

# I'M A DIRTY DINOSAUR

## Implementation Plan

### Core and fringe vocabulary focus

- I
- not (never)
- it
- like
- in
- my
- all
- body parts (nose, face, stomach, feet, tail)
- action words (shake, tap, stamp/stomp, wipe, splash, wash)

### Lesson Goals :

- Provide multi-modal communication opportunities for learners to communicate for a variety of communicative functions.
- Engage in emergent literacy through shared reading.

### Materials Needed :

- Book
- Materials from SENSEable Literacy book box

### Learning Objectives :

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

### Structure / Activity :

- Engage students in shared reading of the book - modeling core + fringe vocabulary throughout.
- Make pudding (a.k.a. mud) with students and put into one container.
- Distribute dinosaurs amongst students.
- Encourage students to put dinosaurs into the "mud" and mimic the actions of the dinosaur from the book.
- When finished, have students place dinosaur into a separate container with water to "wash" them.

### Assessment :

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

### Notes:



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*Lesson Goals :*

*Materials Needed :*

*Learning Objectives :*

*Structure / Activity :*

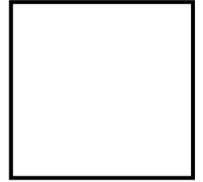
*Assessment :*

*Notes:*

# I'm a Dirty Dinosaur

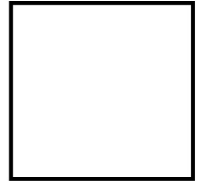
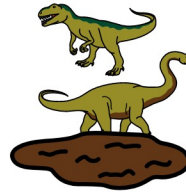
1

Read "I'm a Dirty Dinosaur".



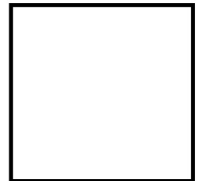
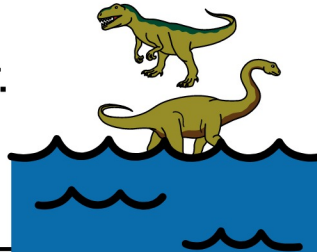
2

Put dinosaurs in mud.



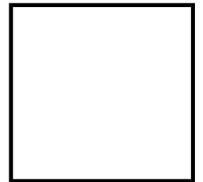
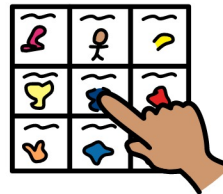
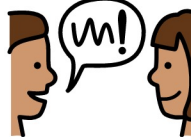
3

Put dinosaurs in water.



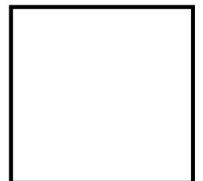
4

Talk about the book.



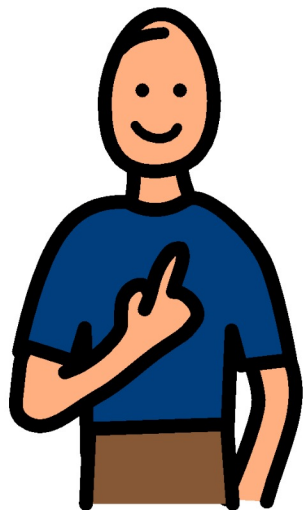
5

Clean up

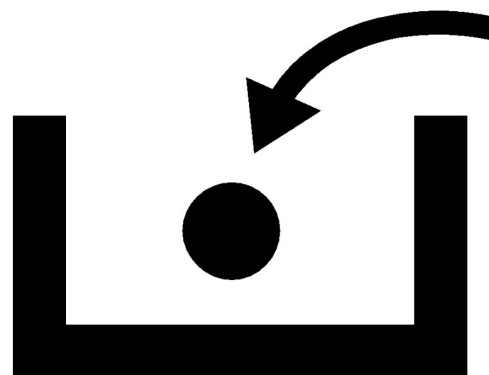


Cut out and laminate the checkboxes below. Velcro them next to each item in the sequence as it is completed.

