

How do we know what dinosaurs looked like?

Introduction: In this second lesson we will explore how we know what dinosaurs looked like. We will explore the children's misconceptions about the past (for example we don't really have photos of dinosaurs)

We will talk about fossils and dinosaur bones and attempt to make a dinosaur body out of bones we have found in the classroom linking it with our knowledge of the human body.

Vocabulary page: Here are the words you are going to use within the lesson.

Use my turn your turn to introduce each word for example: Point to yourself and say "dinosaurs" and then point to your students for them to repeat "dinosaurs". Once the children have said this then explain the word to your students. (You can also use the flashcards provided and hold these up as you say the word).

Dinosaur: A special kind of animal that lived on land a long time ago.

Extinct: No longer alive we cannot see them in the world we live in.

Prehistoric: A very long time ago.

Bones: Hard parts of the body which make up a skeleton.

Fossils: Fossils are parts of an animal which have made marks within the rock and has turned to rock itself over millions of years.

Palaeontologist: A scientist who explores prehistoric times.

1. Ask your children this question: "How do we know what dinosaurs looked like?"

You could use the method Think | Pair | Share

Think: Ask children to think about how we know what dinosaurs looked like if they are not around to observe them (Give children time to think with their eyes closed).

Pair: Speak to a partner explain your ideas (children face either other and take turns to explain their reasoning and thoughts).

Share: Children turn and face the teacher, prepared to feedback to the teacher (children don't need to have hands up).

Listen to the children's answers and markdown observations on the slides or on separate pieces of paper.

At this point, you can explore children misconceptions about the past (for example we don't have photos of dinosaurs, the drawings we see are just guesses).

2. Explain that we can only guess at what dinosaurs looked like by looking very closely at the clues left behind e.g. bones and fossils.

3. Reintroduce our Palaeontologist, David (a scientist who explores prehistoric times).

Explain that we are going to watch a short video to find out more about fossils.

https://videocentralhd.lgfl.org.uk/premium_play.aspx?id=OpPbSHoGdYoGux

David describes how fossils form using a sheep bone, a hyena jaw and a dinosaur bone.

DINOSAURS

4. Explain that Palaeontologists (scientists who explore prehistoric times) use their knowledge of the world around them to make predictions about what dinosaurs may have looked like.

The only dinosaurs we can know about are the ones that have left fossil remains. Fossils are parts or imprint of an animal which in rock and has turned to rock itself over millions of years.

We have lots of fossils for some dinosaurs but not all species, so we have to make lots of guesses about what they looked like and what they did.

5. We are going to be palaeontologists and use our knowledge of our own bodies to make a dinosaur skeleton.

(Print out the large dinosaur bones PDF as large as you like) place the bones around the classroom/outside area and tell children they are going to hunt out the bones within the classroom and carefully bring them back to the carpet.

You may want to play the music (from Audio Network) embedded within this slide to add atmosphere for the hunt.

6. Once the children have found all of the bones ask them to sit in a circle with the bones they found.

Explore the image of the human skeleton above, can they see anything that looks like ahead? Or an arm?

Can the children use this knowledge to find parts of the dinosaur and piece them together?

7. Now the lesson is finished point out and explain all of the dinosaur exploration activities that you have planned/set out within the class (see Dinosaurs exploration activities for ideas and pictures you can place within this slide).