

CIRCLE Activity Collection

ADD TO MY ACTIVITIES

Hokey Pokey Shapes

Children will identify shapes while singing a song.

SETTING

Small Group, Whole Group

MATERIALS

plastic shapes

PREPARATION

Decide which shapes you would like for the children to use during the song, and create a set for each child.

1. INTRODUCE

“Today we will sing the song ‘Hokey Pokey,’ but instead of using our body parts we will use shapes! Let’s talk about the shapes we’ll play with.” Name each shape. Discuss the attributes of each, such as the number of sides.

2. MODEL AND EXPLAIN

“Each one of you will receive a set of shapes and place them on the floor like this.” Model how to place the shapes in a row in front of you. **“I will take a step back so I do not step on the shapes while I dance. You will need to listen closely to choose the shape I call each time and follow the directions of the song.”** Model how to use the shapes to follow the actions of the song.

You put your square in, you put your square out.

You put your square in and you shake it all about.

You do the Hokey Pokey and you turn yourself around.

That’s what it’s all about!

3. GUIDE PRACTICE

Pass out a set of shapes to each child.

“Place your shapes in a row. We are going to start the song by using the triangle. Pick up your triangles. Let’s sing!” Encourage everyone to sing along.

*You put your triangle in, you put your triangle out.
You put your triangle in and you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That’s what it’s all about!*

Continue singing verses of the “Hokey Pokey,” substituting shape names for body parts. Repeat until all shapes have been identified.

4. SUMMARIZE

“You did a great job singing the Hokey Pokey and identifying different shapes. I will put these shapes in the math center so you can sing Hokey Pokey Shapes again during center time.”

SCAFFOLDING

- Downward scaffold: If a child chooses the wrong shape: **“You chose a square. We need a circle. A circle is round and has no sides. Can you show me the circle?”**
- Downward scaffold: Reduce the number of shapes the child must choose from by removing a few from view.
- Upward scaffold: Allow children to take turns leading the verses and naming the shapes on their own.
- Upward scaffold: Give clues about which shape to sing about next. For example, **“Next let’s sing about the shape with three sides.”**

TEACHER TIPS

For this activity, it is helpful to use shapes that have been previously taught.

Ver Actividad en Español (<http://circleactivitycollection.org/baile-del-hocky-pocky-con-formas/>)

ACTIVITY GRADE LEVEL(S)

- Pre-K

LEARNING AREA(S)

- **Pre-K Primary Domain:** Mathematics - Geometry and Spatial Sense
- **Pre-K Secondary Domain:** Physical Development - Gross Motor

HEAD START EARLY LEARNING OUTCOMES

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

2015 TEXAS PREKINDERGARTEN GUIDELINES

V.C.1. Child names common shapes.

IX.A.2. Child coordinates sequence of movements to perform tasks.

KINDERGARTEN TEKS ALIGNMENT

§111.2(b)(6)(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles

visit us at <https://cliengagefamily.org> for more activities. Copyright 2019 by Children's Learning Institute/UTHealth