

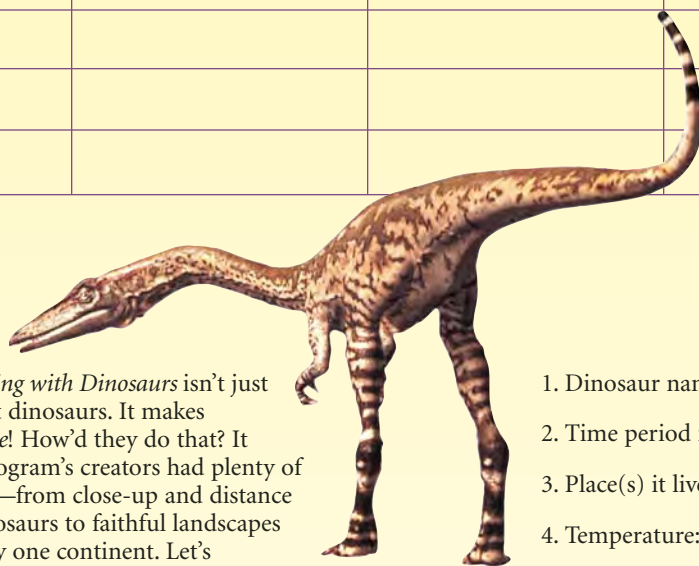
IT'S ABOUT TIME

ACTIVITY ONE

PART A. *Walking with Dinosaurs* is an exciting new video set, available wherever videos are sold beginning April 18th. It combines the most advanced computer graphics and latest scientific findings to make dinosaurs come alive! For the first time ever, the most amazing reptiles the world has ever seen are portrayed as living, breathing animals. What did it feel like when Diplodocus swung her mighty tail? When Liopleurodon exploded out of the waves to seize prey and drag it beneath the water? When a pack of hungry Utahraptors came trotting over the hill? In *Walking with Dinosaurs*, you can see for yourself.

Imagine you're one of the paleontologists who's been asked to help the scriptwriters. They need information about lots of dinosaurs. In the chart below, write the names of the dinosaurs you've been asked to research. Fill in information for each one. Your teacher will tell you how to use the chart to create your own *Walking with Dinosaurs* Fascinating Facts Contest that you and your classmates can play together.

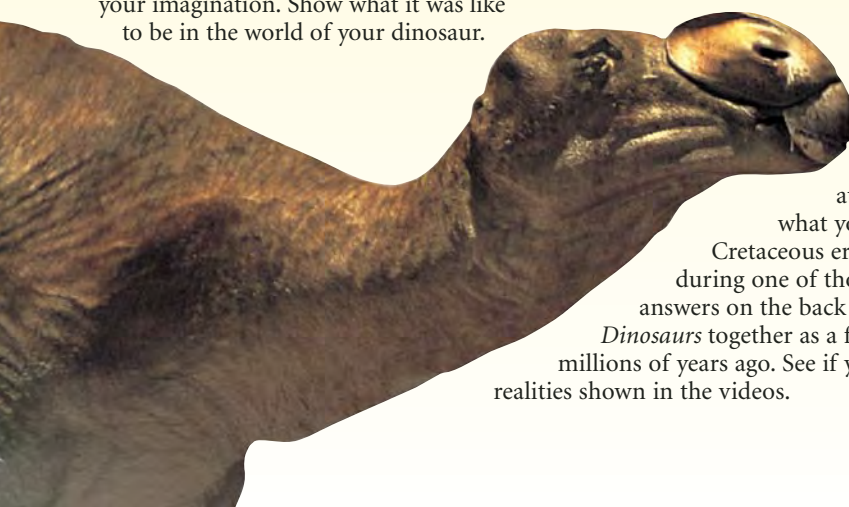
Dinosaur	Era	Dates It Lived	What Its Name Means	Type of Food It Ate



PART B. *Walking with Dinosaurs* isn't just about dinosaurs. It makes dinosaurs *come alive!* How'd they do that? It wasn't easy. This program's creators had plenty of unusual challenges—from close-up and distance shots of lifelike dinosaurs to faithful landscapes in a world with only one continent. Let's investigate how you would deal with one of the challenges.

From rain forests in Chile to giant redwood stands in California, the forests, prairies and oceans in *Walking with Dinosaurs* look real—because they are! For instance, for the forest scenes, the makers used visuals from places where prehistoric plants actually survive today. How would you meet the challenge of portraying a dinosaur in its natural habitat? Choose your favorite dinosaur. Find out when it lived. What was the earth like? What was your dinosaur's habitat? Fill in the blanks to get started. Now, create your own display to show where your dinosaur lived. Use art supplies. Use materials from your home or backyard. But most of all, use your imagination. Show what it was like to be in the world of your dinosaur.

