

Prehistoric Mammals

Sample

Contents

Teachers' Notes	4
Student Record Sheet	6
Mammals for Little Ones	7
Pictureary	8
Make the Connection	9
Fossicking Fossils	10
Make a Good Impression	11
A Mammoth Task	12
An Icy Interview	13
Dino-World	14
Disappearing Act	15
Rise of the Mammals	16
What's on the Menu?	17
How to be a Hunter	18
How to be an Escape Artist	19
Snap!	20
Having Their Say	21
In the Family Tree	22
Creature Features	23
The Ultimate Creatures	24
Dream Up a Story	25
Prehistoric Pop-Ups	26
Where Did They Go?	27
Extinctionopoly	28
Human Impact	29
Our Ancient Land	30
An Aussie Giant	31
In Tune	32
New Paws on Our Shores	33
A Pouchful of Activities	34
Answers	36

Mammals for Little Ones

Name: _____



The points listed below are all clues to features of mammals which make them different from other types of animals. Investigate what each one means when applied to mammals and complete each sentence. Draw a diagram to help explain.

Help source: <http://www.enchantedlearning.com/subjects/mammals/index.shtml>

Mammals feed their young by:

Mammals can control their body temperature by:

The kinds of teeth that mammals have are:

Write some more fun facts about mammals here:

Mammals have a body covering which helps to:

Mammals have intelligence which allows them to:



You are a famous children's book writer. Use the plan above to draft a short picture-book for junior primary students about **mammals**. (Not prehistoric ones—that topic is for YOU.)



Related Outcome: Students will identify features that differentiate mammals from other types of animals.
Subject Areas: Science – Life and Living.

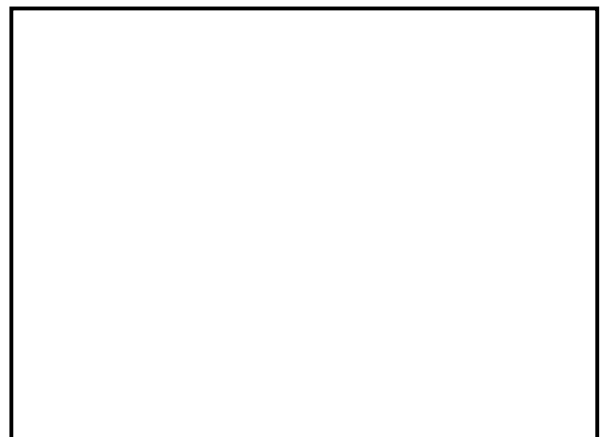
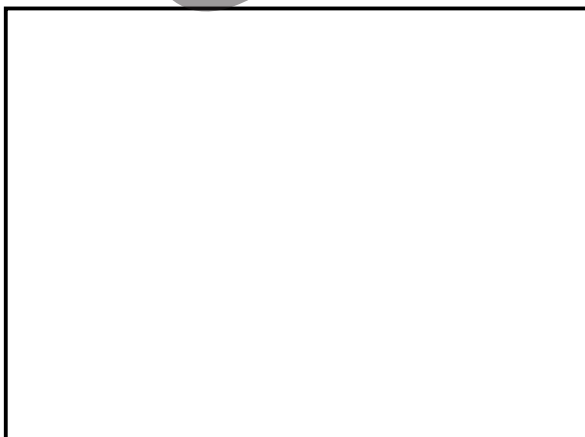
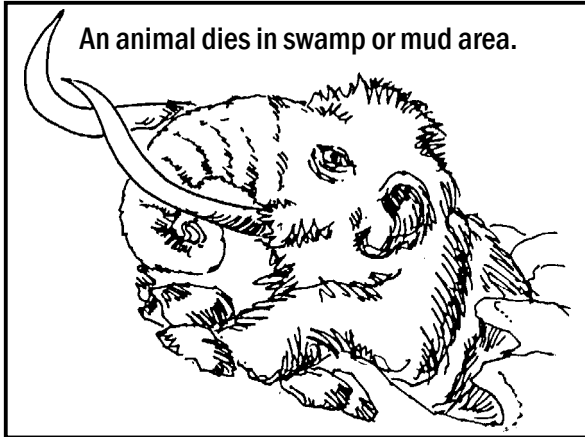
Fossicking Fossils

Name: _____



One way that we know about how animals lived many millions of years ago is by studying **fossils**.

You are a palaeontologist who has been asked to make a museum display on how fossils are formed. Starting from the first box on this page, make a **flow diagram** to help school students learn about fossil formation.



- Research other ways that fossils can be formed.
Source: Try www.howstuffworks.com/question609.htm
- **Human fossils:** Investigate ancient (e.g. Egyptian) and modern (e.g. cryonics) methods of preserving human bodies and create a flow diagram for them. How are these similar to fossils that were formed naturally? What are the reasons for preserving humans then and now?



Related Outcome: Students will investigate several methods of fossil formation.
Subject Areas: English – Reading; Science – Life and Living, Natural and Processed Materials.

Disappearing Act

Name:



Make a list of different possibilities for the disappearance of dinosaurs and put them in order from 1 (most likely reason) to 7 (least likely reason).

These starters might give you some help: *dramatic climate changes, enemies, food unavailability, continents shifting, disease, and so on.*

Rank your ideas here:

- 1] _____
- 2] _____
- 3] _____
- 4] _____
- 5] _____
- 6] _____
- 7] _____



Choose one of these ideas and conduct further research. Prepare a report to be published in a science magazine.



There have been many amazing theories, including countless jokes, such as dinosaurs smoking or aliens planting all dinosaur bones on earth as a hoax.

Check out some more at palaeo.gly.bris.ac.uk/ (101 Crazy Theories) and then draw your own "joke theory" in a cartoon below.



"The reason that dinosaurs disappeared ..."



Related Outcome: Students will use logical and creative thought processes to consider a variety of reasons for the extinction of dinosaurs. Subject Areas: Science – Life and Living; Society and Environment – Place and Space.

Creature Features

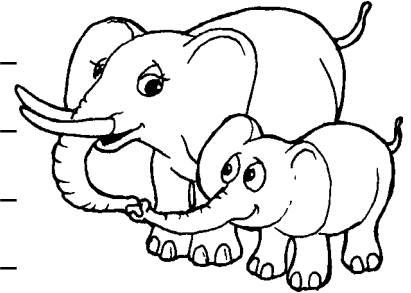
Name: _____



Look at the adaptive features of the modern herbivores below. Research to see if you can find out WHY each mammal developed its particular feature. When you have collected your information, present it in an interesting way. Don't forget to write down the references that you used.



An elephant's trunk: _____



The several parts of a cow's stomach: _____

A horse's hoof: _____

A camel's hump: _____



Related Outcome: Students will research and develop theories for the development of specific adaptive features in mammals.
Subject Areas: English – Reading; Science – Life and Living.