

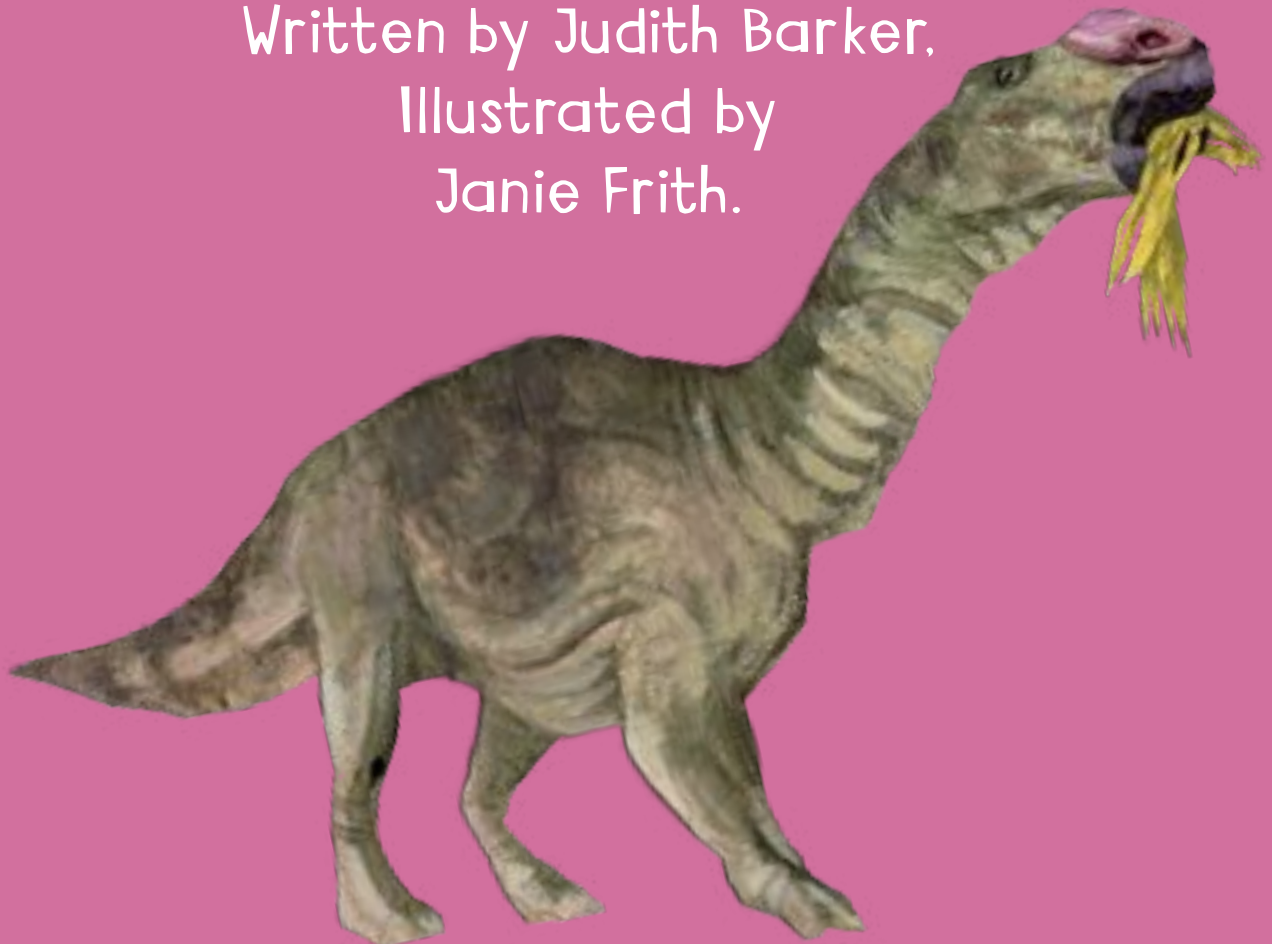


TEACHING NOTES



THE AU IN DINOSAUR

Written by Judith Barker,
Illustrated by
Janie Frith.



