letters, and this is similar to the development of the alphabetic principle in hearing children. This occurs around four years of age for deaf children of deaf families. The children, though, often have handshape substitutions (5 handshape for W). Stage two continues until approximately third grade for children with early access to visual language, but it can continue until later for children who did not have the advantage of early fingerspelling.

### Stage Three

The third stage of fingerspelling development is when the child has finally mastered neutral fingerspelling, including the appropriate handshapes in the correct sequence with correct movement. In this stage, which occurs around third grade for native signers but can continue to adolescence, there is a convergence of skills or fingerspelling synthesis when the child is able to fingerspell a word, write the word, and understand the word when someone else fingerspells it. That is, reading, writing, and fingerspelling are integrated to the extent that each supports the other.

8-12 months	12-24 months	24-36 months	36-48 months	48+ months
Finger babbles in response to conversations.	Uses simple handshapes to form signs, mostly whole-hand letters and numbers/ handshapes: B, C, O, A, S, 1 and 5.	Uses handshapes of increasing complexity, such as L, G, F, Q, D, Z, Y, I, and J, to form signs.	Uses more handshapes of increasing complexity, such as V, H, W, U, T, H, K, P, X, Y, R, E, M, and N to form signs.	Begins development of the alphabetic principle by learning that lexicalized signs are made of handshapes.
First signs may appear.	Perceives fingerspelled words as a whole unit, known as a <i>movement envelope</i> .	Understands simple fingerspelled words (own name, pet's name, etc.).	Uses lexicalized signs abundantly, e.g. BUS, TV, and NO.	
Uses pre-linguistic gestures.	Early attempts at fingerspelling, sometimes to self.	Uses lexicalized fingerspelling to spell own name and names of others.		
	Begins using lexicalized fingerspelling.			

## Appendix C.

# Expanding the ASL Lexicon Through Fingerspelling

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A unique feature of American Sign Language is how fingerspelling expands the lexicon.

### Neutral Fingerspelling

Commonly fingerspelled English words, such as proper nouns (e.g., names of people, cities, companies, brand names, and technical terms), are referred to as *Neutral Fingerspelling*. Hearing L2 learners of ASL, including classroom teachers, tend to only use this type of fingerspelling.

### Lexicalized Fingerspelling

New signs are created through a process where fingerspelled words are altered or lexicalized to become more sign-like. Commonly referred to as *loan signs*, these signs sometimes omit letters (#JOB) while others blend the handshapes seamlessly (#BUS). Through this process, a loan sign is formed. Lexicalized fingerspelled signs include nouns, verbs, adjectives, conjunctions, interjections and wh-words.

### Abbreviations

ASL integrates abbreviations or shortened words. Examples of abbreviated signs are “A-P-T” for apartment and “R-E-F” for refrigerator. Interestingly, some state abbreviations that were lexicalized in the past (e.g., OKLA for Oklahoma) are still used instead of the two-letter abbreviations.

### Two-Word Compounds

Two-word compounds in English can be represented through the use of an ASL sign that incorporates the handshapes corresponding to the first letters of the English words, such as in BOARD OF IRUSTEES and SOcial-WORK.

### Initialized Signs

An initialized sign uses the handshape that corresponds to the first letter of a written word (e.g., UNIVERSITY). Some common initialized signs are items in a category, such as colors. Another commonly initialized group of words are those words associated with a concept or cluster, such as GROUP, CLASS, FAMILY; these share the same location and movement, but the initialized handshape varies.

### Signed-fingerspelled Compounds

Signed-fingerspelled compounds are another example of how fingerspelling is integrated into ASL. With this category, usually the first segment of a compound is signed while the second segment is fingerspelled (e.g., BLACK+M-A-I-L).

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## **Benefits of Playdough Play:**

**1. Fine Motor Skill Development:** great for strengthening muscle tone in little hands – squishing, squashing, rolling, flattening play dough all develop children’s muscles and encourage prewriting and other skills such as cutting with scissors, using a tweezers, holding a pencil etc.

