

# Home of Dinosaurs

at Melbourne Museum

Teacher guide

# Home of Dinosaurs

Melbourne Museum is the Home of Dinosaurs! Our dinosaur galleries include:

- *Dinosaur Walk*
- *Triceratops: Fate of the Dinosaurs*
- *Gandel Gondwana Garden*
- *600 million years: Victoria evolves*

As well as being the Home of Dinosaurs, Museums Victoria has an active research team of palaeontologists, who regularly find and name new prehistoric species!

We hope you and your students enjoy using this guide, and we look forward to seeing you at Melbourne Museum.

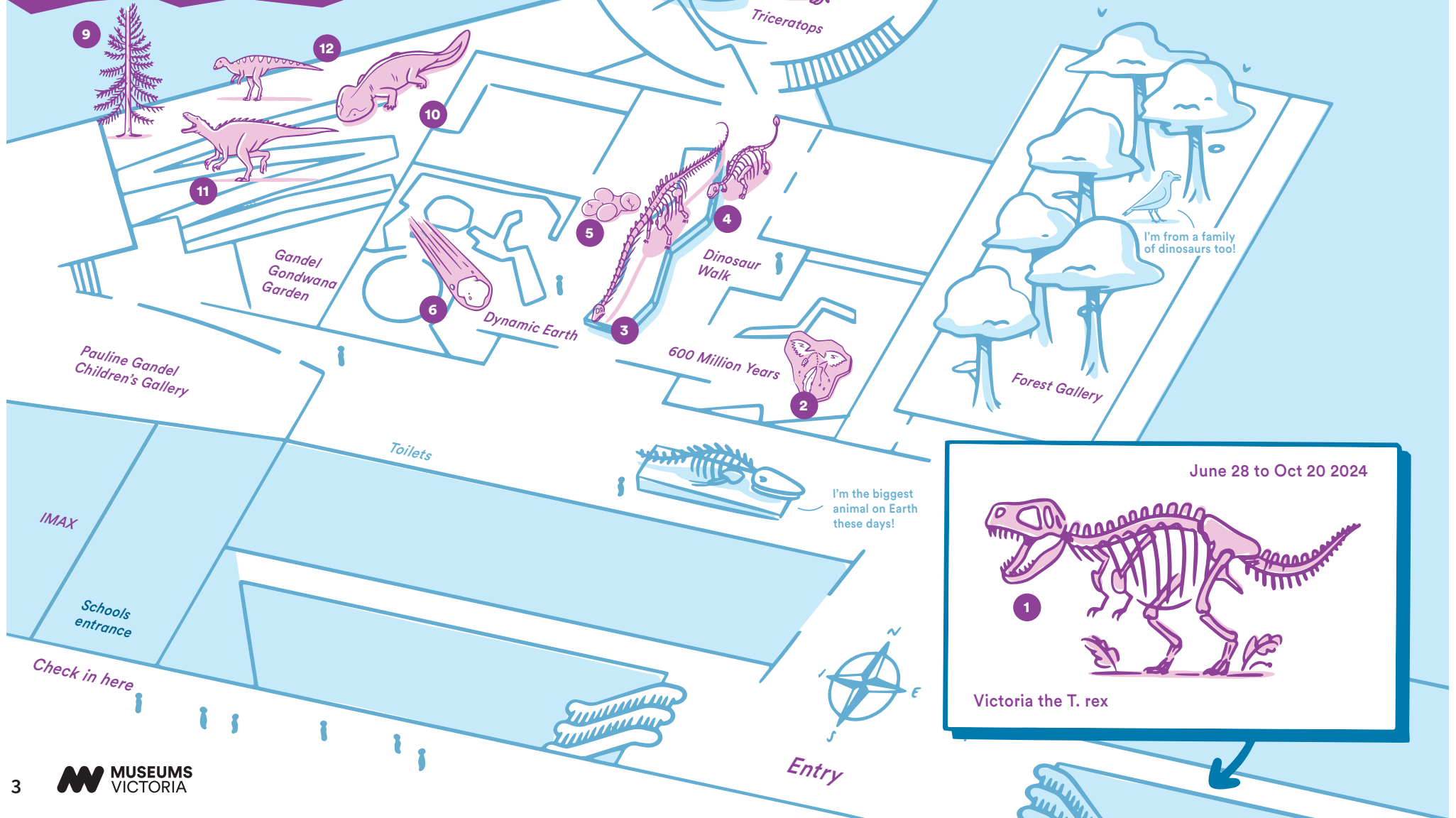
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# Melbourne Museum

What will you see when you come on your excursion?

