



# Home Schooling Dinosaur Track Activities

## Middle Primary (Years 3 to 5)

Home schooling activities to use along with the "What to look for" publication:

<https://www.dinosaurcoast.org.au/wp-content/uploads/2017/06/What-to-look-for.pdf>

For further information visit: <https://www.dinosaurcoast.org.au/>

Select and adapt activities to suit your child's needs. These activities support the Science curriculum, particularly biological and earth sciences, and have relevance to Maths, English, and Humanities and Social Science curriculum.

*We recommend you visit tracks when tides are 3.5 metres or lower and keep an eye on the incoming tide.*

### Activities

- Draw maps of walking routes you have recently taken during beach excursions, highlighting the dinosaur track sites you have explored.
- Display diagrams<sup>1</sup> of the different types of tracks found around Broome. Create actual size or scaled down replica tracks, either on paper or playdough.
- Reinforce and extend learning from any recent dinosaur tracking excursion by watching the 3-minute video on ABC education<sup>2</sup> which explores fossils and how they are formed.
- Write definitions for 'fossil' and 'trace fossil'. Brainstorm the different types of things that can be learnt from each.
- Research a dinosaur found in the Broome area and present findings.
- Develop a graph, to compare dinosaur heights, types, or features.
- Discuss the significance of the track sites on the Dampier Peninsular Dinosaur Coast and brainstorm possible threats (e.g. cars, development, vandalism, standing on



<sup>1</sup> <https://www.dinosaurcoast.org.au/track-types/>

<sup>2</sup> <https://education.abc.net.au/home#!/media/1182920/fossils-stories-in-the-rock>



edges, erosion). Make a pamphlet to inform visitors about why and how the tracks need protecting. For guidance refer here<sup>3</sup>:

- Plan and create a digital document to inform others about the significance and wonder of Broome's track sites. To stimulate the creative process, watch the Dinosaur Coast Management Group's promotional video<sup>4</sup>. This could be shared on social media if parents or guardians agree.
- Familiarise children with local tide charts and challenge them to identify suitable dates and times to go in search of tracks. As a rule, tides need to be 2.5 metres or lower.
- Use the Question Starts<sup>5</sup> activity to encourage creative thinking about dinosaurs.
- Create dinosaur themed poems, for example, acrostic or shape poems.
- Many animals leave tracks on Broome's beaches (e.g. hermit crabs, lizards, birds, dogs). Have a look at these when next walking on the beach; or gather images and ask children to identify each track.

### Resources needed

- A3 paper
- Butchers paper
- Art supplies
- Plasticine/playdough
- Screen and internet connection



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<sup>3</sup> <https://www.dinosaurcoast.org.au/help-protect-the-tracksites/>

<sup>4</sup> <https://www.youtube.com/watch?v=w38St-PQKI4&t=17s>

<sup>5</sup> [https://pz.harvard.edu/sites/default/files/Question%20Starts\\_0.pdf](https://pz.harvard.edu/sites/default/files/Question%20Starts_0.pdf)



# Extra Stuff for Really Keen Trackers

*Remember, time your beach excursion to when tides are 3.5 metres or lower and don't forget to keep an eye on the incoming tide.*

## On the beach

- **Spot tracks** – When you start looking there are quite a few tracks to be found – especially the large rounded sauropod tracks. Become a palaeontologist (fossil scientist) and decide if you are looking at a rock pool or a dinosaur track!
- **Get measuring** – Measure the length of any print then multiply it\*. This will give you a rough idea of the height of that dinosaur to the top of its hip!

*How much taller than you was this dinosaur? (You can measure using your hand, stick, string or anything)*

\*For Sauropods (back foot) multiply by 3.1

\*For Theropods multiply by 4

- **Measure time** – Find a striated rock wall at the back of the beach. Can you see the thousands of layers that have formed it? Each layer was created millions of years ago by the sediment deposited each day, by rivers and tides. Only recently have the ancient rock layers been eroded, revealing their secret dinosaur tracks.
- **What causes erosion** – *What else could be found as the layers erode?*
- **Travel through time** – You can't travel back 130 million years, but you can imagine what it was like:

Look inland and imagine distant mountains covered in thick pine-like trees and ferns. Look to the sea – it was 5-10 kilometres further away. Where you're standing was a wide, flat, sandy plain with temporary streams that flowed from the mountains to the sea. And... there were herds of dinosaurs.

- **Make tracks** – Don't leave the dinosaurs to have all the fun – make some tracks for yourself. Use the sand as a canvas and create some interesting dinosaur tracks for somebody else to find, or simply draw a dinosaur. *Can you do it to scale?*





## On the beach or back at home

- *Get funny*

Q: What do you call a dinosaur with bad eyesight?

A: Do-you-think-he-saurus

*Create, look up and share your own dinosaur jokes...*

- *Name tracks* – Just to confuse things, the identifying names of dinosaur tracks are different to the name of the dinosaur that made them.

Have you found a *Megalosauropus broomensis* track? (These are three-toed theropod prints and the name translates to 'Big lizard-foot of Broome').

*What will you call the tracks you find?*

- *Know your fossils* – Fossils are the preserved remains of a living thing from the past, such as bones or shells, usually found in rocks.

Trace fossils are details left and preserved in rocks that provide evidence about living things in the past, for example tracks or burrows.

*What different types of information about dinosaurs can we learn from trace fossils as opposed to fossils?*

