

# Classroom posters Dinosaurs

Teacher's notes



# Dinosaurs

**Dinosaurs are very interesting creatures! Children of all ages and levels can talk and write about dinosaurs. Here are some ideas for using the dinosaur poster with your learners.**

Suggested dinosaur body parts vocabulary:

|           |       |             |
|-----------|-------|-------------|
| arm       | head  | neck        |
| back      | horn  | nostril     |
| body      | jaw   | tail        |
| claw      | leg   | toe         |
| eye       | mouth | tooth/teeth |
| foot/feet |       |             |

## Younger children

- Show the poster to the class. Ask the children what they can see on the poster. Ask them what they know about dinosaurs. Encourage them to use English as much as possible.

**TIP: If children are speaking their own language to discuss the poster, you could repeat their comments to the class in English, for example: 'That's right, Sara. It's got a long neck.'**

- Point to the body parts of the different dinosaurs and ask simple questions, like this:
  - 'This is the head. Is the head big or small?'  
Use gestures to make the meaning of 'big' and 'small' clear.
  - 'This is the neck. Is the neck long or short?'
  - 'These are the legs. How many legs has it got?'

- Ask the children to listen and repeat the names of the body parts after you. Point to the body parts as you say the words.
- Now point to the body parts and ask the class to say the words. If they find this difficult you could help by saying 'Is this a leg or a head?'
- Point to different dinosaurs and say, 'It's got a big ...', 'It's got four ...', 'It's got a long ...', etc. and encourage the children to complete your sentences.

**TIP: With younger children and lower levels, focus on the pictures rather than the descriptions.**

- Write the following on the board:
  1. It's got a long neck. \_\_\_\_\_
  2. It's got horns. \_\_\_\_\_
  3. It's got claws on its toes. \_\_\_\_\_
  4. It's got big teeth. \_\_\_\_\_

Ask volunteers to tell you the name of each dinosaur (1. Brachiosaurus, 2. Triceratops, 3. Velociraptor, 4. Tyrannosaurus Rex). Practise the dinosaur names with the class. Now rub out the names of the body parts. Can the children remember the missing words?

- Draw an invented dinosaur on the board. Ask the children to help you label the body parts.
- Children draw an invented dinosaur (or copy the one on the board) and write the names of the body parts.
- For further practice, children could write sentences about their dinosaurs, for example: *My dinosaur has got a big head and three horns.*

**Follow-up ideas. Here are some suggestions for other ways to use the poster.**

**Miming.** Mime one of the dinosaurs on the poster. For example, make a long neck for the Brachiosaurus, show your teeth for Tyrannosaurus Rex, run quickly for the Velociraptor and make horns with your hands for the Triceratops. Can the children guess your dinosaur? Ask volunteers to mime dinosaurs from the poster to the class.

**Simon says.** Tell the children to imagine that they are one of the dinosaurs from the poster, for example a Brachiosaurus. Give an instruction; the children do the action if you say 'Simon says ...' at the start. If you say, 'Simon says, touch your head' or 'Simon says, eat plants' the children must do the action. But if you say, 'Touch your nostril' the children don't do this (because you didn't say 'Simon says'). Begin by doing the actions with the children and gradually they can do them just from listening. If anyone does the action without hearing 'Simon says' then they are out of the game and have to watch for anyone else making mistakes.

**Interview a dinosaur.** As a class, prepare questions on the board to ask one of the dinosaurs from the poster. For example:

- What's your name?
- Where do you live?
- What do you eat?
- Do you like ...?
- Have you got ...?

The children must now imagine that the teacher is a dinosaur. They put their hands up to ask the dinosaur the questions on the board. Children then repeat this activity in pairs with one child as the dinosaur and the other asking questions. They swap roles when they have finished.

## Older children

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- With the poster covered, ask the children what they know about dinosaurs. Do they know any dinosaur names? When did dinosaurs exist? What do they know about specific dinosaurs? Make notes of children's ideas about dinosaurs on the board. Show the children the dinosaur poster. Ask children to compare the notes on the board with the dinosaurs on the poster. Do their notes mention any of the dinosaurs shown on the poster?
- Practise the pronunciation of the dinosaur names. Focus on the correct word stress by asking children to tell you how many syllables each name has and which syllable is stressed. The correct word stress is this (the main stress is on the bold syllable): *Brachiosaurus*, *Tyrannosaurus Rex*, *Velociraptor*, *Triceratops*.
- Ask the children to work in pairs to make a list of dinosaurs' body parts (claw, horn, etc.). Help the children with new words as you walk around the class. Say the names of the different body parts and ask volunteers to come to the front and point to the correct place on the poster. Ask the children to listen and repeat the words after you, to practise pronunciation.
- Write the following questions on the board:
  - What does Brachiosaurus mean?
  - When was Brachiosaurus alive?
  - Where was Brachiosaurus found?
  - What did Brachiosaurus eat?
  - How big was Brachiosaurus?
  - What was Brachiosaurus' special feature?

- Tell the class that they are going to look at the written information on the poster to answer the questions. Put the children into four groups. Ask one child from each group to come to the front to read the poster and report back to their group. Tell the children to find the answers to the same questions for the four dinosaurs. All group members should make notes of the dinosaur information.
- In the same groups, give each group a name: Brachiosaurus, Tyrannosaurus Rex, Velociraptor and Triceratops. Each team has three minutes to memorise the information about their dinosaur. Cover the poster. The Brachiosaurus group now comes to the front. Invite questions ('Hands up, please!') about Brachiosaurus from the other groups. Give points for correct answers. Repeat with the other groups. The winner is the group with the most correct answers.

**TIP: Make more groups with a very large class. Call the groups 'Brachiosaurus 1', 'Brachiosaurus 2', etc.**

- Children could find out about other dinosaurs (or invent a dinosaur) and make posters with a picture and information organised into the same categories as the poster.

**Follow-up ideas. Here are some suggestions for other ways to use the poster.**

**Practise language of comparison.** For example:  
*The Velociraptor was faster than the Triceratops.*  
*The Tyrannosaurus Rex was more dangerous than the Brachiosaurus.*

**Introduce 'used to' for past habits and actions** by writing the following sentences on the board:  
*Brachiosaurus used to live in North America and Tanzania.*

Ask if the sentence refers to the past or the present (past). Ask if the Brachiosaurus lives in North America and Tanzania now (no). Ask children to make similar sentences with 'used to' about the other dinosaurs.

Use the poster as a starting point for class presentations on 'animals in danger'. Discuss how dinosaurs became extinct. Children find out what animals have become extinct in recent years, and which animals are now in danger of extinction, and why. In groups, children can organise their information and ideas, then give a short presentation to the class.

You can download the Dinosaurs poster from [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
 You can find more activities to do with children at [www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)