

Early Childhood Lesson Plan for *Catch Me If You Can!*

Name of Activity: Dinosaur Hokey Pokey

Students Participating; size of group:
Children, any size group

Lesson Goal: Using information (visual and verbal) learned during a reading of a dinosaur book to play games.

Learning Objectives/Skills: The learners will be able to:

a) Engage in literacy related play by imitating dinosaurs and using appropriate descriptive words while doing the Hokey Pokey.

b) Imitate, recall and use new words (dinosaur names and descriptor words such as sharp, pointy) during and after having been read a story about dinosaurs.

Environmental Adaptations, Time & Materials Needed:

The following activities can be adapted to different situations—indoors or outside, where there is room for a story circle and a circle game.

The activities will take approximately 20-30 minutes depending on students and number of times you repeat the activity.

The following materials will be needed:

- A read aloud book about dinosaurs. *Dinosaurs, Dinosaurs* by Byron Barton would be a good choice, as would be its big book version. See resources section for other suggestions that are especially appropriate for preschoolers, or use a book of your choice.
- Copy of [Dinosaur Hokey Pokey](#) for the instructor.
- Copies of [Dinosaur Hokey Pokey](#) for each child participant--Optional

Procedure/Description of the Activity:

1. Instructor gathers children into circle for the dinosaur book you have chosen.
2. Look at book cover together, and talk with children about what they know about dinosaurs, what they think they will see and hear about in this book.
3. Read book to children, stopping to have them repeat names of dinosaurs, and stopping to encourage them to describe the dinosaurs. Emphasize features that will be named in the [Dinosaur Hokey Pokey](#) song: necks, heads, claws, teeth, backs, and tails. Be certain that each child has a chance to participate. Even non-talkers can point to something on the page. At the end of the story, let each child point to and name their favorite dinosaur, telling something about how it looks.
4. Ask children if they would like to pretend to be dinosaurs, and suggest that they play a [Dinosaur Hokey Pokey](#) with you. You might want to begin with a regular playing of the game first, and then do the dinosaur version.
5. Connect the words of the song to the book you just read, e.g., “We put our long necks in, we take our long necks out. (*Then insert*) What kind of dinosaur has a long neck?” Or when children are pretending to put their armored backs in the circle, say, “Oh this looks like a circle full of stegosaurus!” Praise children for their attempts to recall and use the new vocabulary.

Assessment:

For Informal Assessment

Objective	Participant's Names	Comments
a) Engage in literacy related play by imitating dinosaurs and using appropriate descriptive words while doing the Hokey Pokey.		
b) Imitate, recall and use new words (dinosaur names) during and after having been read a story about dinosaurs.		

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Give children copies of the Hokey Pokey to take home with them. Practice reading it with the children, giving them a chance to practice. Tell them to read it to their parents when they get home, and to play it with their families. Let the families know ahead of time that you are sending home something that their children are learning to read.

Literacy Area(s)* Addressed:

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|---|--|---|
| <input checked="" type="checkbox"/> <i>The Power and Pleasure of Literacy</i> | <input type="checkbox"/> <i>The Literate Environment</i> | <input checked="" type="checkbox"/> <i>Language Development</i> |
| <input type="checkbox"/> <i>Phonological Awareness</i> | <input type="checkbox"/> <i>Phonemic Awareness</i> | <input type="checkbox"/> <i>Types of Text</i> |
| <input checked="" type="checkbox"/> <i>Letters and Words</i> | <input checked="" type="checkbox"/> <i>Vocabulary</i> | <input checked="" type="checkbox"/> <i>Knowledge of Print</i> |
| <input checked="" type="checkbox"/> <i>Building Knowledge & Comprehension</i> | <input type="checkbox"/> <i>Reading Comprehension</i> | <input type="checkbox"/> <i>Motivation</i> |
| <input type="checkbox"/> <i>Fluency</i> | <input type="checkbox"/> <i>Multiple Literacy</i> | |

* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*