1. Dinosaur name: _____
2. Time period it lived: _____
3. Place(s) it lived: _____
4. Temperature: (cool? hot?) _____
5. Climate: (rainy, dry?) _____
6. Land features: (volcanoes? desert?) _____
7. Some prehistoric plants that lived then and now: _____
and _____ found in(place) _____
8. Some dinosaurs that lived at the same time: _____
and _____



PART C. Viewing *Walking with Dinosaurs* is like taking a thrilling trip back into time to visit ancient earth at different stages in history. Using the chart from Part A, share what you know with your family about the Triassic, Jurassic and Cretaceous eras. Ask each member of your family: If they could visit our world during one of those time periods, when would they visit and why? List their answers on the back of this sheet to share in class. Better yet, watch *Walking with Dinosaurs* together as a family and get the big picture of what life on our planet was like millions of years ago. See if your family's imagination about life during those eras matches the realities shown in the videos.

BUILT FOR SURVIVAL

ACTIVITY TWO

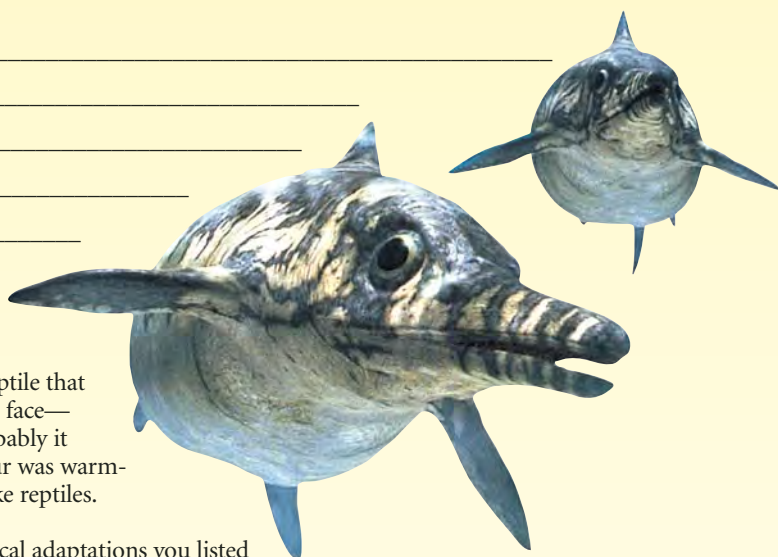
PART A. The makers of *Walking with Dinosaurs* give us a unique glimpse into the lives of many kinds of dinosaurs—not just the few most people have heard of. To build a narrative, they had to find out about the physical adaptations that helped dinosaurs survive. Where does that information come from? Fossil remains tell the story. For example, a long, flexible neck combined with grinding teeth indicate that Plateosaurus was a plant-eater. Hips and legs designed for running upright and claws that look like grappling hooks tell us Allosaurus was a powerful predator. Just the shape of a dinosaur’s teeth shows whether it ate leaves in treetops, ferns low on the ground or other dinosaurs.

List three physical adaptations of one dinosaur below. Research information for each physical adaptation. Use what you learn to describe a typical day in the life of your dinosaur, based on the physical characteristics that helped it survive. Continue your scenario on the other side of this sheet.

Dinosaur Species: _____ Time Period: _____

Dinosaur Physiology Specially Adapted for Survival	How It was Used	What the Physical Adaptation Tells About How the Dinosaur Lived

A day in the life of my dinosaur: _____



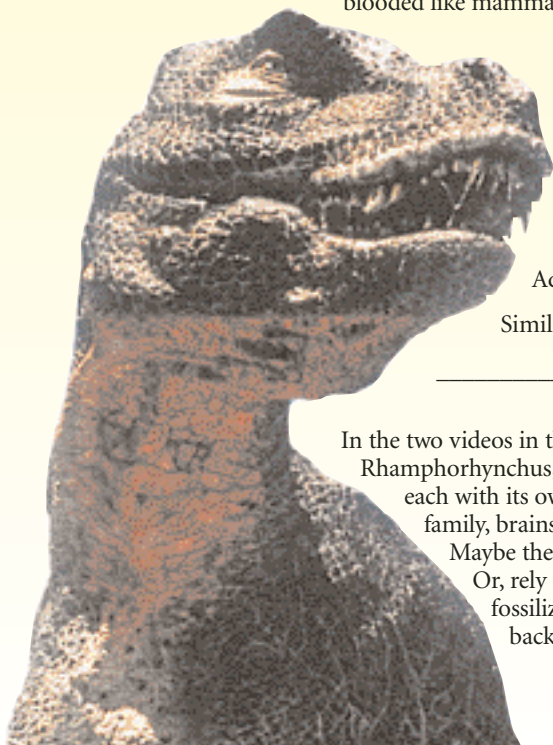
PART B. In *Walking with Dinosaurs* we meet the Pterosaur, a flying reptile that had fur over its body, but not on its wing membranes, tail or face—similar to the pattern in modern bats. How did fur help the Pterosaur? Probably it helped by regulating body temperature, which further suggests this dinosaur was warm-blooded like mammals, not cold-blooded like reptiles.