ABOUT THE AUTHOR



AWARD-WINNING CHILDREN'S AUTHOR JUDITH

BARKER attributes Dr Seuss' fantastical tales about faraway places to her love of writing children's books. She is a teacher, author, and education consultant. After teaching phonics and phonemic awareness to children in Europe, the Middle East, India and China, Judith saw a growing need to support literacy in schools. Her desire to lend a helping hand to those involved in the art of teaching early reading skills has resulted in this wonderful series of beautifully illustrated, Australian phoneme-themed stories. Apart from developing reading skills, the books foster imagination, language, and sound-spelling recognition.

OUTLINE

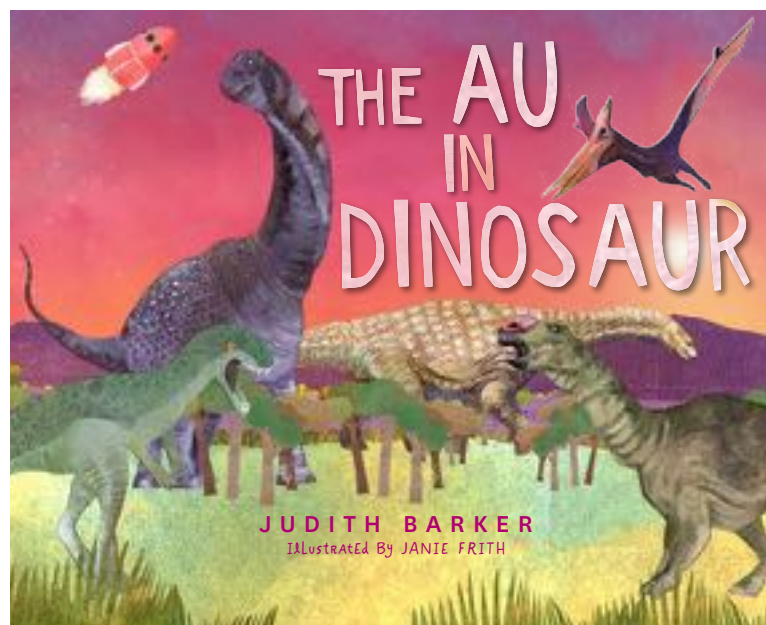
THIS IS THE STORY OF THE AU. On a visit to Rourke's amazing store, children are taken on a time-travel tour back to the age of the Australian dinosaurs. This is a thrilling story that also teaches young readers about the variant vowel AU and where they can find it in different words.



AUSTRALIAN CURRICULUM CONNECTIONS

THE JOY IN THIS UNIT OF WORK IS ITS FOCUS ON THREE MAIN REGIONS WHERE EVIDENCE OF AUSTRALIAN DINOSAURS HAS BEEN FOUND. 1. DINOSAUR TRACKS FROM THE DAMPIER PENINSULA IN WESTERN AUSTRALIA. 2. THE DINOSAUR TRAIL IN WINTON IN OUTBACK QUEENSLAND. 3. KRONASSAURUS CORNER IN RICHMOND AND HUGHENDEN.

It can be taught over a week or four-week period, and supports the teaching and learning in language arts, geography, science and humanities, balanced literacy, phonemic awareness, phonics, and heritage and cultural connections across the primary school curriculum. Topics include Aboriginal Connections to the Land and People; Indigenous Culture and Heritage; UNESCO World Heritage Sites; Places and Connections; Biodiversity; Animals, Birds, Plants and Wildlife; Threats to Nature (logging) and Endangered Species; Rainforest Climates; National Parks, Ecotourism and Responsible Practices in Nature; and Language and Mapping. Creative Arts can be incorporated across the unit.





