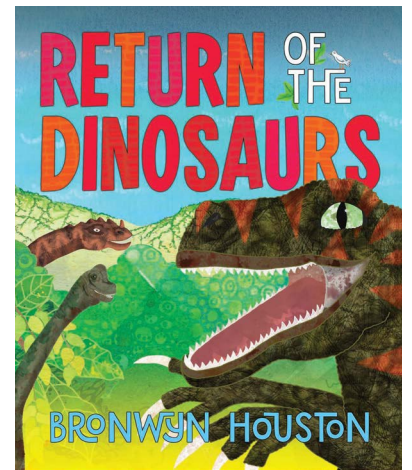


Magabala Books • Teacher Notes

Return of the Dinosaurs

Written and illustrated by Bronwyn Houston



Teacher Notes prepared by Christina Wheeler

OVERVIEW

A fun and dynamic look at what life would be like for dinosaurs if they were roaming the Broome coastline today! Reflecting the famous colours of north-west Australia and its rugged environment, the textured collage layers of artwork capture the character and beauty of the dinosaurs, birds, and marine life.

- Perfect introduction to the rich and dramatic history of dinosaurs that roamed the Broome coast more than 130 million years ago including the Stegosaur, Sautropo, Wintonopus, Megolosauropus Broomensis and Theropod
- Dinosaur footprints can be found in Broome and along the coastline
- Bold and colourful illustrations created through layers of collage and texture
- Funky graphic design
- Will capture the imagination of both boys and girls

THEMES

- Dinosaurs
- Broome and the Kimberley coast

AUDIENCE AND WRITING STYLE

Written in first person, past tense, *Return of the Dinosaurs* explores the Broome region's prehistoric past, in particular, the dinosaurs that once lived there. It is aimed at a low-mid primary school audience. With beautiful collages, it depicts the striking beauty of the Kimberley coast, sharing the natural wonders of this part of the world. It encourages readers to imagine and delight in the fascinating world of dinosaurs. The written text is suitable to read-aloud and for independent readers.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-2 and 4
Science	Years 1 and 4
Humanities and Social Sciences	Years F-2 and 4

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.



ABOUT THE AUTHOR AND ILLUSTRATOR

Bronwyn Houston is descended from the Nyiyaparli and Yindjibarndi people in the Pilbara region of Western Australia. She lives in Broome with her husband and three children where she finds inspiration from the town's landscape and colours, and the natural world of the Kimberley region, where she was born. Bronwyn has also created *Loongie the Greedy Crocodile* with Kiefer and Lucy Dann (2008), *Staircase to the Moon* (2010), *My Home Broome* with Tamzyne Richardson and friends (2011), *Counting Aussie Animals in my Backyard* (2014) and *Animals in My Garden* (2016).



CLASSROOM IDEAS

English

- Before reading, discuss the title of the book and allow students to share with their friends what might happen if dinosaurs returned to Earth. What would the dinosaurs think of our current environment? What would be different for them?
- After reading the text, locate Broome and the Kimberley coast on a map of Australia. Also read Bronwyn Houston's Author's notes at the back of the book to help contextualise this story. Discuss the importance of the dinosaur tracks found in the area.
- Write a reflection that shares your imaginings about a place that you often visit.
- What can you tell about Broome and the Kimberley coast from the illustrations in *Return of the Dinosaurs*? How would you describe the colours and landscape?
- Using the clues given in *Return of the Dinosaurs* if you were a dinosaur, write a list of the changes the dinosaurs would have noticed in modern-day Broome? What technology and lifeforms would be new to them?
- The illustration of Cable Beach uses beautiful colours and lines to depict sunset at the beach. Recreate this page opening using a medium of your choice such as pastels, crayons, water colour pencils or paint. Write a description of this scene to accompany the illustration and display around the classroom.
- The girl in *Return of the Dinosaurs* uses her imagination to visualise Broome in prehistoric times. How important is imagination? How do you like to use your imagination? Explore this idea further using picture books such as *If* by Sarah Perry, *Imagine a Day* by Rob Gonsalves or *Imagine* by Alison Lester.
- Which is your favourite page opening in *Return of the Dinosaurs*? Why? Share with a friend.
- Find out more about Broome by reading Bronwyn Houston's picture books *Staircase to the Moon* and *My Home Broome*.
- Create a brochure or poster to promote Broome and its dinosaur tracks to tourists.
- As a class, create a story of your own about dinosaurs roaming around your school environment. In pairs, illustrate a part of the story.
- Using landscape photographs of your local area, sketch this scene, including dinosaur tracks that you imagine could be there. Write some sentences to accompany your illustration.
- In the role of one of the dinosaurs, write a series of diary entries sharing your experiences of visiting modern-day Broome.
- Read more about Broome's 'Cretaceous Park' at the following websites:
<http://www.abc.net.au/local/stories/2014/04/08/3980707.htm>
<http://wkfl.asn.au/nature/dinosaurs.html>
- Use Google images to view photographs of the dinosaur prints in Broome. Compare these images with Bronwyn Houston's illustrations.

