



West Los Angeles College  
Child Development

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TOTAL POINTS EARNED: \_\_\_\_\_/40

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**Class Demo/Activity Form**  
**Lesson Plan**

Student's Name - [REDACTED]  
Developmental Area - Cognitive  
Activity Name - Frozen Dinosaur Eggs  
Age of Children - 18-24 months  
(WORTH 2 pts)

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**Child's Developmental Goals: (WORTH 5pts)** *How do you see this lesson fitting into the "big picture" of the students' long-term learning? Make sure you address the following domains: cognitive, language, and social-emotional.*

- **Cognitive:** Children will learn about dinosaurs and what they look/sound like. Children will practice fine motor skills by using water droppers to "melt" the dinosaur eggs.
- **Language:** Children will practice sensory words such as "cold" and "smooth" used to describe the dinosaur eggs. They will be exposed to words such as "melt" (when the eggs melts to reveal a dinosaur), "hatch" (what happens when an egg hatches), and "extinct" (discuss how we can't see real dinosaurs today).
- **Social-Emotional:** Children will have as a positive engagement with peers as they all try to melt their egg to reveal a dinosaur. They will also have a positive engagement with their caregiver/teacher as they hear encouraging words from them. Children will feel proud and excited, as they are successfully able to "hatch" their egg and find a dinosaur.

**Materials: (WORTH 3pts)** *List all of them including book titles*

1. Dinosaur toys/figures (small enough to fit in a balloon)
2. Balloons
3. Water table or bin to hold the dinosaur eggs
4. Water droppers or cups to hold water
5. Book: *Groovy Joe: Ice Cream and Dinosaurs*

**Preparation: (WORTH 5pts)** *(Detailed as possible. Describe the process of getting the environment and materials ready for the activity being delivered to the children).*

Put dinosaur toy into the balloon, fill with it with water, and place in freezer to form the dinosaur egg. When it gets close to the time for the activity use scissors to cut off the balloon layer and reveal the egg. Place the eggs in a water table that has some water in it already to help the process of melting. The water table must be short enough for children to reach and easily see. Have water droppers or cups nearby that children can use to pour water over the eggs and help them melt faster. Before starting activity, have *Groovy Joe: Ice Cream and Dinosaurs* ready to show children what dinosaurs look like.

**Assessment: (WORTH 3 pts)** *What specific, tangible evidence will show that the child has met the developmental goal?*

Children will be able to distinguish between what feels cold vs. what feels hot or warm. When holding the dinosaur egg they can use words like "cold", "frozen", "cool" or "icy" to describe what they are feeling.



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Children will be able to distinguish what a dinosaur looks like in comparison to other animals or creatures they already know about. They will use words/phrases such as “long tail”, “sharp teeth”, “horns”, “claws”, or “long neck” to visually describe what they have hatched from the frozen egg. Children will be able to utilize their hands and fingers to hold the water dropper and squeeze/pinch it to get water in it (caregivers/teachers can help with this process). Children can also utilize their hands and fingers to help crack the egg, as it gets closer to hatching and seeing the dinosaur.

**Nurturing Strategies: (WORTH 3pts)** *(How are you engaging the children into your lesson? What is your opening to the lesson?)*

We will first read the book *Groovy Joe: Ice Cream and Dinosaurs* in order to visually engage in what dinosaurs look like. I will ask questions such as “does the dinosaur feel big or small”, “what color is this dinosaur”, and “does this dinosaur have sharp teeth”? This will help engage children with the book and help them feel like they are part of the lesson and not just sitting down. We will also talk about what a dinosaur sounds like and ask all the children to roar like a dinosaur. I can say phrases like “wow that was a very big roar” or “I really think you sound like a dinosaur” to encourage positive feelings.