BACKGROUND INFORMATION

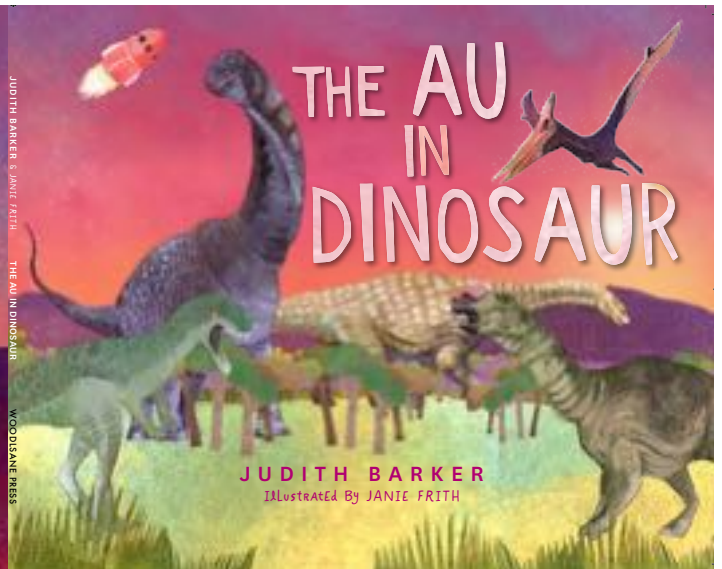
Watch the video Dinosaur Coast <https://www.youtube.com/watch?v=zFbYTRQexa8>

Follow in the footsteps of the prehistoric creatures that once roamed this ancient land. Australia's Dinosaur Trail stretches from Dinosaur Coast on the Dampier Coast in the Kimberley region of Western Australia to outback Queensland, encompassing the towns of Winton, Hughenden, and Richmond. These World Heritage UNESCO sites have their own unique dinosaur stories to tell.

Currently three dinosaurs have been named from the Richmond and Hughenden region:

- **Austrosaurus mckillopi** – the genus name austro from the Latin meaning southern, and saurus from the Greek meaning lizard. The species name mckillopi honours the McKillop family that found the specimen and brought it to the attention of the Queensland Museum.
- **Kunbarrasaurus ieveresi** – the genus name kunbarra from the Mayi word for shield, and saurus from the Greek meaning lizard. The species name ieveresi honours Mr Ian Ievers who discovered the original specimen.
- **Muttaborrasaurus sp** – the genus name muttaburra after the Queensland town where the original specimen was found, and saurus from the Greek meaning lizard. The sp at the end of the name means this is an unnamed species only known from fragmentary remains.





BEFORE READING

- **Watch** the video and listen to the sounds of the didgeridoo along Dinosaur Coast.
- **Ask** students to identify dinosaurs that are familiar to them. What else are they able to hear in the background? How do they feel when they listen to the sounds of the didgeridoo?
- **Learn** about the cultural heritage of the dinosaur tracks and their connection with the people of the Dampier Peninsula and the Great West Kimberleys.
- **Note** the strong link between dinosaur tracks and Aboriginal creation stories. Tracks found along the Dinosaur Coast are between 127 and 140 million years old.
- **Identify** the Yawuru people as the traditional owners of the lands and waters in and around Rubibi (the town of Broome), from Bangarangara to the yalimban (south) to Wirrinmirr (Willie Creek) to the guniyan (north) and banu (east), covering Roebuck Plains and Thangoo pastoral leases in the Kimberley region of northern Western Australia.
- **Watch** a video highlighting over 20 different dinosaur tracks found on Kimberley Coast <https://www.dinosaurcoast.org.au/> Most of Australia's dinosaur fossils are found in the eastern states and are between 90 and 127 million years old. To find a fossilised track (footprint) made by a dinosaur 127 million years ago is a unique experience. Tracks along Dinosaur Coast range in size from 12 cm to more than 1.7 m. Over 20 different types of tracks have been identified and thousands of examples have been recorded.
- **Identify** the tracks (footprints). See <https://www.dinosaurcoast.org.au/discover/broome-dinosaurs/>

BEFORE READING CONTINUED

- **View** the cover and title of the book, identifying the title, the author and illustrator, the publisher, the blurb, the variant vowel sound au, and the different spelling patterns for that sound: aw, au, al and all.
- **Illustrate** the Dinosaur Trails. See Winton and Richmond on the website <https://www.dinosaurcoast.org.au/discover/tracks-and-sites/>
- **Explore** the dinosaur museum in Richmond and the story about the largest Australian inland sea with 100-million-year-old fossils.
- **Discuss** relevant dinosaur topics, including palaeoecology, evolution, extinction, fossilisation, fieldwork, and fossil preparation.
- **Discover** Kronassaurus Korner, Australia's largest marine-fossil museum; the Continental Drift; marine dinosaurs; and the flora and fauna that surrounds the Eromanga Sea. See the ABC's Age of Reptiles: <https://www.abc.net.au/science/ozfossil/ageofreptiles/eromanga/default.ht>
- **Recognise** Australian dinosaurs from the different etymology. See <https://www.australianageofdinosaurs.com/>