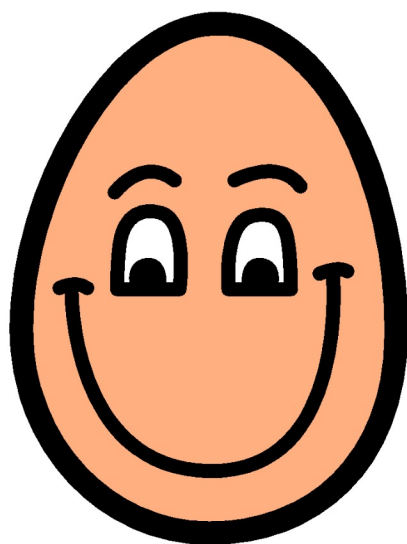
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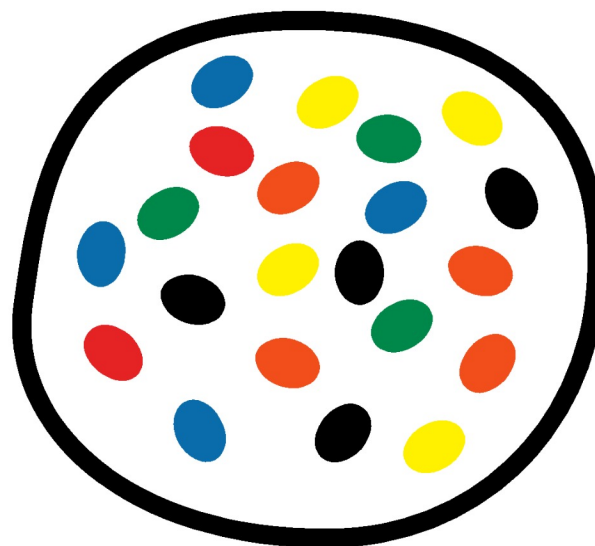
I



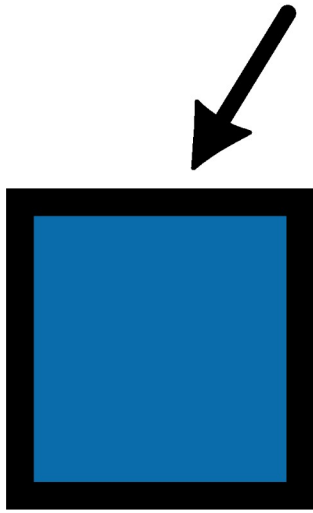
in



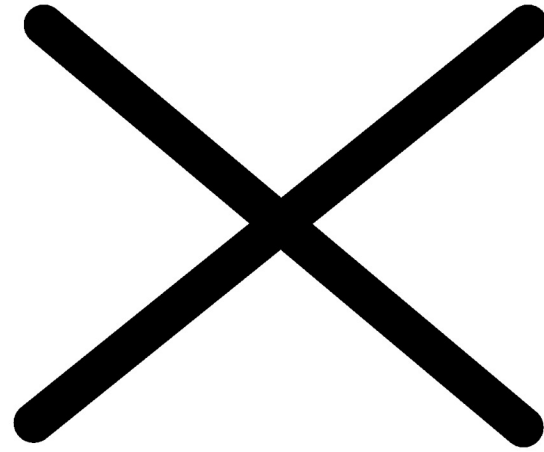
like



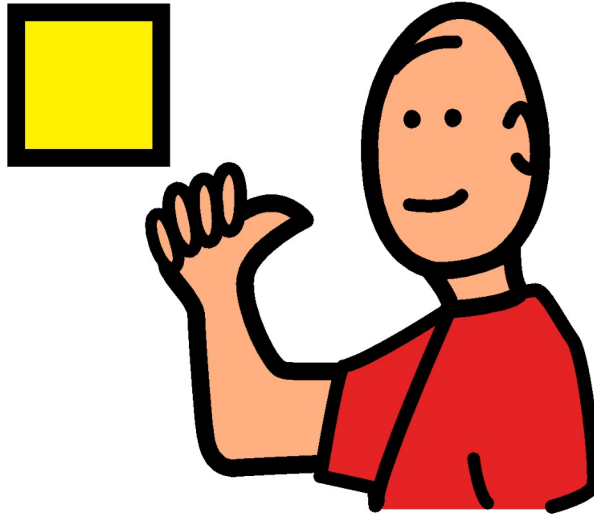
all



it



don't/not



my/mine

# Follow the CAR



- Read a short segment of text – then:

**C**omment & wait

**A**sk for participation and wait  
(e.g., "Tell me...")

**R**espond by adding a little more.



**SENSEable**

L I T E R A C Y

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

# Today we read:

"I'm a Dirty Dinosaur"

by: Janeen Brian & Ann James



Scan me to  
see the book!