Select one of the physical adaptations you listed above. Create a 3-D display of how the adaptation works. For instance, how would the hips and legs of Allosaurus, designed for upright running, help it run faster? Why is speed important to a predator like Allosaurus, the “lion of the Jurassic”? Explain your work to your classmates. When you’re done, research to find similarities between the physical adaptation you selected and modern animals and list them below.

Adaptation: _____

Similarities to modern animals: _____

In the two videos in the *Walking with Dinosaurs* set, we observe Placerias, Postosuchus, Cryptoclydus, Rhamphorhynchus, Ophtahalmosaurus, Muttaborrasaurus, Leallynasaura, Koolasuchus, just to name a few, each with its own physical adaptations. Which survival features most intrigue you? With help from your family, brainstorm where you could go to see evidence of dinosaurs and their physical adaptations. Maybe there is a dinosaur park or natural history museum near where you take a summer vacation. Or, rely on a local museum, nature center, zoo, petting farm, rock or shell shop (where fossils and fossilized shells may be seen) or gem and mineral fair. Share the ideas your family came up with back in class.



CLUES FROM THE PAST

ACTIVITY THREE

PART A. It's truly amazing what paleontologists can learn from the fossil remains of dinosaurs! For instance, *Walking with Dinosaurs* introduces us to the furry ancestors of today's mammals—the Cynodonts. These reptiles had some characteristics of mammals. For instance, tiny holes in the snout part of their skull suggest they had whiskers. If they had whiskers, they may have had fur (needed for temperature control) that suggests that, unlike reptiles, they may have been warm-blooded like mammals. Did Cynodonts actually nurture their young the way they do in the video? Based on the latest evidence, many scientists believe so. Find out where more of the fascinating facts in the video come from by researching real dinosaur digs in history and the kinds of finds that resulted. Then, imagine that you are a paleontologist from one of those digs. Create an exhibit poster for your most exciting fossil discovery. Fill in this information to help you.

1. Who made the discovery: _____
2. When: _____
3. Where: _____
4. Name of dinosaur: _____
5. Parts of skeleton found: _____
6. What it tells about how the dinosaur lived: _____

7. On the back of this sheet, create a diagram that shows how the dinosaur is related to other kinds of dinosaurs.

PART B. What was it like to look up and see Ornithocheirus winging by on his migration to the breeding ground? You can find out if you have the opportunity to watch *Walking with Dinosaurs*. In the meantime, research and fill in the measurement associated with each dinosaur listed below. Use your imagination to think of a way to demonstrate length, weight or height, whether large or small—for instance, so many school buses or football fields long, or even bed-lengths.

Dinosaur	Measurement	When It Lived	How I Would Demonstrate It
Plateosaurus	Length:		
Brachiosaurus	Weight:		
Liopleurodon	Length:		
Ornithocheirus	Wingspan:		
Koolasuchus	Width of head:		
Tyrannosaurus	Distance it could open its mouth:		

Finally, think of a creative comparison—the length of the largest marine dinosaur with that of the largest land-dwelling dinosaur is an example. Write your idea and findings below.

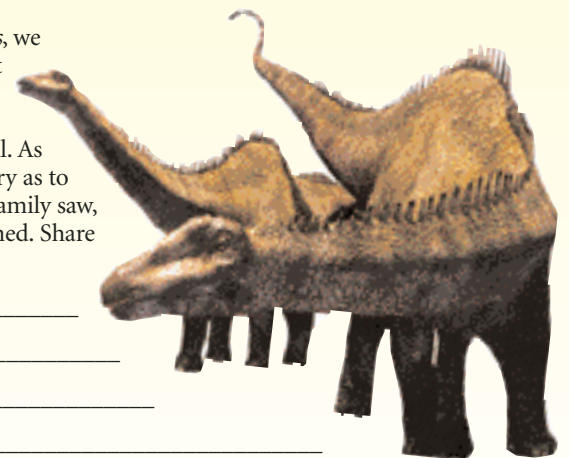
PART C. In the episode *Time of the Titans* from the video set *Walking with Dinosaurs*, we observe Diplodocus, longest of the sauropods. Based on clues from fossils it left behind, scientists used critical thinking skills to determine that this dinosaur ate mostly ferns. Take your family on a Mystery Walk. Tell everyone to look for clues to a natural or human event—in your backyard, in your neighborhood, in a park or at the mall. As a group, use your own critical thinking skills: observe, review what you know, form a theory as to what happened and take action to test your theory. Below, document what you and your family saw, how you used your critical thinking skills and what those skills tell you about what happened. Share your results back in the classroom.

What we observed: _____

Related facts that we know: _____

What happened—our theory: _____

How we tested our theory: _____



When you watch the *Walking with Dinosaurs* video set, discuss with your family how the creators used the same critical thinking skills.