**2. Calming and therapeutic:** simply sitting and squashing and rolling a piece of playdough in your hand is a very calming and soothing activity. For years I have been giving children playdough “stress” balls in class as a way of easing tension, releasing extra energy, improving focus and concentration. Can be a great outlet for children to express their emotions

**3. Creativity and imagination:** the possibilities for playdough play are limitless – my kids love to create all sorts of things with playdough – some days they create monsters and aliens, on other occasions they have made cupcakes, pizzas, gardens, houses, Christmas decorations. I love to provide them with a wide variety of materials to use with the playdough, inspiring creativity and encouraging use of their imaginations.

**4. Develops hand-eye co-ordination:** by using a variety of materials and objects in playdough play can enhance hand-eye co-ordination.

**5. Social skills:** any activity where children are hands-on involved creates a fantastic opportunity for developing social skills. Playing with play dough in small groups and or with adults presents lots of possibilities for talk and discussion, playing collaboratively, problem solving and planning with others. Encourage your children to describe what they are doing while they play.

**6. Literacy and Numeracy development:** we have used playdough for a variety of literacy and numeracy activities – it’s a great fun way of involving children in literacy and numeracy activities.

**7. Promotes Play:** allows children to be children, to slow down and play, using a range of their senses and skills.

Specific fine motor skills encouraged in the activities listed below include:

- **Shoulder and arm strengthening:** Pushing, smashing, and pulling apart play dough all contribute to the shoulder and arm strength that supports the development of hand skills..



- **Pincer grasp:** Pinching with thumb and index finger.
- **Finger isolation:** Activating a single finger on command (such as the index finger for pointing and pushing).
- **Thumb opposition:** Coordinating the thumb with the other fingers to help with holding, squeezing, and strengthening the space between thumb and index finger (known as the “web space”).
- **Digital Pronate grasp:** Holding an item such as a toothpick with the fingertips (digits) while the palm/forearm faces downward (pronated). This is totally appropriate and expected for toddlers and is a precursor to the famous tripod grasp.
- **Hand-eye coordination:** Coordinating hand movements based on what the eyes are seeing.
- **Bilateral coordination:** Coordinating the use of two hands to accomplish a task, such as both hands doing similar actions, or one hand stabilizing an object while the other hand manipulates or works.

<http://mamaot.com/12-simple-play-dough-activities-for-preschoolers/>

- From an occupational therapy perspective, playdough has a lot of benefits. Here are just a few:

### • 1) A Great Sensory Experience

Playdough provides a great sensory medium, which can be used to help children who struggle with sensory processing disorder.

- **Sensory seeking children** can squish, squash, pound, and gloop the playdough to give themselves lovely **proprioceptive and tactile feedback**.



- Using a well cooked , non-sticky homemade playdough can be helpful for children who are usually **over sensitive** to tactile experiences.
- The sensory experience of playdough can be enhanced by adding a drop of an appropriate essential oils such as lavender to **add an aroma** (first make sure that your child is not sensitive to any of the oils you use).
- Or add more **tactile stimulation** by hiding small objects that can be felt for and dug out of a big blob of playdough. (Please take sensible precautions with small children as these can be a choking hazard.)

## • 2) Coordination Skills Development

Playdough play can help develop coordination skills. Your child will use **hand-eye coordination** to cut, poke and prod the playdough and when using cookie cutters in the dough.

I personally use playdough a lot to help promote **bilateral coordination skills** - here's how:

### Using Playdough for Bilateral Coordination



Pounding



Squashing

- **Pounding and Squashing** are great bilateral activities if they are done with both hands together. They are also good for proprioception!
- Encourage your child to pound a ball of playdough to flatten it.
- Try an **alternating rhythm** as shown, or both hands at the same time (symmetrical movements).
- If this is hard for your child, do just a little pounding and then move on to squashing the flattened dough into a blob again.
- **Repeat** the pounding and squashing a few times before moving onto other activities.
- **Rolling balls:**
- Break off blobs of playdough and roll them between two hands as shown to make balls.
- If your child struggles, put your hands over the top and guide the movements.