 SENSEable  
LITERACY

## Vocabulary focus:

- I
- not (never)
- it
- like
- in
- my
- all
- body parts (nose, face, stomach, feet, tail)
- action words (shake, tap, stamp/stomp, wipe, splash, wash)

## Sensory experience(s):

- touching pudding
- smelling pudding
- pushing dinosaur into pudding
- pulling dinosaur out of pudding
- putting dinosaur in water
- washing dinosaur
- pulling dinosaur out of water

## 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

## Did I like the book?



yes



no



I don't know

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

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

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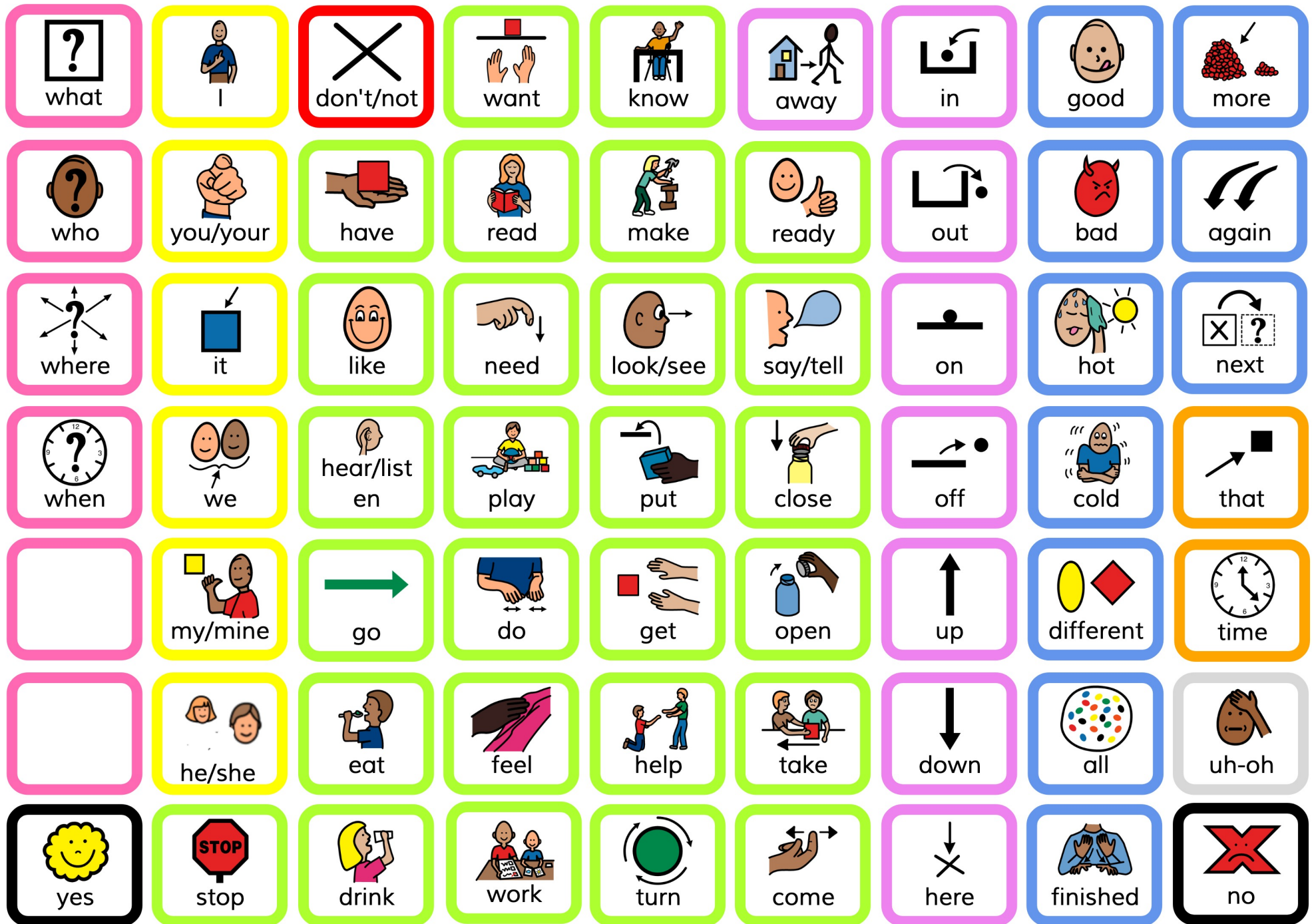


no



I don't know





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