Humanities and Social Sciences

- Compare ancient and modern times by using a graphic organiser (such as a large A3 rectangle with a line drawn diagonally from corner to corner). Draw images that compares life in the cretaceous period with life today.
- Create a timeline that shows the basic periods in which dinosaurs lived – Triassic, Jurassic and Cretaceous. Place cut outs of different dinosaurs in the appropriate periods.
<http://www.enchantedlearning.com/mgifs/Mesotimeline.GIF>
- In small groups, devise a list of ten questions that you would like to ask a dinosaur.



Science

- Research more about crocodiles. How are they related to the dinosaur family? How have they managed to survive, while dinosaurs haven't?
- The crocodiles in *Return of the Dinosaurs* live in mangroves. What is a mangrove? What other life forms are found in this biome? Draw a cross-section of a mangrove biome to help show other life forms found in this ecosystem.
- Create a diagram to show the life cycle of a salmon.
- Borrow a box of books from your school Library about dinosaurs to learn more about these creatures, in particular sauropods. Create an information poster about sauropods.
- What can you learn about the bird and marine life of the Kimberley area from the illustrations in *Return of the Dinosaurs*?
- Create a diorama to depict a scene from *Return of the Dinosaurs*.

APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	<p>English</p> <p><i>Literature</i></p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)</p> <ul style="list-style-type: none">• Share feelings and thoughts about the events and characters in texts (ACELT1783)• Identify some features of texts including events and characters and retell events from a text (ACELT1578)• Identify some features of texts including events and characters and retell events from a text (ACELT1578) <p>Humanities and Social Sciences</p> <p><i>Inquiry and skills</i></p> <ul style="list-style-type: none">• Pose questions about past and present objects, people, places and events (ACHASSI001)• Sequence familiar objects and events (ACHASSI004)
1	<p>English</p> <p><i>Literature</i></p> <ul style="list-style-type: none">• Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)• Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832) <p>Science</p> <p><i>Biological Sciences</i></p> <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) <p>Humanities and Social Sciences</p> <p><i>Inquiry and skills</i></p> <ul style="list-style-type: none">• Pose questions about past and present objects, people, places and events (ACHASSI018)• Sequence familiar objects and events (ACHASSI021)• Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)



<p>2</p>	<p>English</p> <p><i>Literature</i></p> <ul style="list-style-type: none"> • Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) • Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833) <p>Humanities and Social Sciences</p> <p><i>Inquiry and skills</i></p> <ul style="list-style-type: none"> • Pose questions about past and present objects, people, places and events (ACHASSI034) • Sequence familiar objects and events (ACHASSI037) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)
<p>4</p>	<p>English</p> <p><i>Literature</i></p> <ul style="list-style-type: none"> • Create literary texts that explore students' own experiences and imagining (ACELT1607) <p>Science</p> <p><i>Biological Sciences</i></p> <ul style="list-style-type: none"> • Living things have life cycles (ACSSU072) <p>Humanities and Social Sciences</p> <p><i>Inquiry and skills</i></p> <ul style="list-style-type: none"> • Pose questions to investigate people, events, places and issues (ACHASSI073)

