

## Poetry Prompts: Week 57

# Dinosaur

This sheet is to accompany Poetry Prompt 57 that features Waterstones Children's Laureate 2022–2024 Joseph Coelho. This week Joseph Coelho was at the Natural History Museum looking at dinosaurs and their eggs with their resident palaeontologist, Matt. Here is another poem by Joe, about dinosaurs in a museum. This time, the poem is linked to their bones, which you can also see displayed at the Natural History Museum.

### Look at the poem:

Read the poem aloud. You might do this yourself, with a friend or someone else could read it to you:

## You Could. You Would. Awake A Dinosaur

You could, you would, awake a dinosaur  
from the museum's pile of dusty bones –

Sing a song of bone with a mighty roar.

My song was a dream, dreamed on the museum's floor,  
at a museum sleepover, far from home.

You could, you would, awake a dinosaur.

My dream got loud, got ready to soar,  
an old jawbone jiggled and giggled and groaned.

Sing a song of bone with a mighty roar.

Each bone did a shuffle over the floor.

My song of dream was tooth and claw and bone.

You could, you would, awake a dinosaur.

Then scales and skin grew on the dinosaur,  
it whispered to me in the softest tone.

"Please sing my song of bone, with a mighty roar."

And so, we boomed across the shaking floor,  
the marble steps made the perfect throne.

You could, you would, awake a dinosaur,  
just sing a song of bone with a mighty roar.

From *Smile Out Loud* by Joseph Coelho  
(Wide Eyed Editions, 2022)



## Think about the poem:

Consider the poem you just heard or read.

What happened in the poem? What did it make you think about?

How did it make you feel? What made you feel this way?

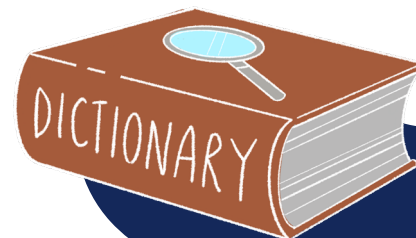
Re-read the poem again. What images stay in your mind as you read it again? Why do you think this is? What do you know about the dinosaur described in the poem? Which words or phrases tell you these things? Is there a particular dinosaur that the poem makes you think of? Why do you think this is?

## Look at the language:

- This **type of poem is called a villanelle**. It has **regular repeating lines and rhymes**. Which lines repeat throughout the poem? Use a pen or pencil to underline these.
- Now look for the **words that rhyme and use a pen or pencil to circle these**. Do all of them have full rhymes or are some of them near rhymes? Which ones? Can you think of other full or near rhyming words that follow the same rhyme patterns as the words you have circled? Were some words easier to find other rhyming words for than others? When you look at the words with full rhymes, are the rhyming parts spelled in the same way, as in ***bone***, ***tone*** and ***throne*** or are they spelled differently, as in ***dinosaur*** and ***roar***?