- |   |                     |    |                 |
|---|---------------------|----|-----------------|
| 1 | Victoria the T. rex | 7  | Triceratops     |
| 2 | Archaeopteryx       | 8  | T. rex tooth    |
| 3 | Mamenchisaurus      | 9  | Wollemi Pine    |
| 4 | Talarurus           | 10 | Koolasuchus     |
| 5 | Dinosaur eggs       | 11 | Australovenator |
| 6 | Meteorites          | 12 | Leaellynasaura  |



June 28 to Oct 20 2024

Victoria the T. rex

# What will I see? Dinosaur Diary

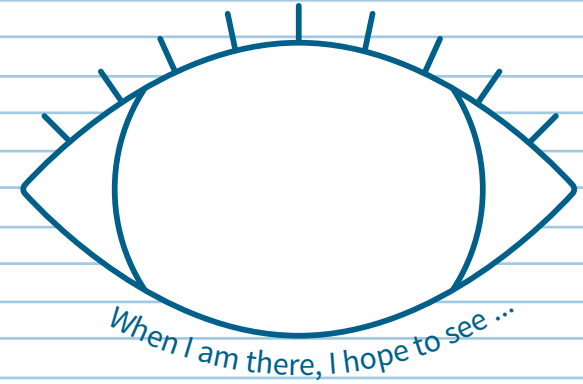
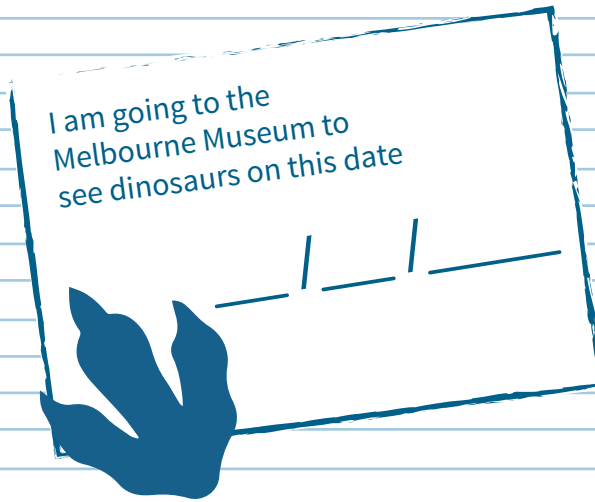
You are going on an excursion  
to Melbourne Museum to see  
some dinosaurs!

Fill in your Dinosaur Diary  
so you are ready to go!


This Dinosaur Diary belongs to:

I am going to the  
Melbourne Museum to  
see dinosaurs on this date

\_\_\_\_ | \_\_\_\_ | \_\_\_\_



One question I have  
about dinosaurs is ...



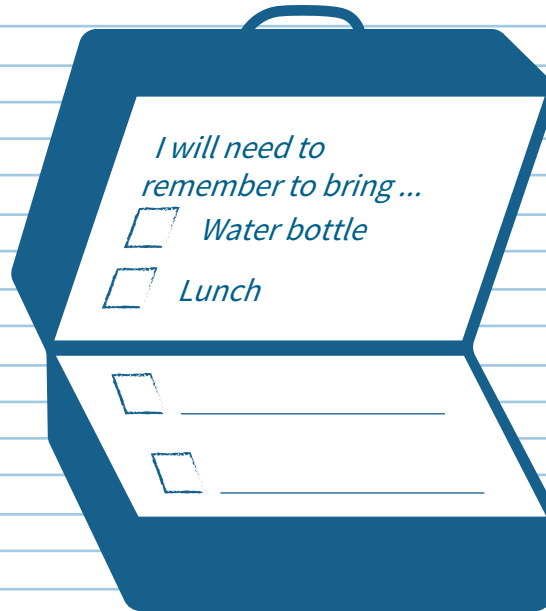
I will need to  
remember to bring ...

Water bottle

Lunch

\_\_\_\_\_

\_\_\_\_\_



We will be traveling to  
Melbourne Museum by ...



Tram



Bus



Train

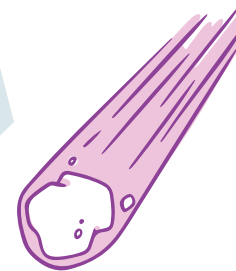


Walking

# Match-a-saurus!

Read out the sentence and match it to the object!  
These are some of the dinosaurs, fossils and living fossils you might see on your excursion.