Discussion Points

- What do you think the book might be about?
- What do you think the title means?
- What do you know about the variant vowel au from the title? Can you think of other words with spelling patterns or blended sounds that make the same sound as the variant vowel au (aw, au, al, all, wa, or, oor)?
- What do you know about the Dinosaur Tracks that form part of the West Kimberley National Heritage Area? Thousands of dinosaur tracks occur along beaches from Roebuck Bay near Broome and north to Minarrinay (Coulomb Point). The tracks are preserved in Broome sandstone.
- What do you know about Kronassaurus Korner? This palaeontology collection stores and displays fossils from the local area. This is to safeguard the unique geological heritage of the area in addition to educating the public about all matters palaeontological. Due to the collection's size, only approximately 20% of its specimens are on display in the galleries. The specimens that are on display often represent the best examples of their species in Australia. See <https://www.kronosauruskorner.com.au/>
- What animals, plants, birds, and wildlife might be found here?
- Did you know that the word dinosaur comes from the Greek word meaning terrible lizard?





DURING READING

General Comprehension

- **Pre-teach** any difficult vocabulary: extraordinary, awe, whisked, soar, realm, predators, prey, porthole, rumble, trackways, watercourses, stomp, armoured, devours, foraging, sleek, forge.
- **Challenge** students to create a glossary.
- **Go through** each page and highlight some of the specific words and sounds used in the text.
- **Make** word-search and syntax games in groups using key vocabulary.
- **Create and play** word games with Kahoot online: <https://kahoot.it/>

- **Classify** words into a timeline of the dinosaur etymology and groups from the Australian ancient dinosaurs.
- **Prepare a timeline** that represents Dinosaur Coast and the Dinosaur Trails and depicts the habitats of dinosaurs and native animals from the story.

Visual Literacy

- **Draw attention** to the illustrations and ask students why the illustrator may have chosen particular images or colours to tell the story, and what feelings this evokes in them.

AFTER READING

Language & Creative Arts

- **Construct** 3D dioramas displaying different dinosaurs from Gondwanaland, eg the Diprotodon (giant wombat) and Australovenator, Muttaborrasaurus, Austroraptor Cabazai. See <https://www.youtube.com/watch?v=XiQI9qtIFMI> for how to build a diorama.
- **Create** collages of some of the dinosaurs, birds, and wildlife from the book.
- **Construct** papier-mache models of Australian dinosaur marine fossils.
- **Design** pop-up cards of the dinosaurs, birdlife, flora, and fauna around the Eromanga Sea.
- **Demonstrate** how the tracks are integral to a song cycle that extends along the coast from Bunginygun (Swan Point, Cape Leveque) to Wabana (Cape Bossut, near La Grange), then inland to the south-east, over a total distance of approximately 450 km.
- **Follow** the Dinosaur Trail: <https://newywithkids.com.au/explore-australian-dinosaur-trail/>

Cultural Connections

- **Research** Jirandali (also known as Yirandali, Warungu, Yirandhali), an Australian Aboriginal language of North-West Queensland, particularly the Hughenden area.

- **Identify** on a large map of Australia, different Aboriginal languages and where they are spoken.
- **Explore** Dreamtime stories and highlight Indigenous art and language in the form of posters, videos, murals, and poems.
- **Write and illustrate** Dreamtime stories about the Dinosaur Tracks or the Dinosaur Trail and what it was like there millions of years ago.





ACTIVITIES

The Australian Age of Dinosaurs Museum

The Australian Age of Dinosaurs Museum is located in outback Queensland just outside the tiny town of Winton. This virtual excursion is held in the most productive fossil preparation laboratory in the southern hemisphere and includes real dinosaur fossils. The presenters are experienced tour guides, amateur palaeontologists/ geologists, and natural history enthusiasts, so feel free to encourage your students to ask as many questions as possible.

In this session your students will gain insight into Australian dinosaurs, the age they lived in, and the causes surrounding their global extinction over

65 million years ago. Try to become familiar with the discussed Australian dinosaurs before the workshop as this will make facilitation much easier.

