

# TRACKING DINOS

## Objectives:

**Children will know:** Children will learn about dinosaur footprints.

**Children will do:** Children will create their own dinosaur tracks.

## Essential Questions:

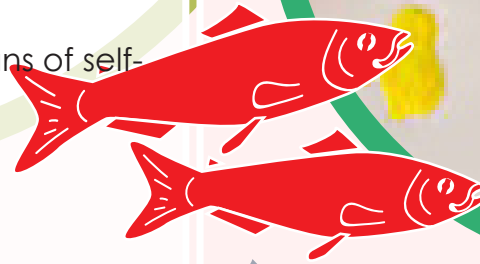
- What is a dinosaur footprint?
- How are dinosaur tracks made?

## Standards:

L10. Follows directions.

PSH6: Engages in play as a means of self-expression and creativity.

SSC1. Draws and constructs.



## Materials:

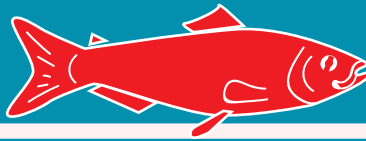
- Silly Putty
- Paint
- Stone Dino Tracks
- Pictures of Dino Tracks
- Dinosaur Figurines

## Promoting Culture Self Assessment:

- 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

## Alaska Native Values:

Learning by doing, Respect for the environment



## Engage

“Hello class! Have you ever made foot prints? Where do you usually make footprints? Foot prints can be made in the dirt or sand. We can learn many things just by looking at footprints. Footprints from different animals have different shapes, so by looking at a footprint, you might be able to tell what animal came through there. Some footprints can be very old, old enough to be a dinosaur! Long ago, when dinosaurs were walking through mud or sand they left foot prints too. Over time, these footprints were filled with sand or small pebbles and eventually hardened into rock. Their footprints were preserved for millions of years until the wind and rain wore the rock down enough to reveal the hidden footprints. Dinosaur footprints give us lots of clues as to how dinosaurs used to behave. Let's make some of our own dinosaur footprints.”

## Explore:

Activity: 10 Minutes

Set out paper, paint, silly putty, stone dinosaur tracks, and figurines. Have students press the stone tracks into the silly putty to make a track. Experiment with different tracks. Have students take the figurines and press their tracks into the putty as well. Have them note how many toes there are and how far spread apart the tracks are. Next have students use paint to make tracks on paper. Demonstrate what it would look like if a dinosaur was running by placing the tracks farther apart. Have students make multiple tracks and tell stories about what they think the dinosaur was doing while they were making their tracks.

## Explain:

“Dinosaur tracks tell stories that happened millions of years ago. That's a really long time! Did you know that you can find dinotracks here in Alaska? You can even find them in the village you live in! Let's look at a picture of dinosaur tracks found on the Alaska Peninsula.” Show them the picture. “Can you find the tracks? You have to look very carefully. The ones found here are thought to be a type of meat eating dinosaur like the Tyranosaur as well as a type of plant eating dinosaur called the Hadrosaur. These big dinosaurs lived where we live now, just a very long time ago. If we look carefully, we may be able to find some tracks in our own backyard. Have you ever found interesting tracks before?”

## Center Set Up:

### Whole Group:

Display essential questions. Display dinosaur figurines with their names. Display picture of dinosaur tracks. Display stone dinosaur tracks.

**Art Center:** Set out rubber track stamp. Have students make stamps to show the dinosaurs running or walking.

**Sensory Play:** Have students use the stone dinosaur tracks in kinetic sand.

# EVALUATION

### Emerging:

Student does not participate.

### Developing:

Student participates in discussion but does not engage in activity.

### Proficient:

Student participates in discussion and engages in printing activity

### Advanced:

Student participates in discussion, engages in multiple print activities and shares a story.