- **Rolling sausages:**
- Use both hands to roll out a long piece of playdough as shown. This can become sausages, worms, snakes, spaghetti...
- Or make a coil pot as this child is doing.



- If your child struggles with these bilateral playdough activities, try some other bilateral coordination activities at home.

### • 3) Fine Motor Skills Development

**Manipulating** playdough helps to **strengthen** hand muscles and develop control over the fingers. Snipping playdough sausages helps develop scissor cutting skills.

There are also specific activities that can also promote skilled use of the tripod fingers, which can help develop **pencil control** and better handwriting.



### **Using Playdough for Fine Motor Skills**

The playdough activities below are specifically for helping to develop dexterity in the hand and fingers.

- First, I isolate the thumb, index, and middle fingers (the tripod fingers) by popping a piece of paper under the ring and little fingers of the **dominant hand**.



**Make a pinch pot:**

Take a ball of playdough, insert the thumb in the center of a ball, and use the index and middle fingers to pinch the outside of the pot.



**Rolling small balls:**

Again, I isolate the tripod fingers and then those 3 fingers work together to roll small balls.



The last activity of rolling small balls with 3 fingers, can be very tricky for a child who has poor fine motor skills, so give lots of encouragement and praise.

<https://www.ot-mom-learning-activities.com/playdough-activities.html>

## **PLAY DOUGH ACTIVITIES**

Playing with play dough builds other skills as well:

Eye-hand coordination

Bilateral coordination

## Crossing midline

Let's get to those play dough activities! A tub of play dough has so many options for building fine motor strength and dexterity.

- Roll balls of dough between the thumb and pointer/middle fingers.
- Make a rainbow with rolls of different colors of play dough.
- Use a play dough mat
- Make snakes and cut with scissors
- Roll a long rope of play dough and roll it into a cinnamon bun
- Hide beads and have a race to find them
- Create an obstacle course for the fingers with hurdles and jumps
- Spread the play dough out into a pizza. Use scissors to cut it into slices
- Make a small world with hills and mountains for small animal figures
- Make a maze for a ping pong ball. Blow the ball through the maze with a straw
- Make a small keyboard using balls of dough. Press on the play dough balls with one finger
- Make a play dough pie. Pinch the crust, create play dough berries.
- Form letters using the play dough
- Mix water into the play dough for a squishy, messy dough

- Build structures using popsicle sticks and play dough. Add details with feathers scraps of paper, etc.
- Make play dough emoji faces
- Roll play dough into a sheet. Cut it with scissors
- Cut with cookie cutters
- Press google eyes into play dough
- Press buttons into playdough
- Push pegs into play dough
- Press straws into play dough to make circles
- Press kitchen utensils into play dough
- Press feathers into playdough
- Nature sculptures- add leaves, pinecones, acorns, etc.
- Make play dough muffins with muffin tin
- Press rocks into play dough
- Use candles or pipe cleaners and craft sticks to create playdough birthday cakes
- Press craft sticks into play dough to make a STEM building set

<https://www.theottoolbox.com/fine-motor-activities-with-play-dough/>

## Skills by Age

### 2 Years:

- Roll a snake and have your child snip the play doh with scissors
- Roll, pound, squeeze, and pull doh
- Hide beads or toys inside the play dough and have your child find them
- Create a hedgehog by rolling a ball and have your child stick toothpicks or dry spaghetti noodles into it
- Press down on cookie cutters (with help)

### **3 Years:**

- Roll balls on table in a circular motion
- Pinch and squeeze the play doh to make a snake
- Cut shapes with cookie cutters and use fingers to press them out
- Cut with dough scissors
- Hide beads or toys inside the play dough and have your child find them

### **4 Years:**

- Roll small balls between thumb and forefinger and then smush the balls
- Roll, squeeze and shape dough to make shapes, letters, and objects
- Hide beads or toys inside the play dough and have your child find them
- Draw a scene for your Play doh creation
- Write letters with fingers
- Cut small pieces

### **5 Years:**

- Use multiple pieces (balls, snakes, etc) to form larger objects.
- Roll out letters with dough and practice spelling the child's name
- Write letters in the play dough with a pencil
- Roll small balls between thumb and forefinger and then smush the balls