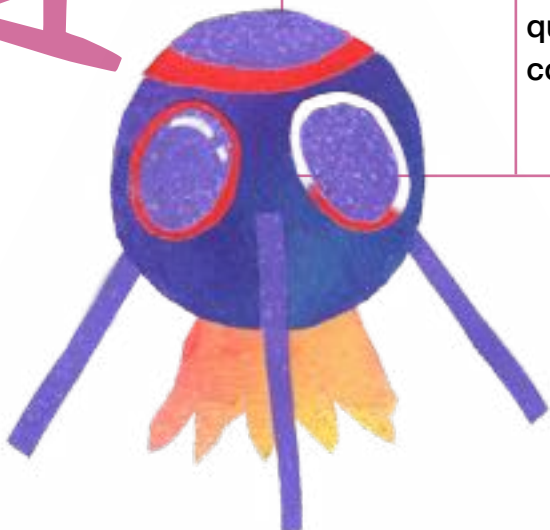
The tour introduces students to the science of palaeontology and to different dinosaurs that lived in ancient Australia. The lesson takes them to three main dinosaur regions in Australia: The Dinosaur Coast, Winton, and Richmond, and it explores different curriculum concepts, such as carnivores and herbivores, predators and prey, plants, and the ancient environment. After reading the story there will be lots of time for questions with dinosaur experts!

Runtime is 60 minutes.

ACTIVITIES CONTINUED



TIME	DESCRIPTION	TEACHER NOTES
Before session, 5-10 minutes	Watch videos	Teacher to adjust video conferencing camera and microphone to ensure the whole class is visible and audible. We will be asking questions through the session
0-5 minutes	Introduction	Ask students to name Australian dinosaurs and if they can identify any tracks (footprints) from the website. We will also define some terms.
5-20 minutes	Enter the Mesozoic Era. Activity: Take a walk through time (10 minutes)	After discussing the age that dinosaurs lived, students will be asked to walk back through time. Link the Dinosaur Coast to Aboriginal creation stories.
20-40 minutes	Dinosaur characteristics. Activity: Show me the dinosaur!	Using real dinosaur fossils to explain the unique features of dinosaurs (including the holotype fossils of Diamantinsaurus, Australovenator and Savannasaurus) students will participate in a quiz show called: 'Show me the dinosaur! Teachers to facilitate game show.
40-60 minutes	Discussion, brainstorming, questions, and conclusion	Sum up the learning outcomes and commence a critical discussion on extinction and its causes. Teacher to facilitate discussion and brainstorming the possible reasons for extinction.



ACTIVITIES

CONTINUED



Learning Outcomes

Students will:

- **Recognise** a variety of dinosaurs and learn about the characteristics that make them unique.
- **Learn** about the age of Earth, the Mesozoic Era, and humans.
- **Explore** the different concepts related to dinosaurs, such as carnivores and herbivores; predators and prey; attack and defence; eggs, babies, and parental care; herds and packs; ancient environments.
- **Consider** the causes of the extinction event that wiped out dinosaurs and have students come to their own conclusions based on the evidence.
- **Understand** what group of animals dinosaurs belong to.
- **Discuss** whether dinosaurs are still living today and if not, how long ago they did live.

Teacher Resources

Introduction to Aussie Dinosaurs (PDF) see website: <https://www.ageofdinosaurs.com.au/page/77/australian-age-of-dinosaurs-introduction-to-aussie->

Free Fun Activities to Download

<https://www.dinosaurcoast.org.au/learn/fun-activities/>

<https://www.dinosaurcoast.org.au/discover/>

<https://www.outbackqueensland.com.au/drive/australian-dinosaur-trail/>

<https://www.dinosaurcoast.org.au/>

AUSTRALIAN NATIONAL CURRICULUM LINKS

STRAND: SCIENCE UNDERSTANDING

YEAR	BIOLOGICAL SCIENCES
Year 1	<ul style="list-style-type: none">Living things have a variety of external features (ACSSU017)Living things live in different places where their needs are met (ACSSU211)
Year 2	<ul style="list-style-type: none">Living things grow, change, and have offspring similar to themselves (ACSSU030)
Year 3	<ul style="list-style-type: none">Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