**PROCEDURES FOR THE LESSON**

**In this section, provide specific directions, explanations, rationales, questions, potential vignettes/scenarios, strategies/methods, as well as step-by-step details that could allow someone else to effectively teach the lesson and meet the lesson objectives.**

**Procedure: (WORTH 6pts)** *(Detailed as possible: provide a step-by-step description of how you are engaging the child to help meet your developmental goal)*

1. After we finish reading the book we will move on to the activity. If possible the activity can be done outside.
2. Once children see the dinosaur eggs in the water table or bin observe their reactions and if they say anything. Ask question like “what do you see” or “do you know what’s inside the egg”?
3. I will then encourage children who want to, to hold the egg in their hands and ask whether it feels hot or cold. I can also ask texture questions and whether it feels smooth or bumpy.
4. If children mention how the water is dripping or the egg is getting smaller because it is melting ask questions to encourage further thought. For example, ask what is happening to the egg and if they can see the dinosaur already, again ask descriptive questions such as the color or features of the dinosaur.
5. If children have not mentioned this, introduce the word “melt” and talk about how ice melts when it gets warmer. Also encourage children to acknowledge that what they’re seeing is supposed to represent an egg. What other animals hatch from eggs?
6. Once children have hatched their eggs and have their dinosaurs, they can show them to their peers. This will enhance feelings of pride and joy, as they were successfully able to hatch their own frozen egg.



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7. Throughout this activity caregivers/teachers are smiling and also engaging in the activity to build that bond with children and show they are there to help them when needed.

**Variation for Diverse Learners (WORTH 5pts)** (List a change or difference in the activity; Include any suggestions for typical and atypical developmental milestones)

If a child has a visual impairment, they should still be encouraged to hold the eggs if possible to distinguish what feel cold in comparison to what feels warm or hot. They should also be encouraged to describe the texture of the egg and dinosaur toy. Children can use descriptive words like “smooth”, “bumpy”, “cool”, and “hard”. Caregivers can also hold their hands to help pour water over the egg and feel how it gets smaller as it melts.

If a child has mobility issues, caregivers can use a bin to hold the eggs that is more accessible to reach and utilize. Caregivers can help pour the water over the dinosaur eggs to melt them; this way children are still engaged and can see what is happening as the dinosaur is revealed. Caregivers can ask questions about color, size, or other distinctive physical features of the egg or dinosaur.

If a child has sensory issues, caregivers can use plastic that can open easily to avoid the cold water and ice of the frozen eggs. This still provides children with a visual representation of how an egg hatches and what a dinosaur looks like.

Furthermore, children can practice numbers by counting the number of dinosaurs that hatched, they can sort them by color/size, and the dinosaur toys can be set up in a separate sensory bin to represent the type of habitat/environment they lived in.

**Closing: (WORTH 2pts)** (*How will you bring closure to the lesson and, by doing so, review and determine what the child has experienced/learned/practiced?*)

After the activity is done, encourage children to once more talk about what they saw inside the egg and what a dinosaur looks and sounds like. Children can also be asked again whether or not we can still see dinosaurs today; during this time we will practice the word “extinct”. Children can again be asked to recall if the dinosaur egg felt hot or cold and what it means when ice melts. If children still seemed really engaged with the topic of dinosaurs we will listen to a song called “We Are the Dinosaurs” where children pretend to sleep, eat, and move like a dinosaur. This will also help them practice gross motor skills by encouraging them to practice movements like jumping and marching.

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**Developmentally Appropriate Rationale (WORTH 6 points)** (*In one paragraph, using the text as a reference, explain how this lesson plan is developmentally appropriate for the age you have chosen.*)

This lesson is developmentally appropriate for children between 18-24 months old because during this time children are learning to explore the environment around them. According to the text “as infants grow, they learn to *extend* themselves by tuning in to the senses that bring information from a distance” (115). Thus children are learning about different textures and sensory details; through this activity they can practice descriptive language that can encourages them to discuss in various situations what they see, hear, or feel. The text also discusses the



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importance of pretend play for cognitive development by stating, “children can think about their world even when they are not directly experiencing it...pretend play marks an important step in a child’s thinking...usually joined by the beginning of language” (168). Through this activity children can pretend they are scientists or paleontologists learning about dinosaurs and the environment they lived in. Children can also learn about caring for their pets if they have any at home by pretending to feed, put to sleep, help, etc. their dinosaurs. Lastly, this activity while simply fun, encompasses many learning opportunities for children to practice and develop their physical and language skills.