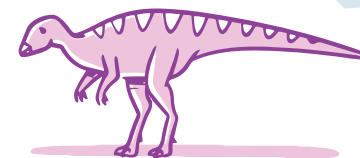
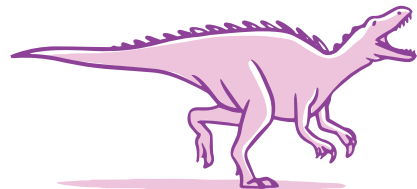
I am from outer space! I flew in through Earth's atmosphere at a great speed.  
When I landed, I made a massive crater. Scientists think that I caused the extinction of dinosaurs!  
I am a meteorite!



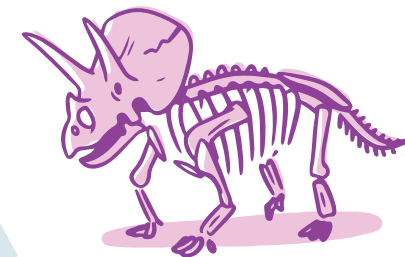
I am round. I am now very hard, but I wasn't when I was first made. I was once fragile, and a baby might have hatched out of me!  
I am a group of dinosaur eggs!

Here is one to get you started!

My fossil claws have been found in Queensland and Victoria. My claws were VERY sharp. I had sharp teeth. I liked to eat other animals!  
I am an *Australovenator*!

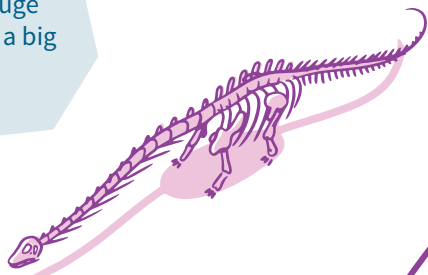


I walked on two legs. I ate plants. My fossils were found in Victoria, Australia. I was named after a girl called Leaellyn.  
I am *Leaellynasaura*!



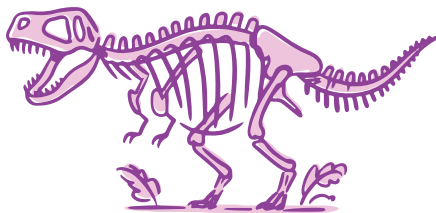
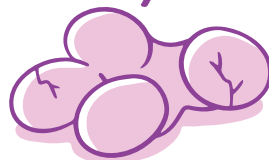
I have a huge head! I have a huge body. I like to eat plants. I have a big frill. I have three horns!  
I am *Triceratops*!

I walk on four legs. I ate plants. I have the longest neck of any dinosaur!  
I am *Mamenchisaurus*!  
You can find me in the *Dinosaur Walk* exhibition.



I have a flat body. I used to live in rivers. My tail looks like a tadpole tail. I have a shovel-like head!  
I am a *Koolasuchus*!

I walk and run on two legs. I have a big head. I have two tiny arms. I only have two claws on each hand. I have VERY sharp teeth!  
I am *T. rex*!



# After the visit. Dinosaur Diary

We went on an excursion  
to Melbourne Museum  
to see dinosaurs.

Write or draw!

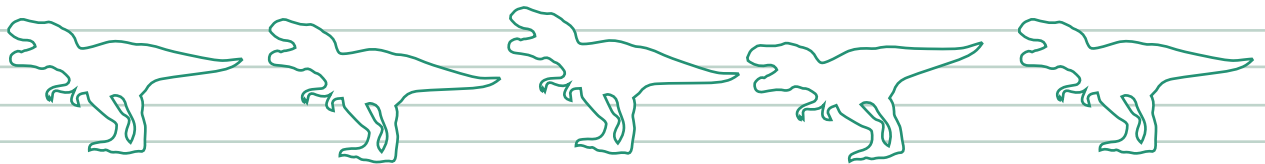
My favourite things to see were ...



On the excursion, I learned that ...



I would rate the excursion ...



# Write-a-saurus!

Create a short imaginative story using your knowledge of dinosaurs.

After your trip to the museum, write a story about your visit. It could be real or imagined.

1. To begin with, read a story to your students, such as:



**Frankie and the Fossil**  
by Jess McGeachin



**If I had a dinosaur**  
by Alex Barrow  
and Gabby Dawney

2. Let the students know they will write a dinosaur story and choose three objects. They can cut them out and place them on their background.
3. Let them choose a background to place your objects in.
4. Let them choose three verbs from the verb list to use.
5. Let them choose three adjectives from the adjectives to use.
6. Have the students work out their beginning, middle and end of their story.
7. Students might like to share their stories.

# Word Choices

Select at least three verbs and three adjectives that you would like to use in your story.

## Noun

A name for a person, animal place or a thing.

## Verb

A word used to describe an action.