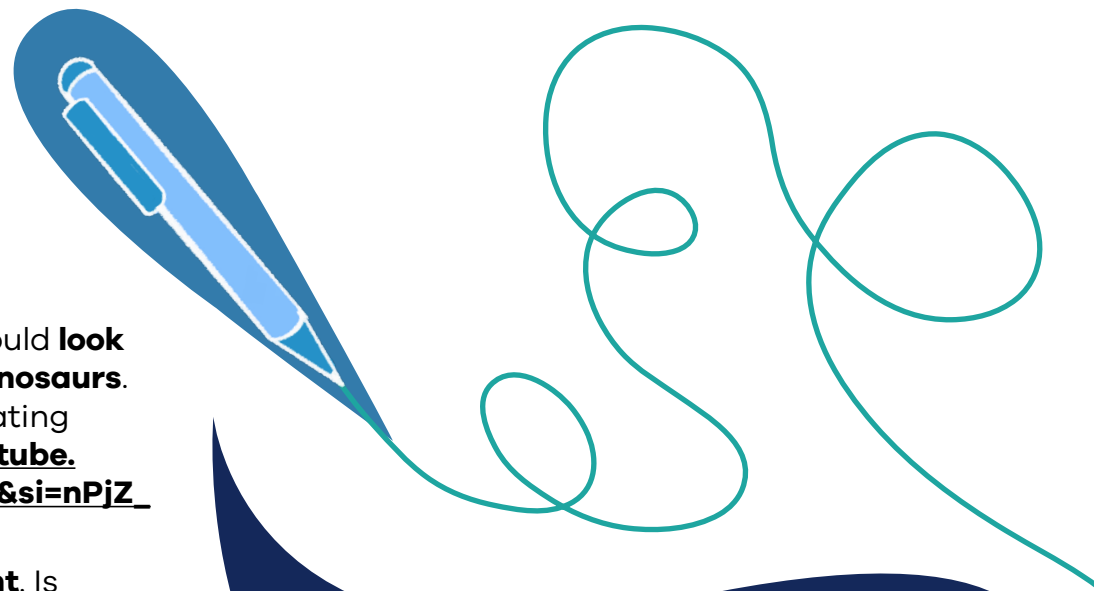
## Perform the poem:

- A villanelle is perfect to read with friends because of the repeating lines. **Find someone else to read and perform the poem with you**. Prepare for this by dividing up the two-line verses between you and be ready to read the repeated single lines together.
- Think about how you might **bring the story behind the poem to life in a performance** of the poem. How will you bring out the experience of seeing dinosaur bones come to life for the audience watching you? How would it feel to experience this? Will some parts be louder or quieter, faster or slower, higher or lower? How will you pace your performance to bring out the emotion or tell the story? How will you co-ordinate your performance in the repeated lines? How will you make sure any actions you choose to incorporate add to the performance, rather than detract from it?
- Rehearse your performance a few times until you are happy with it, **then perform it to someone else**. What sense did your audience get about this moment from the way you performed the poem? What did they think you did that was most effective?



## Write your own!

- Consider how **you might describe coming face-to-face with a dinosaur** in a poem like Joseph Coelho did in his poem. How might this happen? Would the dinosaurs come back from extinction? Would you travel back in time? Does a statue or relic come to life as in the original poem?
- Your poem might be based on a dinosaur you know well, or you could **look for some inspiration by doing some research of your own into dinosaurs**. BBC Earth Kids has a playlist of videos which bring these fascinating creatures to life and might provide some inspiration: [https://youtube.com/playlist?list=PLGegoKNPj1daRWVILZzxW0x9WRguYWu9D&si=nPjZ\\_G9MbheDUASu](https://youtube.com/playlist?list=PLGegoKNPj1daRWVILZzxW0x9WRguYWu9D&si=nPjZ_G9MbheDUASu).
- Think about the **action and feelings associated with this moment**. Is it full of anticipation like the original poem? Is it something fast-paced and action filled? Or is it slower, and full of awe and wonder? What words and phrases might help to describe this moment and the creature for someone else?
- You might want to **draw on the features of a villanelle**, as Joseph does in the original poem. You might have lines that repeat, words that rhyme or you might choose to create a villanelle of your own and look at both of these aspects.
- Begin to **note down a few words, phrases or lines about the moment, and then look at how to bring these together** in a draft of your own poem to describe this moment for someone else. If you choose to use rhyming words, think carefully about how these are spelled. Are the rhyming parts of the words spelled in the same way or are they spelled differently?
- When you're happy with what you have drafted, **write it out in your best handwriting or type it up to share with or perform for someone else**.



Find all Poetry Prompts as well as more information about Joseph Coelho at [booktrust.org.uk/childrens-laureate](https://booktrust.org.uk/childrens-laureate)

Find and explore more poems about Prehistory and Dinosaurs on CLPE's website.

This sequence of activities was designed in partnership with CLPE. CLPE is a UK-based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: [clpe.org.uk](https://clpe.org.uk).