



Dordock Activity Guide

Do NOT tell participants that this is a nonsense word.

1. Provide each participant with a sheet of unlined paper and pen or pencil.
2. Write the word “Dordock” on a chart or blackboard.
3. Tell participants that you would like them to draw a dordock, as big as they can, on the piece of paper they have been given. Expect participants to hesitate.
4. Ask participants if they know what a dordock is. For those who don’t know, tell them this is not a problem. You will describe a dordock to them one characteristic at a time so that they will be able to see from their own picture what a dordock looks like
5. Begin with the first characteristic described below. Do not explain the meaning of unfamiliar words, which follow in parentheses. (These definitions are used later.)

After allowing time for participants to draw this first description, provide the next characteristic listed below. Pause again to allow participants time to draw what they heard. Continue in this way until all characteristics have been given and their drawings are complete.

- i. The dordock’s body has a fusiform shape.
(The dordock’s body has a spindle-like, tapered at each end, shape.)
- ii. The dordock has three globular feet.
(The dordock also has three spherical/globe-like feet.)
- iii. The dordock also has three oculus that sprout from its back.
(The dordock also has three eyes that sprout from its back.)

- iv. The dordock's anterior cranium has one pendent aural receptor.
(The front part of the dordock's head has one dangling ear.)
 - v. The dordock's tongue is viscid and fissured.
(The dordock's tongue is sticky and split.)
6. Ask participants to show their pictures to the other members of their family. As they compare pictures, ask them to notice how their pictures look similar or different.
 7. With the whole group, ask if everyone now knows what a dordock looks like. Repeat each characteristic of the dordock, this time including the explanatory descriptions in parentheses.
 8. Ask the group, "Why do your pictures look different from one another's?" (background knowledge of words and their meanings, trying to make sense of what you don't know)
 9. Ask participants what initial ideas they had about what a dordock was. Why? What did the word remind them of?
 10. As a large group, discuss how this activity helps show how important talking, listening and discovery are to children in developing concepts about the world around them. Emphasize the value of listening, talking and discovery to building reading comprehension skills.