## Adjective

A word naming an attribute of a noun.

Objects/Nouns	Verbs	Adjectives
<input type="checkbox"/> <i>Triceratops</i>	<input type="checkbox"/> To squash	<input type="checkbox"/> Ancient
<input type="checkbox"/> Meteorite	<input type="checkbox"/> To stomp	<input type="checkbox"/> Enormous
<input type="checkbox"/> <i>T. rex</i>	<input type="checkbox"/> To roar	<input type="checkbox"/> Terrifying
<input type="checkbox"/> <i>Koolasuchus</i>	<input type="checkbox"/> To squeal	<input type="checkbox"/> Adorable
<input type="checkbox"/> Person	<input type="checkbox"/> To crack	<input type="checkbox"/> Grotesque
<input type="checkbox"/> Another person	<input type="checkbox"/> To hide	<input type="checkbox"/> Miniscule
<input type="checkbox"/> Dinosaur eggs	<input type="checkbox"/> To dig	<input type="checkbox"/> Magnificent
<input type="checkbox"/> <i>Leaellynasaura</i>	<input type="checkbox"/> To excavate	<input type="checkbox"/> Frightened
<input type="checkbox"/> <i>Australovenator</i>	<input type="checkbox"/> To grow	<input type="checkbox"/> Timid
<input type="checkbox"/> Volcano	<input type="checkbox"/> To devour	<input type="checkbox"/> Fabulous



# Plan your story

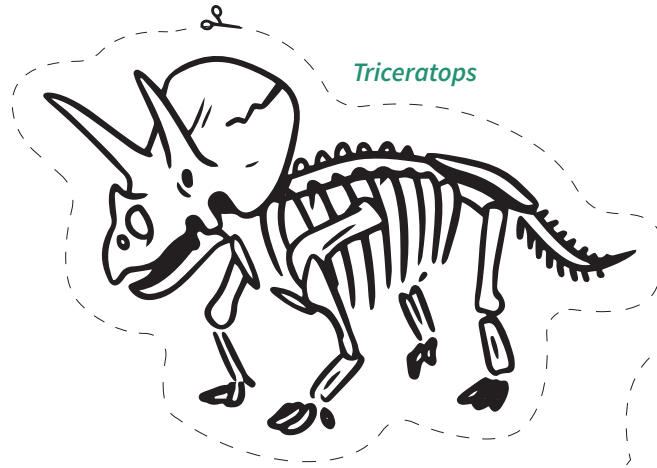
Any good story  
starts with a plan ...

What will happen in the  
**BEGINNING** of your story?

What will happen in the  
**MIDDLE** of your story?

What will happen in the **END** of your story?

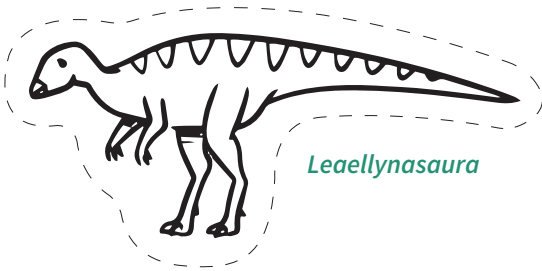
# Cut out the objects to make your story