<https://littlehandspediatrictherapy.com/may-therapy-news-2018/>

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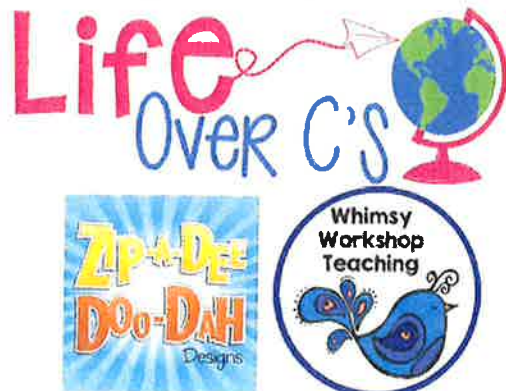
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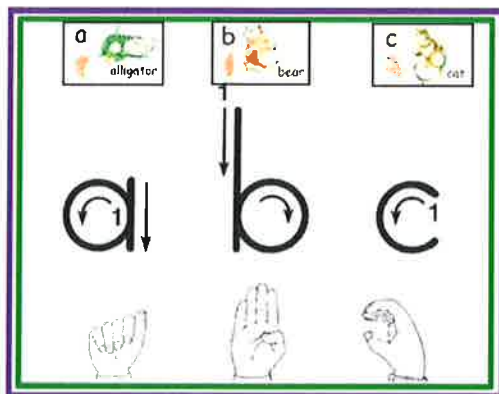
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SMILES and Happy Teaching! **Nellie Edge**

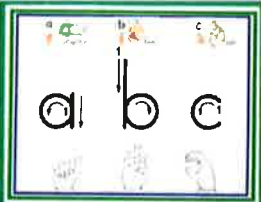
# Students LOVE ABC Playdough Mats: FREE on TPT

Download the ABC Mats from Nellie Edge Kindergarten TPT (Teachers Pay Teachers) Store. Mount and Laminate: Consider making multiple sets for use in your classroom, to send home with families, and for Response-To-Intervention work. Use key phonics symbols from your literacy program: We use *ABC Phonics: Sing, Sign, and Read!* by Nellie Edge with free instructional videos and Parents as Partners and teacher support at [NellieEdge.com/ABCPhonics](http://NellieEdge.com/ABCPhonics).

## Add Key Phonics Symbols to Playdough Mats



FREE ABC Playdough Mats with Handwriting Arrows and Fingerspelling are available at [Nellie Edge TPT Store](http://Nellie Edge TPT Store).



**Play Dough Mats:  
abc Fingerspelling  
I (Independence) Chart**

**My Responsibilities**

**I will:**

---

- Keep the play dough on the abc mat and on the table.
- First, trace the letters with my pointer finger and say the letter name and sound.
- Next, fingerspell each letter accurately.

**Cooked Play Dough**

1 cup flour

1 tablespoon oil

1 cup water

½ cup salt

2 teaspoons cream of tartar

food coloring or Flavored Kool-Aid

Combine all ingredients in a sauce pan.

Cook over medium heat.

Stir constantly until mixture forms a ball.

Knead until smooth.

Store in a covered container.

ABC Phonics Resources, Independence Chart and Playdough Recipe are included in this free download.

Use *ABC Playdough Mats* to reinforce handwriting, letter recognition, phonemic awareness, and fingerspelling. Children first trace the letters with their pointer finger, naming each letter and sound.

# Enjoy Free Resources from Nellie Edge Kindergarten TpT Store

## Poetry Notebook

Rain on the Green Grass  
 Rain on the green grass  
 ran on the trees  
 ran on the rooftops  
 but not on me!

I judge dragons  
 by the flag  
 Of the United States of America  
 And by the flagpole  
 For which it stands  
 One Nation under God  
 (tablets)  
 with thirty and seven for all

**FREE**

"I Can Read!"

## K-1 News Stories

Bad/Sad News! Good News!