STRAND: SCIENCE INQUIRY SKILLS

YEAR	PLANNING AND CONDUCTING
Year 1	<ul style="list-style-type: none">Participate in guided investigations to explore and answer questions (AC SIS025)
Year 2	<ul style="list-style-type: none">Participate in guided investigations to explore and answer questions (AC SIS038)
Year 3	<ul style="list-style-type: none">With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054)

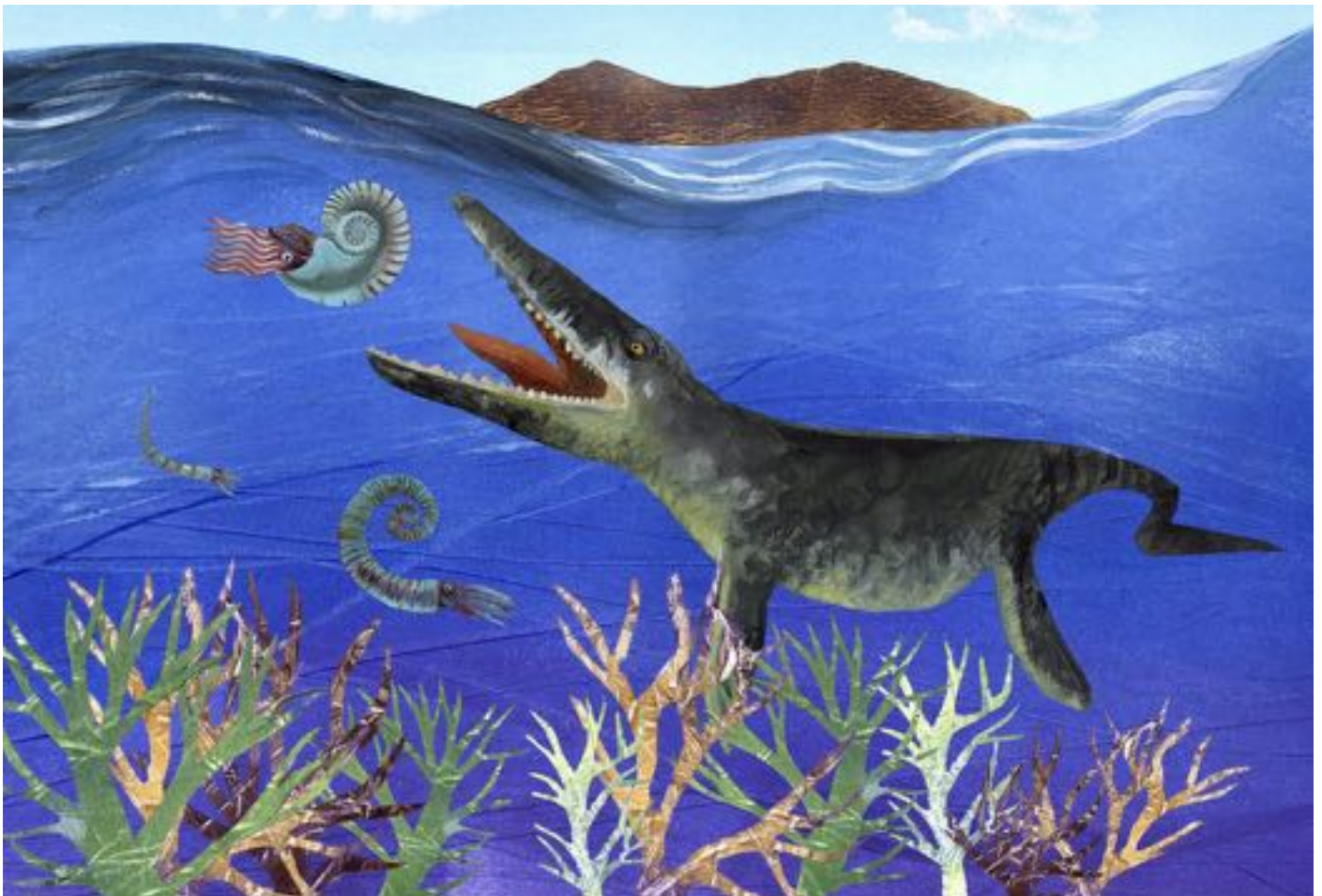
SCIENCE OUTCOMES

YEAR	OUTCOMES, A STUDENT...
Year K	<ul style="list-style-type: none">identifies the basic needs of living things (STe-8NE)
Year 1	<ul style="list-style-type: none">describes external features, changes in and growth of living things (ST1-10LW)
Year 2	<ul style="list-style-type: none">describes external features, changes in and growth of living things (ST1-10LW)
Year 3	<ul style="list-style-type: none">describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features (ST2-10LW)investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken (ST2-4WS)