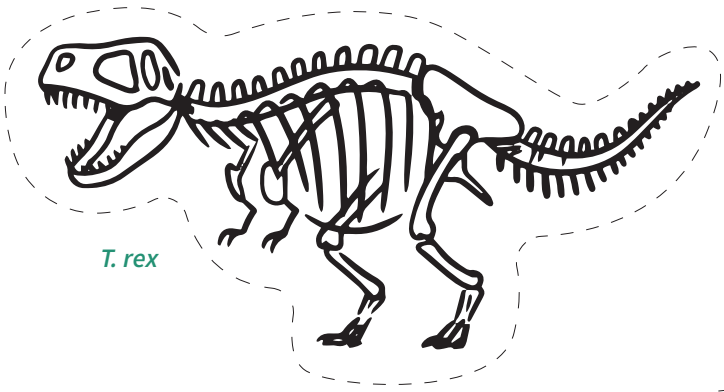
Triceratops



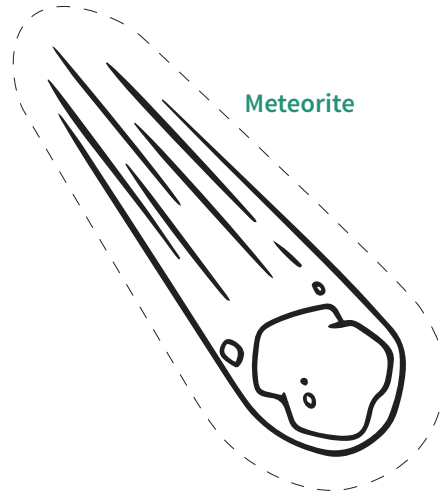
Australovenator



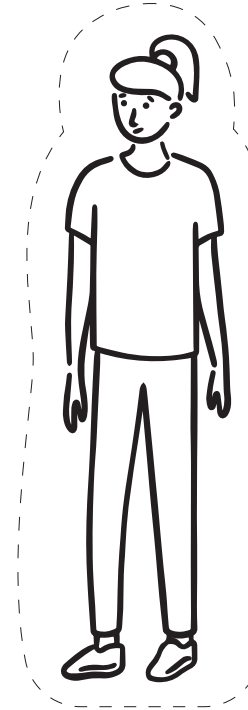
Leaellynasaura



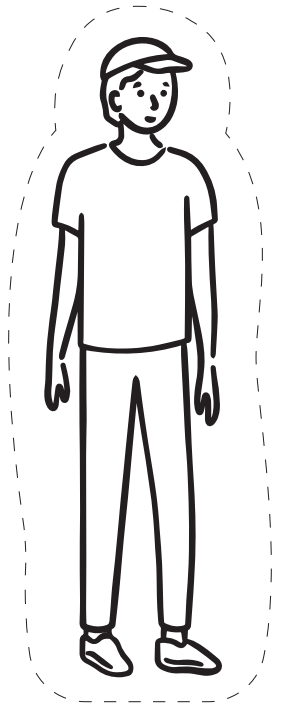
T. rex



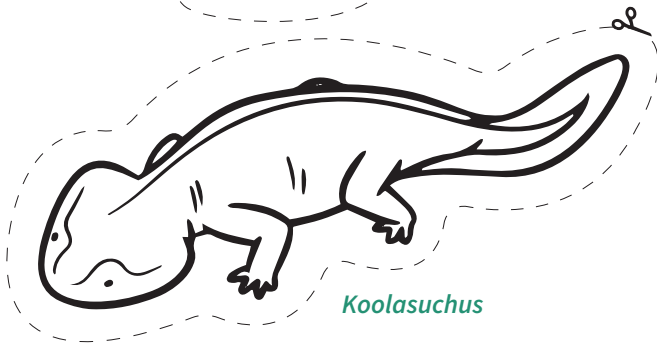
Meteorite



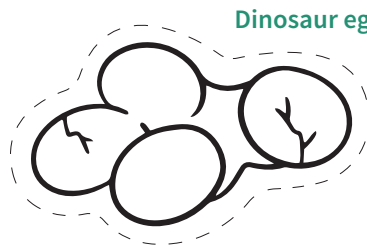
Person



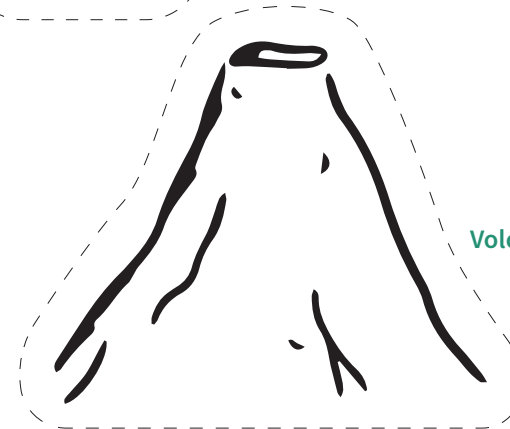
Person



Koolasuchus

