

A  
**DINO'SAUR**  
at the  
**BUS STOP**

POEMS TO HAVE FUN WITH!


By Kate Wakeling

"Funny, sly,  
welcoming  
and filled with  
unassuming magic"  
The Guardian

Illustrated By Eilidh Muldoon

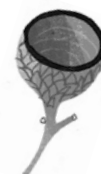
**A DINOSAUR AT THE BUS STOP**  
**IDEAS FOR TEACHERS**

# Wake Up the Senses



Lots of the poems in **A Dinosaur at the Bus Stop** explore the senses in different contexts, particularly the natural world. Here are a few ideas to help make these connections feel stronger and more intriguing for children.

- Try sharing **In the Quiet of the Trees** (p.22) outside under a tree in the school grounds or during a Forest School outing.
- Similarly, how about reading **Cloud Stories** (p.6) on a (dry) cloudy day while everyone lies on the ground and looks up at the sky? What shapes can the children see? Do they all see the same images or are they different?
- **My Treasures** is all about the appeal of small objects that we might collect and which mean something special to us. Use the poem as a stimulus to write about other small objects, perhaps brought in from home or collected together on a short nature walk. How do these objects feel to touch? How do they smell? Do they make any sounds if tapped or rubbed?  
Encourage children to use a range of senses to help enrich their descriptions as they write.





# Get Moving



Several poems in the book invite movement and dance.



- Try following the instructions of **A Serious and Important Dance** (p.48) and **Bob Like a Robin** (p.62) to move altogether.
- Can the children even work out some brand new actions to **The Washing Machine Jive** (p.62)?
- The poem **Ready Steady Steam Train** (p.34) also encourages movement. The poem comes with the instruction to start slowly and get faster and faster. Invite the children to move their arms like a train in time to the poem. Before you start, encourage everyone to listen carefully to the change in speed and show that they're listening by not speeding up too soon. Invite everyone to join in for the last **'TOODLE-OO!'** as a way to settle the group after all the train arm excitement!



# Name Your Toes!

The poem **'These are Names I Give my Toes'** (p.76) offers (as you might expect) ten playful names for the toes, starting from one little toe and working across to the other little toe.

Begin by sharing the poem then asking which names the children remember or like the best. Can they remember any names with two parts that each **begin with the same sound**? Can they remember a name that **rhymes**?

Are there any of the toes that the children think would be particularly fun or interesting to meet? Are there any they think might be a bit grumpy or scary?

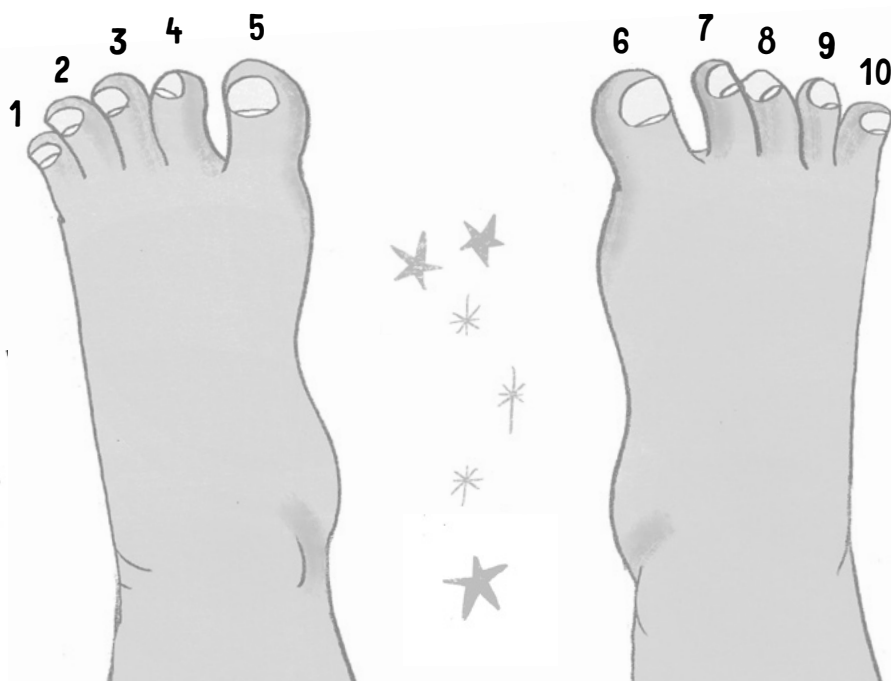
Next, invite the children to think about the names they might like to give their own toes.

This activity could be done as one big group poem on a flip chart, with the names numbered 1-10, or each child could draw round their feet and make their own ten labels.

These names should be as playful, unexpected, imaginative and funny as the children wish.

As the children consider their toes' names, they could think about:

- If they want to use rhyme in any of their names (like 'Giggle McWiggles' in the original poem)
- If they'd like any of their names to begin with the same sounds (like 'Charlie the Chunk')
- If they want to give any of their toes, large or small, a particular sort of character (like 'Big Angry Bob' or 'QUEEN KALINKA THE TINY BUT MIGHTY ALL-POWERFUL RULER OF FEET')



# Eleven People on the Bus

The poem '**Eleven People on the Bus**' (p.56) is all about reflecting on other people's responses to the world, in this case a bus journey. Children usually begin to develop a 'theory of mind' (the idea that other people have different thoughts and feelings from us) at around age 4 and 5. This poem is all about exploring this idea!

Begin by reading the poem to the children and sharing the illustration. Can the children work out which person is which in the picture?

Ask the children if they've ever felt like any of the people on this bus. What sorts of things do they find themselves thinking about when they travel somewhere, be it in a car or on a train or bus or on the back of a grown-up's bike? What sorts of thing might make them happy when they travel? What might them feel grumpy? Or worried? Or excited?

Can the children imagine what other people might be thinking or feeling when they're travelling?

These ideas could be written down in thought bubbles to accompany a picture - or you could share the template below (a simplified version of the original poem) where children could fill in the gaps to explore the different things that different people might think and feel as they go about their journeys.



## Five People on the Bus

On the bus, the people sit,  
some pick their nose,  
some chat, some knit.

1 is happy that...

2 is grumpy that...

3 is worried about...

4 is excited about...

5 is dreaming of...

Five different people on their way,  
through five different sorts of day.