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My Favorite ABC Words

How to draw a dog

rainbow

monkey

zebra

jump

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## How-to-Draw Cat & Dog

I see the cat. I see the dog.

**FREE**

Includes:

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- Careful coloring, not scribbling
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- Individual Pizzas
- Play Dough parent letter

KIDS IN THE KITCHEN

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## Stone Soup Recipe and Guide to Cooking with Kids

Stone Soup

**FREE**

1 large, very clean stone

4 cups water

3 large carrots

3 potatoes

www.NellieEdge.com

## Play Dough and "How-To" Writing from Kids in the Kitchen cookbook

Cooked Play Dough

**FREE**

1 cup flour

1 tablespoon oil

1 cup water

½ cup salt

2 teaspoons of tartar food coloring

flavored Kool-Aid

Combine all ingredients

How to Make Play Dough

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## Build ABC Phonics Skills: Teach Fingerspelling!

Phonics: Sing, Sign, and Read! ASL Reference Chart

**FREE**

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My Name Ticket Practice Book

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Kaitlyn

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What Does Quality Handwriting Look Like?

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I like spring because it is when the rain comes.

Anchor Charts Name Tickets Pencil Grip Handwriting Songs Parent Letters

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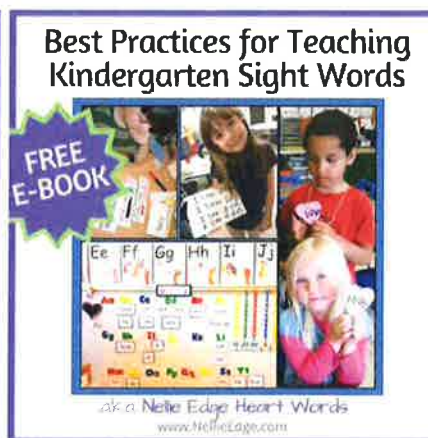
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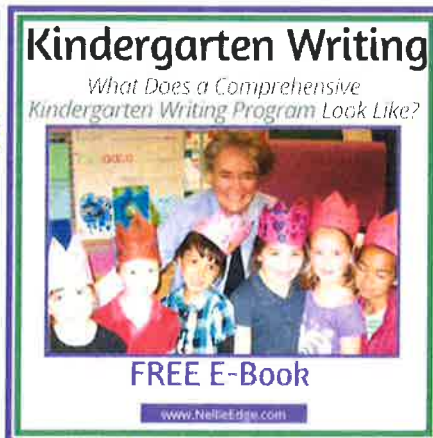
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# Cooked Play Dough Recipe

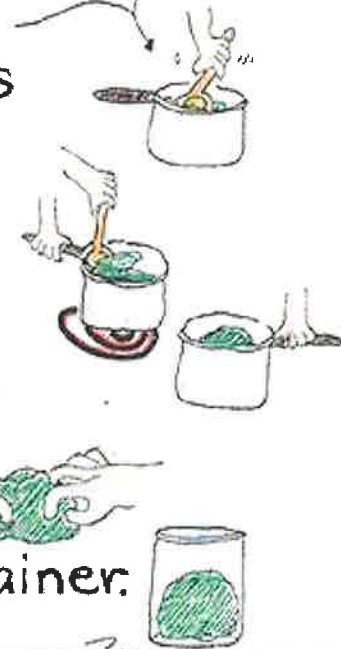


1 cup flour    
1 tablespoon oil    
1 cup water    
 $\frac{1}{2}$  cup salt    
2 teaspoons cream of tartar    
food coloring     or  
flavored Kool-Aid

Combine all ingredients  
in a sauce pan.

Cook over medium heat.  
Stir constantly until  
mixture forms a ball.

Knead until smooth.  
Store in a covered container.



From *Kids in the Kitchen* (a.k.a. *Kindergarten Cooks*) by Nellie Edge. You may also make this in a microwave. Mix well. Combine all ingredients in a microwave safe bowl. Microwave for one minute and mix well again. Microwave one more minute until play dough starts to form. (May need to mix well and microwave 30 seconds more.) Knead until smooth.

[www.NellieEdge.com](http://www.NellieEdge.com)