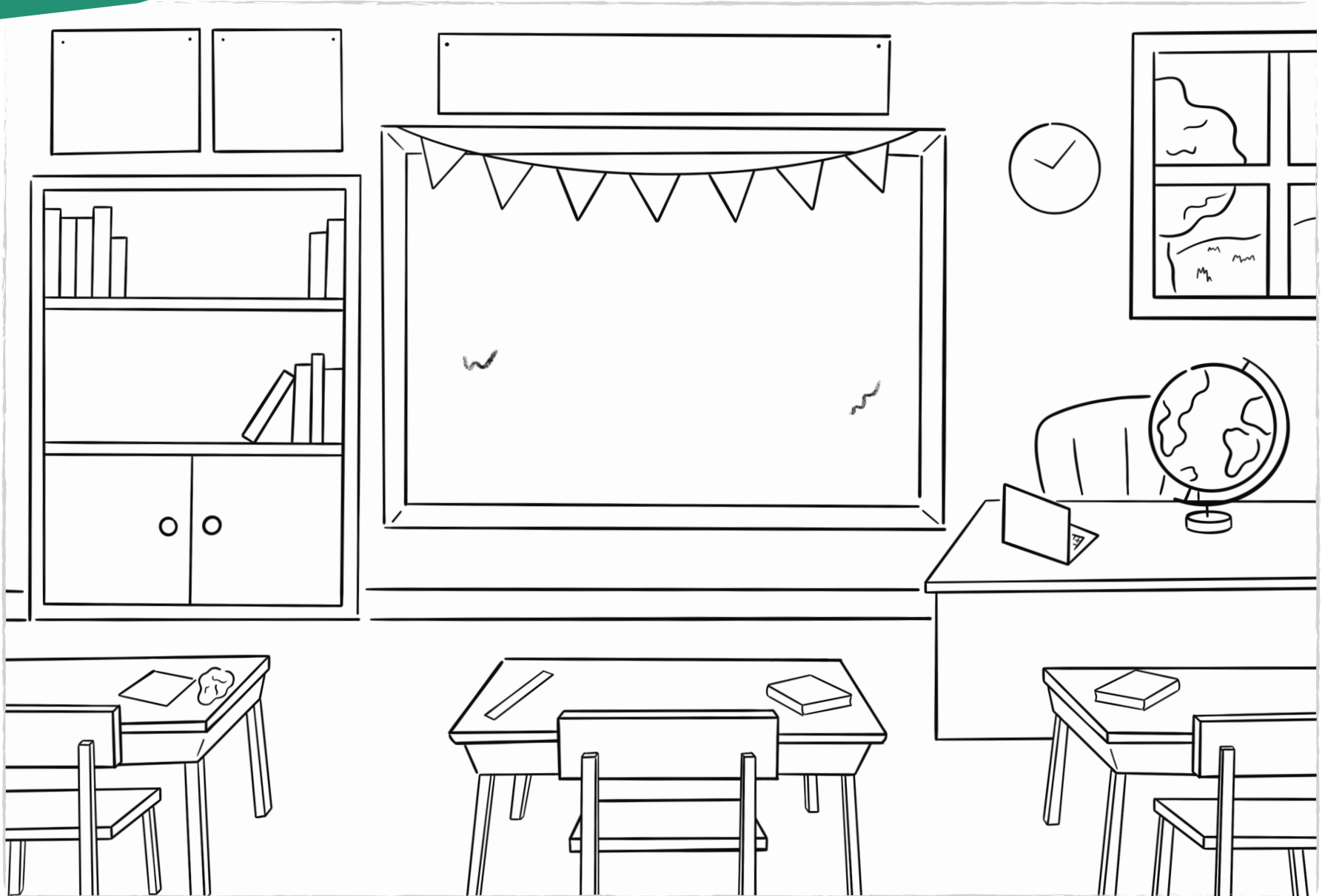


Dinosaur eggs



Volcano

# Write-a-saurus at school

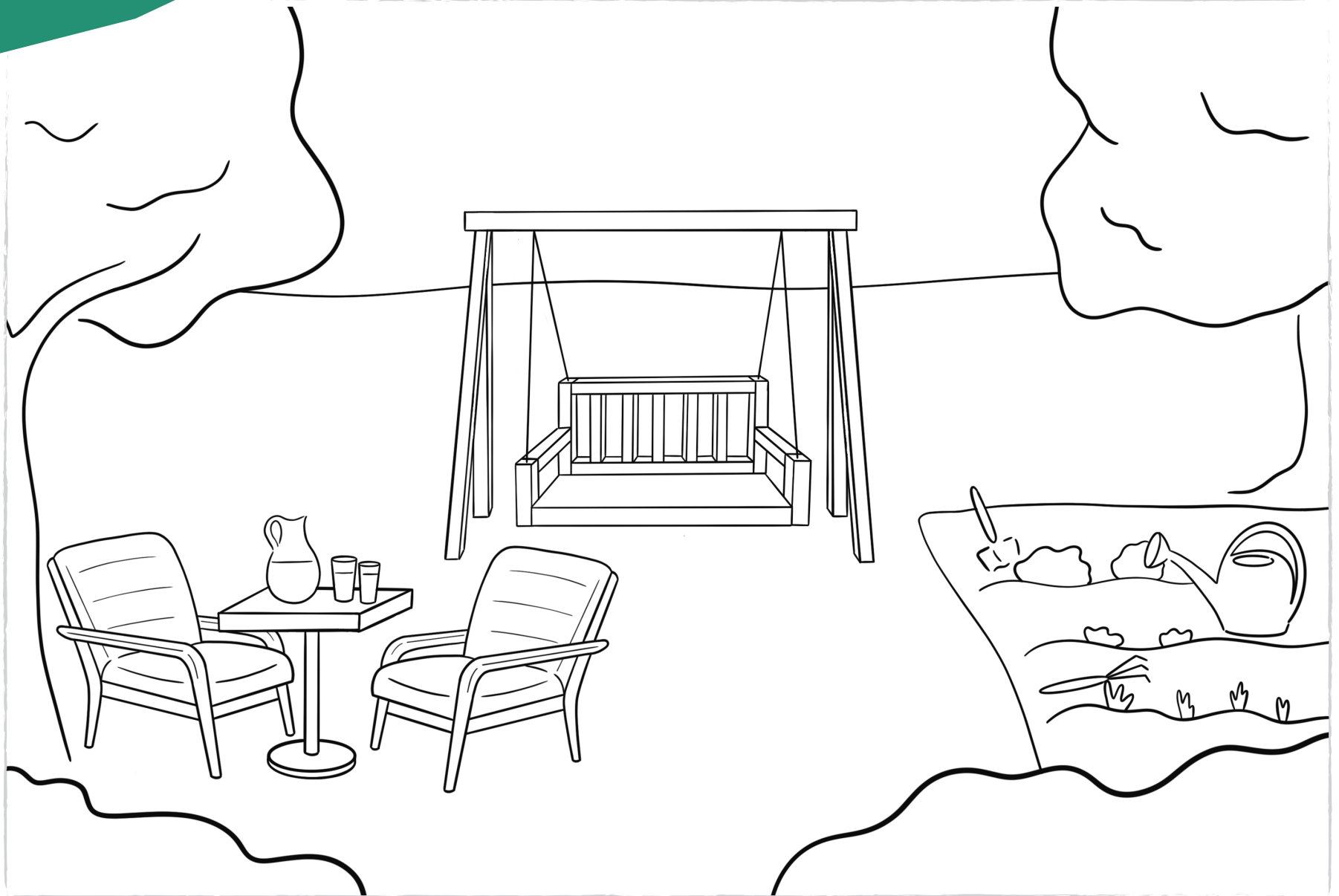


# Write-a-saurus at home



# Write-a-saurus

In the garden



# Spot the Adaptation

All living things have evolved and changed over time to survive in their environment, even us!

An **adaptation** is any trait or feature that helps a living thing to survive and can be passed in to its offspring (otherwise known as babies – if we are talking about animals).

*Triceratops horridus* and *Tyranosaurus rex* both lived at the same time, and in the same place and in the same environment on Earth. AMAZING! They both had **adaptations** which helped them to survive.

Examine *Triceratops* and list all of the adaptations you can find?

