**Name or Title of the activity**: Play dough **Date**: October 23

**Reference for the activity:**

Play dough recipe available on-line or from most curriculum resource books

**Description of the activity:**

Children will each be given a portion of play-dough and a variety of tools and will be encouraged to explore the modelling product as they choose.

**How does this activity support your philosophy on children’s creativity?**

This activity supports my philosophy on children’s creativity as it is an open-ended, process orientated activity that allows children time and opportunity to explore the materials hands-on with all of their senses.

**Preparation/equipment/material need:**

Play dough –enough for at least a generous portion for 4 children

Table

4 chairs

Variety of utensils such as: rollers, cutters, knives and various shapes and vessels

Washcloth

Air-tight container

**Expected set-up time:** 5 minutes

**Location of activity:** table situated in the art area with linoleum flooring for easy clean up

**Approximate time length of this activity:**

Indefinite; children can remain at this activity for as long as they wish until they choose to move on to another activity or a transition occurs.

**How will you pique children’s curiosity/introduce the activity:**

I will invite children to try the play dough and ask questions that encourage exploration with their senses such as:

"What does the play dough feel like?” “Is it cold or warm?” “How does the play dough smell?”

**How does this activity support children’s learning and development? *(Use the Developmental Continuum for ages 3-5 for at least 1 of your objectives)***

**Physical Development: 5.3 Fine Motor Skills**: Tool Use: The child will manipulate the play dough using both hands and fingers to explore

**Communication, Language and Literacy Development: 3.2 Expressive Language: Vocabulary**: Using new words in play, asking questions to extend their understanding of words

Include one**Living Inquiry**from BCELF: Engagement with others, materials and the world.

Describe your **Pathway** from the BCELF: Spaces, objects, and materials: children will be encouraged to explore the materials in ways that are meaningful to them.

**How will you transition the children to the next activity?**

This activity will close when children are no longer interested in playing with the play dough or a transition is imminent. I will encourage children to put their play dough in the airtight container, tidy the tools and wash their hands at the sink.

Mentor Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Approval:\_\_\_\_\_\_\_\_\_\_

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**Student Evaluation:**

**Part A: What worked: (connect to objectives above)**

All of the children had ample play dough and were willing to share when other children joined the activity. The children explored the play dough using their hands and fingers and engaged their senses. They also commented on how the dough felt and what they were making with their dough.

**Part B: Would you alter/change/expand this activity the next time you offer it?**

One child attempted to eat the play dough so I would pay closer attention to this aspect.

To expand this activity I could make the play dough with the children. I could make a different kind of dough such as play clay, or add texture like glitter. I could also add different materials for exploration including scissors, different cutters and Popsicle sticks.

**Comments made by the children?**

The children made numerous comments including: “My play dough is soft and squishy” “I am making a cookie” “I like how soft it is” “You can have some of my play dough”

Mentor’s Comments: