

Dinosaur Soccer

Henry the Brontosaur,
Played soccer on a seashore,

With his friend Sally, a Tyrannosaur.
Sid, a Titanosaur,

Would always keep score.
High in the air, the ball would soar,

But it always washed ashore.
At the end of the game, the other dinosaurs

Would always give Henry and Sally an encore.
Then they would shout, "More! More!"

Then Henry and Sally would kindly roar,
"Sorry, but we're getting ready to carve into our delicious lunch, a dead condor."

Dinosaur Soccer Activity **(Grade Level: First-Second Grade)**

Materials: Overhead Projector, or SMART Board, copies of poem, copies of writing and drawing activity, pictures of dinosaurs or a book of dinosaurs, pencils or crayons. ***Note*** If you choose to use the SMART Board you may go to ***Mightybook.com*** and pull up the lesson online.

Goal of Activity: The rhyming poem can be used as an additional resource to reinforce rhyming words and sharpen listening skills. Students will learn about different dinosaurs and create their own dinosaur.

****Fossil Hunt Activity**** At the end of the writing and drawing activity there is an optional Fossil Hunt activity for students to make their own dinosaur.

- 1. Picture Walk:** Using the Overhead or SMART Board, begin with a picture walk, and ask students what they see in the picture. Students will be very excited to see a dinosaur kicking a soccer ball. Take the time to ask them if dinosaurs really play soccer, and other creative and outrageous questions about them. If you chose to bring in a dinosaur picture(s) or a book this is a great time to point them out and discuss a few of them.
- 2. Discuss Title:** Discuss the title of the poem. You might ask, “what do you think “Dinosaur Soccer” is about?” ***Teacher Note*** *The poem was written as a creative tool to engage students in discussion about a dinosaur doing something very silly.*
 - Get their brain juice flowing, and make sure to keep students on task by discussing the title and its meaning.
 - Other questions you might ask, “Where do you think the dinosaur is playing soccer? What time of day do you think they play? Have you ever seen a dinosaur? Where?” Use your creative brain valves to get them really thinking and discussing dinosaurs. Have fun!
- 3. What is Poetry:** Tell students you are going to read a rhyming poem about dinosaurs who like to play soccer. Ask students if they know what a rhyme is. Below are two examples that you may want to use.
 - **Rhyming Poems:** Use repetition of the same or similar sounds for two or more words at the end of the lines. Give students an example, such my hat is very fat or the rat played baseball with a bat. This should help them

begin to think about rhyming. Come up with a few other rhyming words to warm them up.

- **Poems:** When people juggle their words, patterns and rhythms together to make them exciting. They come in many different forms and can be about anything you want. You might add that songs start as poems, etc.

This is an Optional Lesson for further discussion about Poems

You might want to check out a book of poetry for kids at the library. There are many great poetry books that you may be familiar with. Two recommendations are, *The Random House Book of Poetry for Children*, and *Ride a Purple Pelican* by Jack Prelutsky. This is a book full of exciting rhymes that are fun and age appropriate.

- Ask students if they know what a poem is. You might explain that poems are fun when you juggle your words, patterns and rhythms together to make them exciting. They come in many different forms and can be about anything you want. Below are a few examples of poetry types to discuss with your students.
 - **Rhyming Poems:** use the repetition of the same or similar sounds for two or more words at the end of the lines.
 - **Free Verse Poetry:** written in either rhyming or unrhymed lines that have no real rhythm or pattern.
 - If you decided to check out a book, this is a great time to read one very short poem (for this age group) to your students. This way you can get their brain juice valves warmed up for rhymes.
4. **Rhyming Poetry Warm-Up:** Reinforce “*Dinosaur Soccer*” is a rhyming poem as you’ve discussed. You might say, for example, this means that we will look and listen for rhymes at the end of each line. You may need to give a brief example if there aren’t many hands raised.
- First, choose a simple word to write on the Overhead or SMART Board. Then ask students for a word that rhymes with the one you wrote. For example, you may write “sat.” A student might answer with “hat.”
 - Pick two more words that you make up and repeat the step above. Or have your students make up rhyming words that you write down.
 - Make sure to call on students whose hands are not raised so you can see if they need a little extra support with the activity.
5. **Pass Out Copies of Poem:** Ask a student to pass out the “*Dinosaur Soccer*” poem. As they are distributing the poem remind all students they will need to listen very closely for rhyming words.

6. **Read Poem:** Read “*Dinosaur Soccer*” and ask students to follow along with you. Pause at the end of each line for a few seconds and look around the room to see if students are following along.

7. **Students Read Aloud and Circle Rhyming Words:** Using your Overhead Projector or SMART Board, have students read along with you the second time. Students may use a pencil or crayon for this activity.
 - *Ask a student to read the first line. Then ask another student to read the second line. Have those two students work together to decide which words rhyme.*
 - *When the two students agree ask the class if the rhyming words are correct. When everyone agrees ask the class to circle the rhyming words together.*
 - Ask another student the meaning of the rhyming words. For example, “What does score and soar mean?”
 - Continue to have students read, circle rhyming words and ask them the meaning of the words until you reach the end of the poem.

8. **Poem Discussion:** After students have read and circled the rhyming words, discuss the poem with them.
Here are a few sample questions you might use:
 - What was this poem about?
 - How many rhyming word pairs did you find?

9. **Writing and Drawing Activity:** Have students write rhyming word pairs. Then ask them to draw a picture of a dinosaur they would like to learn more about.

10. **Fossil Hunt Activity appears below.** This is an extra activity that involves teams of students taking the role of “paleontologists” hunting for dinosaur bones, assembling them, adding colorful details to “restore” them, and writing reports on them. The exercise includes a form for teams to report on their dinosaurs and also includes dinosaur bone templates.

Name _____

"Dinosaur Soccer"
Writing and Drawing Activity

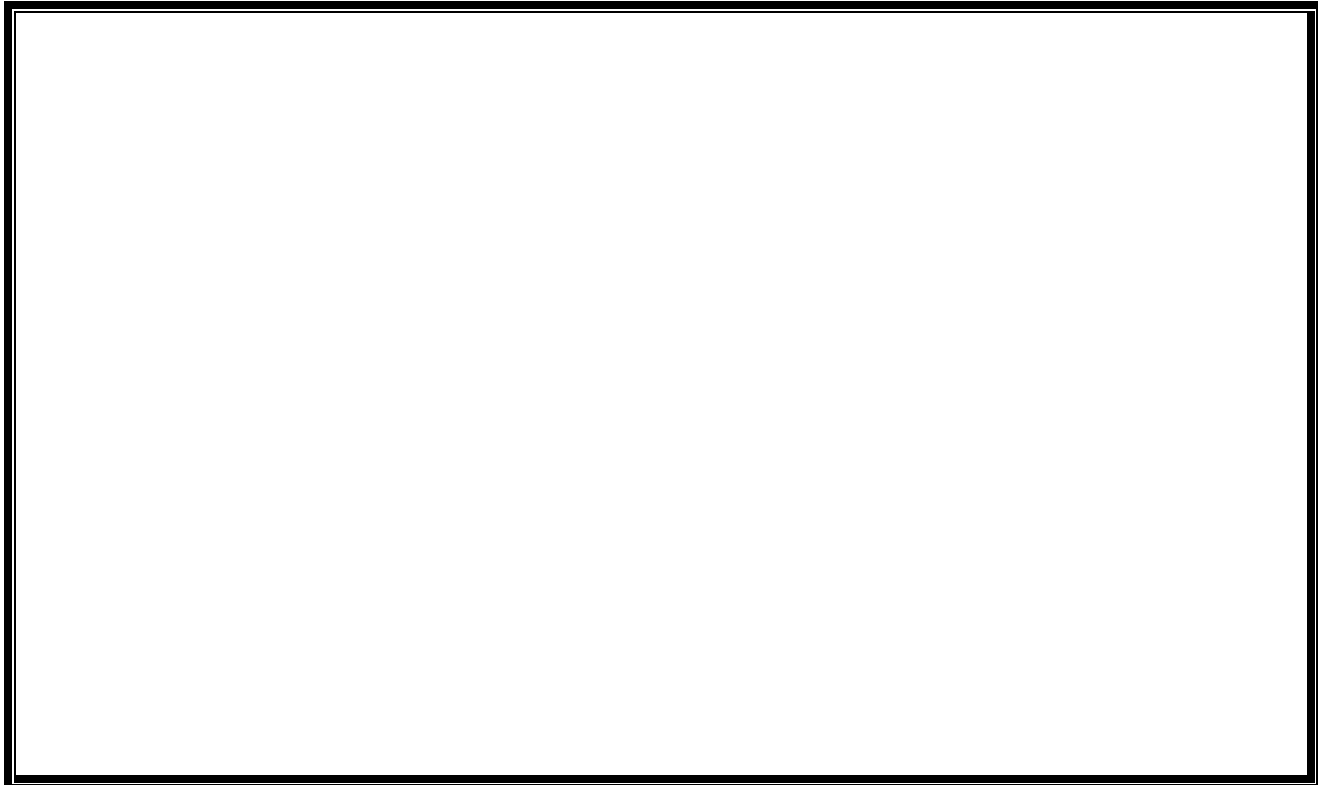
1. The word _____ and _____
rhyme.

2. The words _____ and _____
rhyme.

3. The words _____ and _____
rhyme.

4. The word _____ and _____
rhyme.

Draw a picture of a dinosaur you would like to learn about.



“Dinosaur Soccer” Fossil Hunt Activity

Goal of Activity:

Students will practice their gluing, cutting, and painting skills. The goal is for students and teachers to have fun being creative. Yes, Teachers must participate too. Your students love to see you working on the same activities as they are. Enjoy!

Materials

- ✓ Glue
- ✓ Scissors
- ✓ Markers
- ✓ Crayons
- ✓ Construction Paper
- ✓ Print-outs of the forms and cut-outs of the templates provided

Dinosaur Fossil Hunt

1. **Show Me The Dinosaur:** Show pictures of dinosaurs named in the poem or some that you chose to talk about. Tell the class how long ago the dinosaur lived, what it ate, and its special features.
2. **Paleontologist:** Explain to the class that scientists who study dinosaurs are called “paleontologists” who hunt for “fossils,” which are dinosaur bones so old they have turned to stone!
3. **Dinosaur Bones:** Have students cut out dinosaur bones from the templates provided with this lesson. Tell the students that you will collect them and place them in the dinosaur cave to be discovered. See step 6 below! It’s a good idea to have lots of arms and legs in particular so that there will be enough to go around.
4. **(Optional – extra creative step -- Equipment Please!** Have students work together to make “equipment” out of construction paper. Such as, shovels, picks, flashlights, etc. This can be done in groups of three or four.)
5. **Divide and Conquer:** Divide the class into teams of “paleontologists.” Their job is to find the bones of a complete dinosaur: a body, a tail, a head, two legs, and two arms, in a recently-discovered cave.
6. **The Cave:** Have each team take a turn entering the “cave” (a tub at the bottom of a coat closet or under a table) with their “equipment.” There they will select the bones that will make a complete dinosaur.
7. **Color the Dinosaur:** Using crayons or markers, have each team color patterns and details on the bones to show what the dinosaur looked like millions of years ago.
8. **Putting It Together:** After coloring the dinosaur, have each team glue the dinosaur bones together to make a complete dinosaur.
9. **Sleep tight, dino!** The dinosaurs will dry overnight and the students will report on them the next day.
10. **Represent the Dinosaur:** The next day, get your teams together to prepare their reports. **The report form for students to use is below.** One representative from each team will go to the front of the class with the team’s dinosaur and report to describe it and to point out its special features. Each team

will be asked to discuss what the dinosaur was called, how long ago the dinosaur lived, what it ate, etc.

11. **Show Off:** Place dinosaurs on a bulletin board outside your classroom, or inside on a bulletin board. Next to each dinosaur place the the report of the team that discovered it.

***** Students have completed The Dinosaur Fossil Hunt Activity. Tell them
kiss their brains! Great work today! *****

**Name of
Dinosaur** _____

Paleontologists who Discovered it:

**How Long Ago Did it
Live?** _____

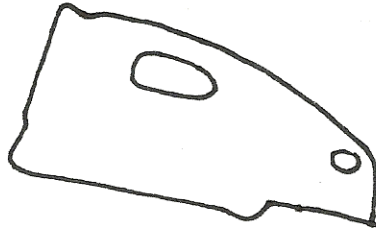
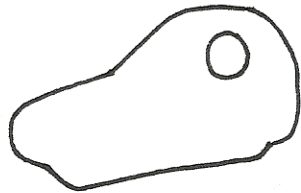
**Where Did it
Live?** _____

**What Did it
Eat?** _____

**How did it Get its
Food?** _____

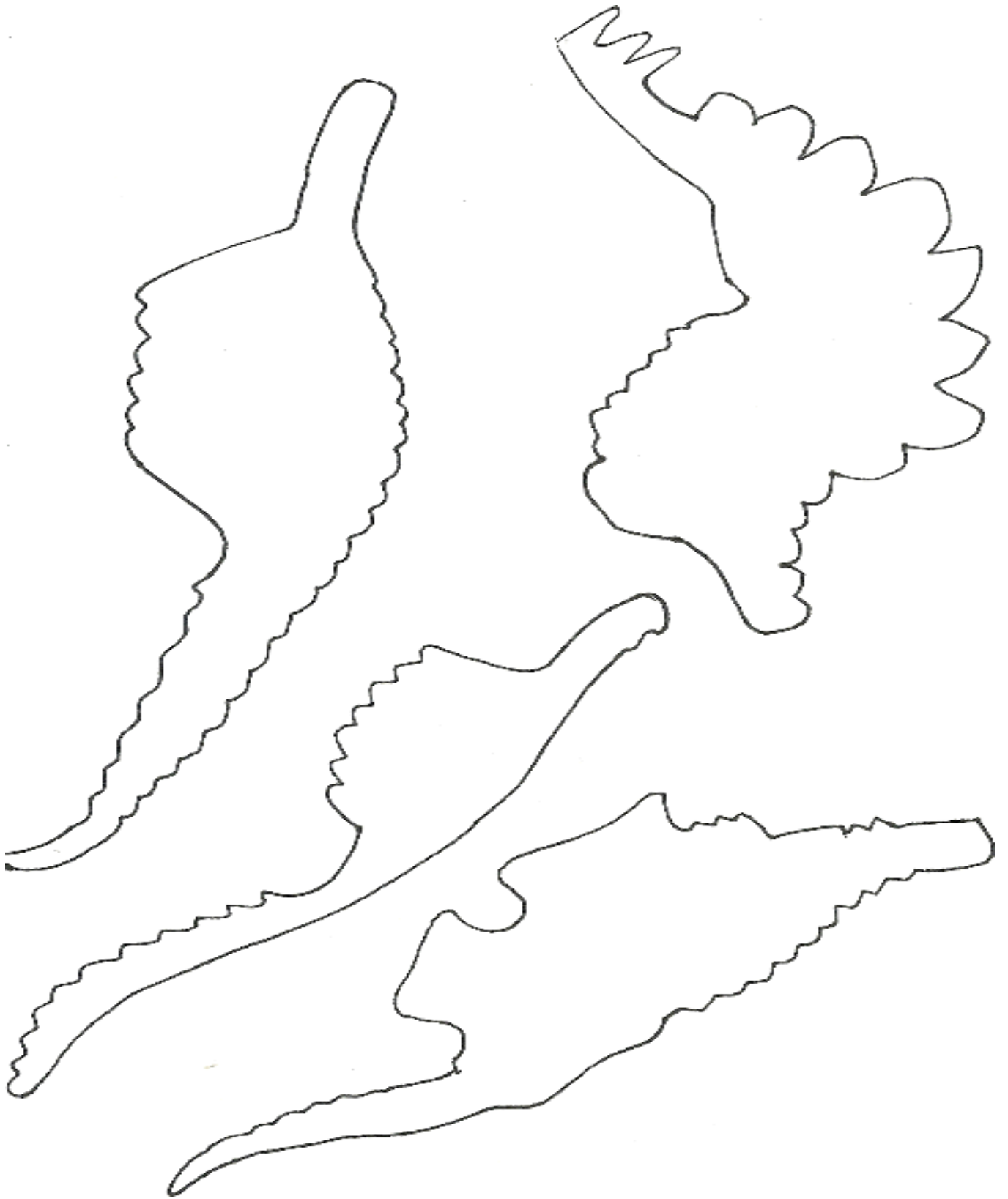
**Was it a Friendly Dino or a Fighting
Dino?** _____

**What Sound Did it
Make?** _____



Dinosaur Heads

Dinosaur
Bodies



Dinosaur Legs, Arms and Feet

