KRONOSAURUS KORNER
RICHMOND OUTBACK QUEENSLAND

Year 1 Teacher's Notes

Rationale:
Students will learn how the ancient animals from the Cretaceous of Australia shared common features, such as heads, bodies and limbs. Through studying fossils, they will understand how these animals used different body parts to perform specific functions. They will identify that ancient animals lived in places that were impacted by habitat change. Students will process and communicate information by drawing ancient creatures. With the teacher's guidance, students will classify and match objects based on observable characteristics. They will also communicate information with the class and discuss their predictions based on observations.
Students will be engaged by activities suited for various learning preferences, with new information processed with the use of visual sources (observing displays at Kronosaurus Korner) and kinaesthetic-based investigations (touching the body parts of a *Kronosaurus* model). Students will also enjoy drawing ancient animals and describing how they used their bodies.

Learning Outcomes:
Cognitive:
Students will:-
1. Learn that the ancient animals shared common features, such as heads, mouths, bodies and limbs.
2. Understand that the body parts of ancient animals were used for particular purposes, such as seeing, feeding and moving.
3. Realise that different ancient animals lived in different places (e.g. marine reptiles lived in the Eromanga Sea, etc.).
4. Learn what happened when ancient habitats changed and the needs of animals were no longer met.

Affective:
Students will:-
5. Enjoy comparing themselves to ancient animals.
6. Appreciate communicating with the teacher and other students.
7. Be excited to be on an excursion outside of the classroom.
8. Enjoy drawing different ancient animals.

Procedural/Skill:
Students will:-
9. Improve their observational skills through studying fossils and displays.
10. Refine their communication skills through sharing with the teacher and fellow students.
11. Advance their drawing skills through drawing ancient animals.

Resources:
Activity Sheets 1 and 2.

Notes:
The name *Kunbarrasaurus* is used for the dinosaur previously known as *Minmi sp.*

This lesson is intended to follow a guided tour of Kronosaurus Korner. Tours should highlight themes relating to the learning outcomes. Teachers wanting to run this lesson without a visit to Kronosaurus Korner can find information on creatures from the Eromanga Sea from:

www.kronosauruskorner.com
Clode, D. (2009). Prehistoric Life of Australia's Inland Sea. Melbourne: Museum Victoria Publishing.

For related teachers' notes and activity sheets, please go to www.kronosauruskorner.com.

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Procedure:

Engagement:

Following a tour of Kronosaurus Korner, the class will gather around the *Kronosaurus* model outside the museum. The teacher will ask several students to touch a feature on the *Kronosaurus* that they share (e.g. teeth within their mouth). The students will be asked to list the different purposes of these features (e.g. teeth were used for biting prey or fighting with rivals). The teacher will then ask the students to compare their limbs with those of the *Kronosaurus* model and consider how they differ (answer: *Kronosaurus* has flippers for swimming). They will also be asked where *Kronosaurus* lived when it was alive (answer: it lived in Australia's ancient Eromanga Sea). Students will be asked to look around Richmond and consider what happened to *Kronosaurus* once the sea disappeared (answer: it could no longer survive once the water disappeared).

Lesson steps:

1. After walking back into the museum, the students will gather around the ichthyosaur models in Gallery 1. The teacher will state that different animals that live on land and in the sea share some features. The students will be asked to complete Task 1 on Activity Sheet 1 by listing three different features shared between an ichthyosaur and a dog (these animals are depicted on their sheets).

2. The students will move into the Rob Ievers Gallery and gather around the plesiosaur model. The teacher will ask which shared features are used by different marine reptiles for swimming (answer: flippers and tails). The students will then complete Task 1 by listing three different features shared between a plesiosaur and an ichthyosaur.

3. While in the Rob Ievers Gallery, the students will start Task 2 and draw the *Kunbarrasaurus* model. They will described what body parts *Kunbarrasaurus* would use to see, eat, move and for protection.

4. The teacher will state that they have just studied ancient animals that lived in different places. Following the directions for Task 3 on Activity Sheet 2, students will draw different animals that lived in the Eromanga Sea and on the surrounding land. The students can complete this task by observing fossils within Gallery 1 or 2.

5. The teacher will state that the Eromanga Sea no longer covers Australia. The students will be asked to predict what happened to the animals from the Eromanga Sea when the sea disappeared (answer: they could't survive without water or food). Following the directions for Task 4 on Activity Sheet 2, the students will draw the fossils of an animal that lived in the Eromanga Sea.

   Conclusion:

6. The students will be asked to hand in their work if they're finished. They will be asked to name features shared between an ichthyosaur and a dog, and the functions of those features. The teacher will recap the major points from today's lesson, including key messages regarding shared features, the purposes of these features, different places where anicent animals lived and what happens to animals when habitats change.

Homework:

Students who haven't completed Activity Sheets 1 and 2 can finish any remaining tasks for homework based on information at www.kronosauruskorner.com.

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Year 1 Activity Sheet 1

Name: _____

Task 1. Although some animals look different, they have common shared features. Write three shared features each between:

The ichthyosaur and the dog

A. _____

B. _____

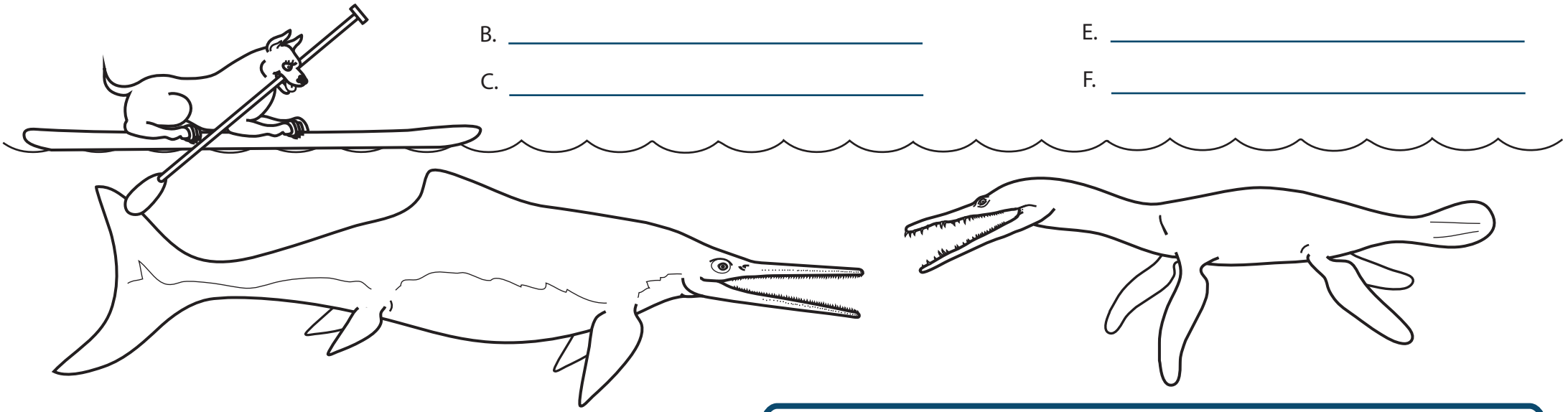
C. _____

The ichthyosaur and the plesiosaur

D. _____

E. _____

F. _____



Task 2. Draw a picture of *Kunbarrasaurus* in the box. Describe what body parts *Kunbarrasaurus* would use for:

Seeing _____

Eating _____

Moving _____

Protection _____

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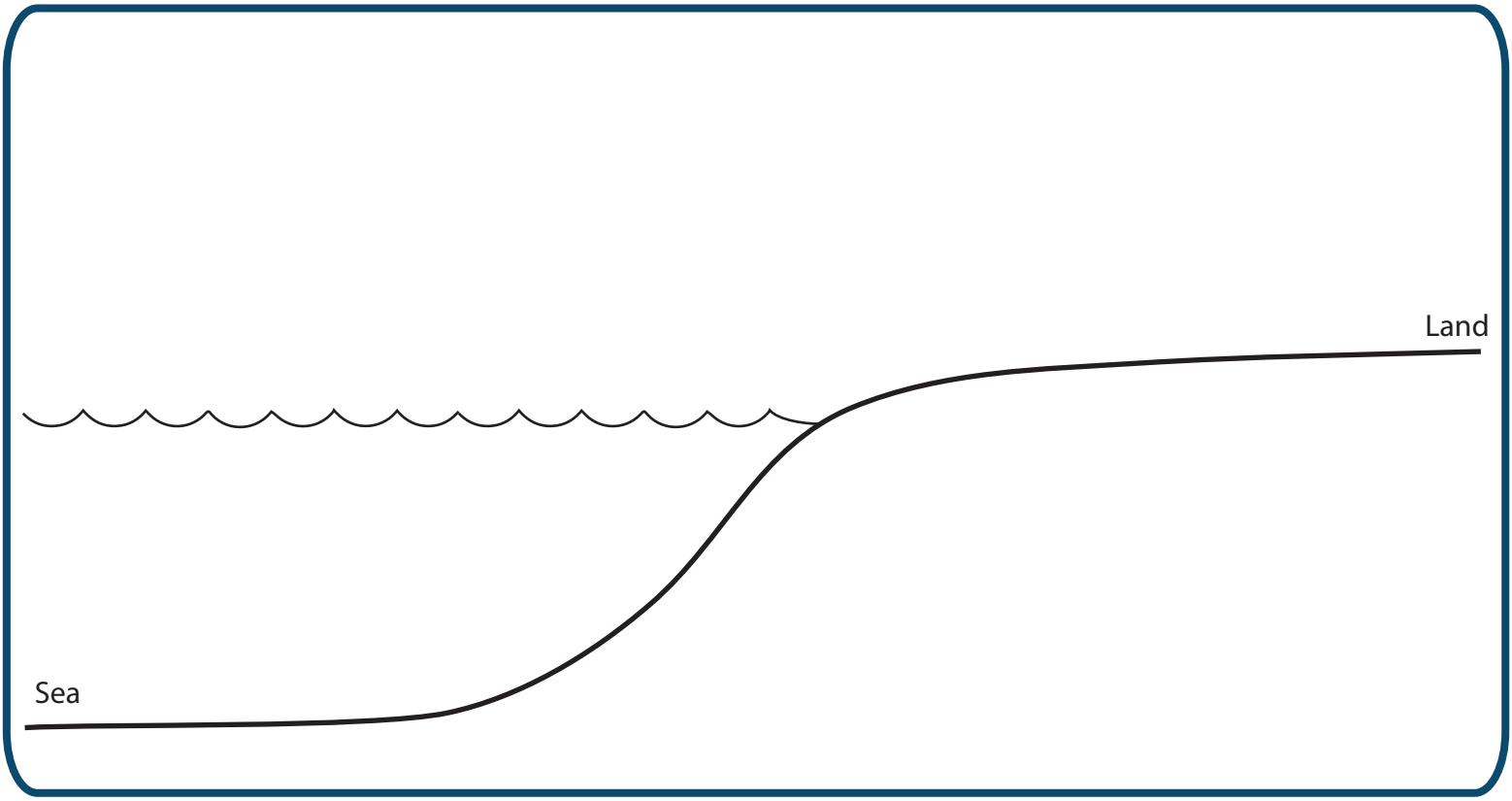
Year 1 Activity Sheet 2

Name: _____

Task 3. Draw the different types of animals that lived in the Eromanga Sea and on the surrounding land.



Task 4. The ancient animals of the Eromanga Sea died millions of years ago. They could not survive as their habitat changed. Draw the fossils of an ancient animal that once lived in the Eromanga Sea.