SUPPORTING READERS WITH PHONEMIC AWARENESS

Have students:

- **Make** sentences with the different spelling patterns.
- **Distinguish** between the variant au sounds.
- **Practise** the pronunciation of the variant au sounds.
- **Create** board and card games with the variant au spelling patterns.
- **Use** dictation to reinforce the learning of the correct spelling patterns.





PHONICS SCOPE

(VICTORIAN EDUCATION DEPARTMENT)

LEARNERS IN GRADES 1 TO 3 read texts that contain varied sentence structures, some unfamiliar vocabulary, and a significant number of high-frequency sight words. They recognise a wide variety of letter– sound relationships, and self-correct using knowledge of phonics, syntax, punctuation, semantics, and context. They listen for particular purposes and manipulate sound combinations and rhythmic sound patterns.

Grade 1 Language

- Use short vowels, common long vowels, consonant digraphs, and consonant blends when writing, and blend these to read single syllable words (ACELA1458).
- Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459).
- Understand how to spell one- and two-syllable words with common letter patterns.
- Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822).

Grade 2 Language

- Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464).
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470).
- Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474).
- Understand how to use knowledge of digraphs, long vowels, blends, and silent letters to spell one and two syllable words including some compound words (ACELA1471).
- Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824).
- Understand that a sound can be represented by various letter combinations (ACELA1825).
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670).

Grade 3 Language

- Understand that languages have different written and visual communication systems, different oral traditions, and different ways of constructing meaning (ACELA1475).
- Understand how to use letter–sound relationships and less common PHONICS SCOPE letter patterns to spell words (ACELA1485).

DECODING AS A PATHWAY



IN ORDER TO BECOME

READERS, children learn the systematic relationship between code (letters) and sounds, including knowledge of letter and spelling patterns to correctly pronounce written words. In coming to understand these relationships, children are given the ability to recognise familiar words quickly and to figure out words they haven't seen before. With 44 sounds in the English language and hundreds of ways to spell them, the mind boggles! This series of phoneme-themed stories will help to reinforce the teaching and learning of phonemic awareness with the different and various spelling patterns of the long vowels (digraphs) in a fun and meaningful way.

TEN TIPS FOR READING SUCCESS

Some strategies for supporting beginning readers are:

- 1** Use context and pictures to monitor sound, letter, and word recognition.
- 2** Sound out letters, identify high-frequency words (common, or sight words) in stories.
- 3** Use repetition often to consolidate the teaching and learning of sounds and letters.
- 4** Support the teaching of spelling by helping children to understand that sounds create different letter combinations.
- 5** Help children to sound out unfamiliar words and encourage self-correction.
- 6** Support children to make predictions, to identify the main idea in paragraphs, and to practise summarising.
- 7** Teach children the separate sounds in a name, eg Sam has three sounds S-a-m.
- 8** Ask your child to clap with you as you sound out the syllables in words, eg wonderful has three syllables won-der-ful.
- 9** Take turns to come up with words that rhyme or sound the same. Play sound and word games, such as I Spy with sounds and letters.
- 10** Provide opportunities for reading a variety of texts, to obtain meaning from sounds, letters, and words.

BOOKS IN THIS SERIES



The OO in Uluru



The A in the Rainforest



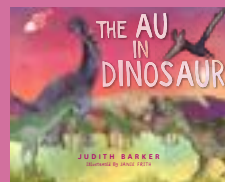
The EE in the Deep Blue Sea



The I in the Island



The O in the Snow



The AU in Dinosaur



Woodslane Press
Sydney, Australia

www.woodslanepress.com.au/collections/author-judith-barker

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