Enlighten Press
Parents' & Teachers' notes

DINOS, WINGS AND OTHER THINGS

INTRODUCTION

A long, long time ago dinosaurs roamed the Earth. They roared, they rumbled, they cawed and they stumbled. In this book - *Dinos, Wings and Other Things* - we learn about the various types of dinosaurs that lived across a vast period of time, long before humans lived. Let's learn about which dinosaurs were big and which were small, which were meat-eaters and which were plant-eaters, which lived on the land and which lived in the sea.

Let's discover the world of these amazing creatures. Come along on a rhyming, alliteration and onomatopoeic journey as *Dinos, Wings and Other Things* welcomes *you* to the dinosaur age.

QUESTIONS FOR UNDERSTANDING

1. What is unique about dinosaurs? Why do we find them such interesting creatures to learn about?
2. Which dinosaurs were meat-eaters, or carnivores? How can you tell just by looking at them?
3. Which dinosaurs were plant-eaters, or herbivores? How can you tell just by looking at them?
4. How can you tell which dinosaurs may have lived on land, in the air or under the sea? Do they have certain attributes that you can see were used for walking, flying or swimming?
5. What were the sizes of the dinosaurs? How do we know they were that size if they died before humans got to see them in living form?
6. Where might we go to learn about dinosaurs, what they looked like and how they lived? Do you think we may be able to see dinosaur bones or replicas of them too?
7. Did all dinosaurs live at the same time?
8. What are some theories why dinosaurs are no longer alive?

ACTIVITY AND ENGAGEMENT

1. Allow the children to pick some toys or natural objects to imagine them as fossils. The teachers can **hide** the pretend fossils in the sandpit. Have the children pick up spades and broom handles to carefully uncover the hidden fossils and hypothesise what type of dinosaur it may have been, where it may have lived and what it might have eaten.
2. **Play** our Dinosaur Romp song! Allow the kids to jump up and express their inner dinosaur.
3. **Create** a case study. Pick a dinosaur to learn all about. Print out or draw the dinosaur and look up all the attributes, where they lived, what they ate, how big they were and when they may have been alive. Create a story about your case study. Allow the children to personify the dinosaur, give him a name and what he may have done day to day, who he would have interacted with and what was special about him.
4. **Gather together** all the dinosaur-themed things you have such as books, figurines, sand, dry paintbrushes for uncovering fossils, slime and dough (feel free to make your own if you would rather). Create a dinosaur discovery table for open-ended play. Using different stations, allow the children's imagination to do the uncovering!
5. Unhatch some dinosaur eggs! Place some mini dinosaur figurines into a round ice maker, ice cube tray or balloons and **freeze** the dinosaurs. Give the children brushes and eye droppers or squeeze bottles with water in them to slowly uncover the dinosaurs.
6. Following on with the frozen eggs allow the children to make some scientific discoveries - does warm water melt the dinosaurs quicker than cold water? What does solid (frozen) water turn into when it's melted? What about when that same liquid is heated in a jug, does it turn to gas?

7. If the dinosaurs came back, what do the children think they would do? How would they fit into our society? What would we do to keep ourselves safe? Have the children **draw** their favourite dinosaur and depict what they might do in today's society.
8. The name dinosaur itself means 'fearfully-great lizard' (named by Richard Owen in 1842). Further to that, each dinosaur's name has a meaning and was named by the scientist who discovered it. For example, Velociraptor means 'quick plunderer' and Tyrannosaurus means 'tyrant lizard'. If you **discovered** your own dinosaur, what would you call it and why?
9. **Read** the phonetic pronunciations in each of the pages of our shared reading Dino's book. Select which other dinosaurs to break down sound out together. Pick some harder ones once you have mastered the easier names!
10. **Pick** a continent on the map and look up what dinosaurs came from that area and when they lived, what they ate. Did you know Australia had its very own dinosaurs? What made these ones different to all of the others discovered in different continents? Learn more here: https://australianmuseum.net.au/learn/dinosaurs/australian-dinosaurs/

THINKING POINTS FOR EDUCATORS

1. Children have a natural fascination with dinosaurs as they can seem fictional with their exaggerated features and the fact that we have never seen any in person. Fostering this natural curiosity will lead you and your children to uncover some great new observations together.
2. Continue to ask the children what they find interesting about dinosaurs as this will naturally spur you on to make new discoveries.
3. Leading on from dinosaurs, there are many areas that can be discovered together such as palaeontology, geography, geochemistry and geology to name a few. These are all areas that can be explored in greater detail depending on how engaged the children continue to be.
4. Talking about dinosaurs is a great opportunity to expand vocabulary. Words like extinct, predator, carnivore, herbivore, omnivore, species and reptiles can be used as discussion points.
5. Critical thinking can open up a world of possibilities in your child's mind. Allow their imaginations to ponder possibilities and recreate their very own world of dinosaurs.

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. 1.3 Children develop knowledgeable and confident self-identities. 1.4 Children learn to interact in relation to others with care, empathy and respect.
OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD 2.2 Children respond to diversity with respect. 2.3 Children become aware of fairness. 2.4 Children become socially responsible and show respect for the environment.
OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING 3.1 Children become strong in their social and emotional wellbeing. 3.2 Children take increasing responsibility for their own health and physical wellbeing.

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 4.3 Children transfer and adapt what they have learned from one context to another. 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.
OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS 5.1 Children interact verbally and non-verbally with others for a range of purposes. 5.2 Children engage with a range of texts and gain meaning from these texts. 5.3 Children express ideas and make meaning using a range of media.

LINKS TO THE CURRICULUM

Foundation
● Living things have basic needs, including food and water (ACSSU002) ● Daily and seasonal changes in our environment affect everyday life (ACSSU004) ● The way objects move depends on a variety of factors, including their size and shape (ACSSU005) ● Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) ● Engage in discussions about observations and represent ideas (ACSIS233) ● Share observations and ideas (ACSIS012) ● Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439) ● Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) ● Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) ● Recognise some different types of literary texts and identify some characteristic features of literary texts, for example, beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
Year 1
● Living things have a variety of external features (ACSSU017) ● Living things live in different places where their needs are met (ACSSU211) ● Observable changes occur in the sky and landscape (ACSSU019) ● Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021) ● Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS026) ● Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT158)
Year 2
● Earth's resources are used in a variety of ways (ACSSU032) ● A push or a pull affects how an object moves or changes shape (ACSSU033)

• Participate in guided investigations to explore and answer questions (ACSIS038) • Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS039) • Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
Year 3
• Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) • Earth's rotation on its axis causes regular changes, including night and day (ACSSU048) • Science involves making predictions and describing patterns and relationships (ACSHE050) • With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACSIS054) • Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS060) • Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) • Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)