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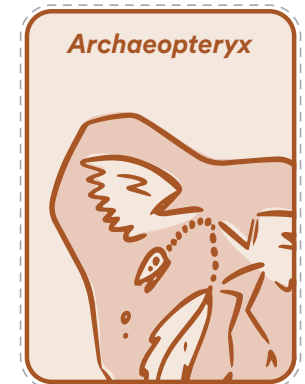
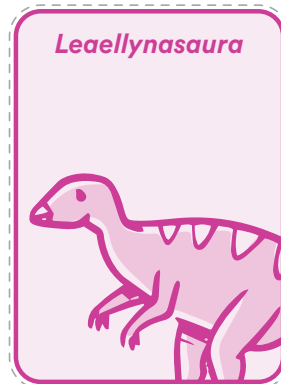
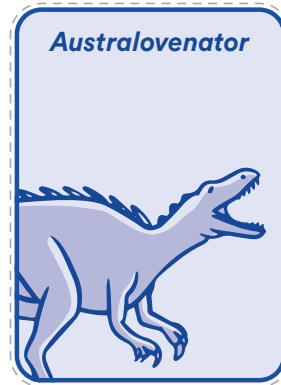
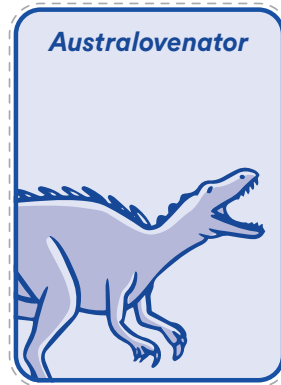
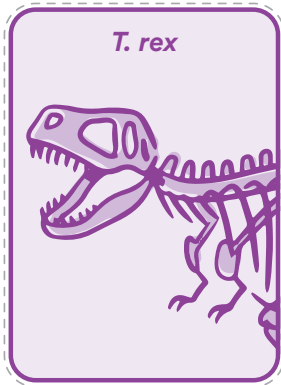
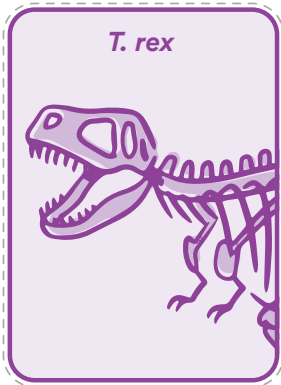
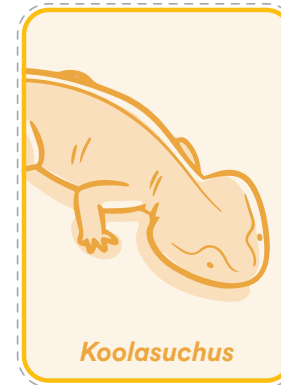
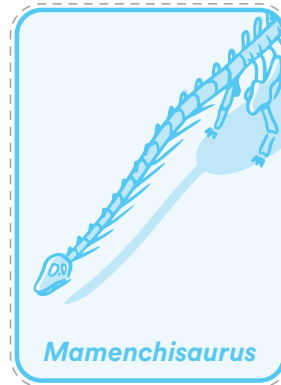
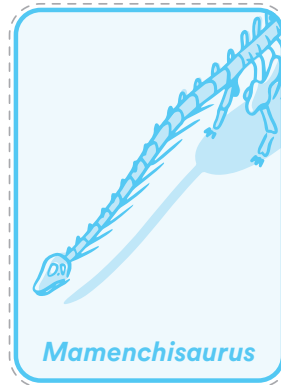
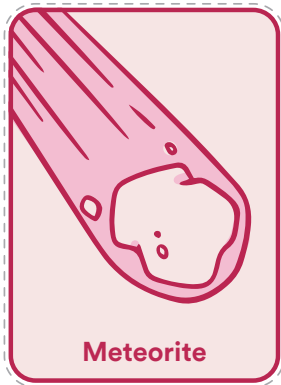
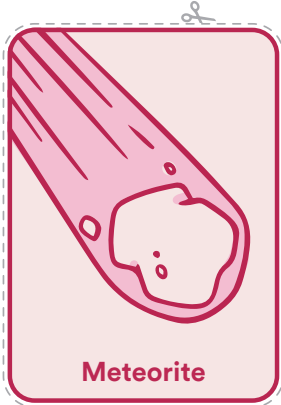


*Triceratops horridus* at Melbourne Museum

# Memory Game

The first player turns over 2 cards. If the pictures match, the player keeps the cards and tries again for another match. If they do not match the cards are turned over again and the next player takes a turn.

Each player must try to remember where they have seen cards, so they can use them to make a match. Cut out the cards to start playing!



# Home of Dinosaurs

## CURRICULUM LINKS

### SCIENCE: BIOLOGY

**F—2 Science biology** – Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042).

Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050).

**3—4 Science biology** – Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057).

**5—6 Science biology** – Living things have structural features and adaptations that help them to survive in their environment (VCSSU074).

### SCIENCE: SKILLS

**F—2 Science skills** – Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055).

**3—4 Science skills** – Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language (VCSIS072).

### ENGLISH: CREATIVE LITERATURE

**F—6 English literature** – Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230).

**3—4 English literature** – Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299).

**5—6 English literature** – Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328).



# Home of Dinosaurs

## EXTRA RESOURCES

### *Triceratops* Education Booklets

At Melbourne Museum we offer a range of school excursions connected to our exhibitions. All programs are Victorian curriculum-aligned and developed by our team of highly experienced educators.

We offer hands-on staff-led education programs such as *Uncovering Triceratops*, which is suitable for Preps to Grade 6.

We also offer a range of self-guided booklet programs. Each booklet is curriculum aligned, and Year level appropriate, and include questions which can be either answered in the *Dinosaur Walk* gallery or *Triceratops Gallery*, or back at school.

You can find out more about the range of experiences here:



### The Autism Friendly Museum

The Autism Friendly Museum web resources include a range of social stories for visiting the Melbourne Museum. Written for children in consultation with AMAZE, the stories have photographs to show children what they'll encounter during a visit to Melbourne Museum.

You can find all the resources here:



### Triceratops TV

Go behind the scenes with Museums Victoria's palaeontology team and learn all about the *Triceratops*' 67-million-year journey.

These online resources include an amazing suite of short videos, perfect for students to learn more about dinosaurs.

Visit the Play section and discover a range of educational online games.

You can find all the resources here:

