

# Teacher's Supplement

From Cricket Media



## click

opening windows for young minds

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## Looking at dinosaurs



## Teacher's Guide for *Click: Looking at Dinosaurs*

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## OVERVIEW

*In this magazine, readers will learn all about the prehistoric creatures we call dinosaurs.*

**Click: Looking at Dinosaurs** includes

*information about dinosaur tracks, fossil hunting, what dinosaurs looked like and how they moved, how they got their names, and other dinosaur facts!*

## ESSENTIAL QUESTION:

***How do we know about dinosaurs and what clues show us how they lived?***





We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ MULTIPLE ARTICLES PAGES 4 - 9

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts  
Next Generation Science Standards

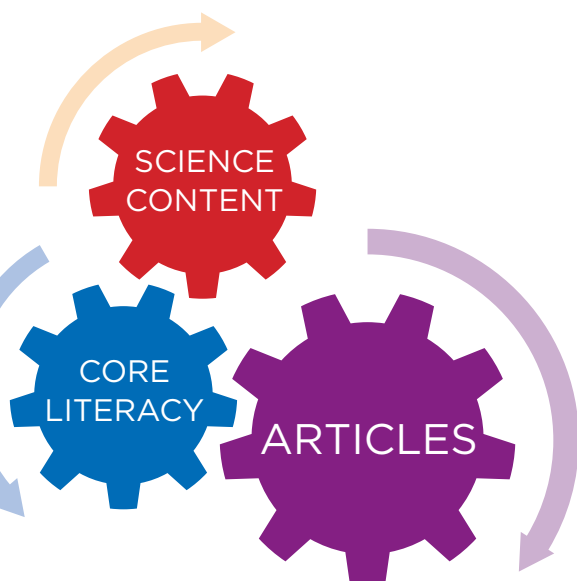
Key Vocabulary  
CCSS.Reading.4



Prepare to Read  
CCSS.SpeakListen.1, 2, 4

Close Reading Questions  
CCSS.Reading.1-10

Common Core Connections to teach  
reading and writing standards  
CCSS.Writing.1, 2, 3 & 6



## TEACH A MINI-UNIT PAGES 11 - 13

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).





## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (*CCSS.InfoText.1*)

**Describe Relationships** (*CCSS.InfoText.3*)

**Analyze Text Structure** (*CCSS.InfoText.5*)

**Interpret Visual Information** (*CCSS.InfoText.7*)

**Summarize** (*CCSS.InfoText.2*)

**Determine Word Meaning** (*CCSS.InfoText.4*)

**Understand Author's Point of View** (*CCSS.InfoText.6*)

**Explain Reasons and Evidence** (*CCSS.InfoText.8*)

### **FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information**

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

### **DISCUSSION OPTIONS—IN CLASS OR ONLINE**

**Article Clubs:** Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

**Whole Class:** Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

## WRITING

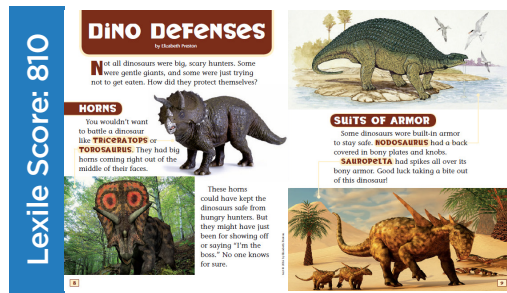
Use the articles in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 11 – 13) as well as the **Article Pages** (pgs. 4 - 9) for ways to incorporate writing into your instruction.





# ARTICLE: Dino Defenses

Magazine pages 8-11, Expository Nonfiction



Some dinosaurs roamed the Earth, trying not to get eaten! Find out about the different ways some dinosaurs protected themselves from their meat-eating cousins.

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Animals have body parts that are specifically adapted to help ensure their survival.

## CROSS-CURRICULAR EXTENSION

### Art

Draw or trace your favorite dinosaur from the article and label it with its name and special protective features.

## KEY VOCABULARY

**armor (p. 9)** a hard covering that protects something (such as a vehicle or an animal)

**enemy (p. 10)** something that harms or threatens someone or something

**herd (p. 11)** a group of animals that live or are kept together

**protect (p. 8)** to keep (someone or something) from being harmed

## PREPARE TO READ

Have students point to each heading in the article. Ask: *What dinosaurs do you know that have horns? Suits of armor? Dangerous tails? Travel in packs?* Discuss students' responses. Invite students to read to see if they are right and to learn about other dinosaurs with similar features and defenses.

## CLOSE READING QUESTIONS

- Underline adjectives used to describe body parts in the text. How do the illustrations aid in your understanding of the body parts described?
- Highlight details from the text describing different body features that provided protection for dinosaurs and other features that were used as weapons.
- Circle parts of the illustrations that are described in the text.

## COMMON CORE CONNECTIONS

### Summarize Key Ideas and Details *CCSS Reading 2*

What is the main topic of this article? How do you know?

### Draw Conclusions *CCSS Reading 1*

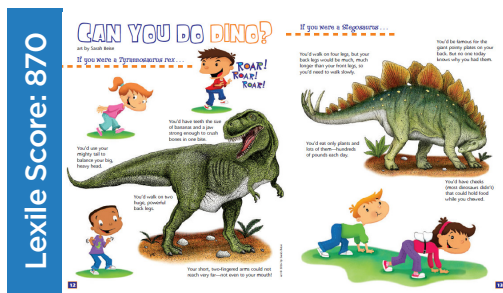
Why do you think “no one knows for sure” what the horns of a *Triceratops* or a *Torosaurus* were used for?

### Integrate Knowledge and Ideas *CCSS Info Text 9*

Make a chart of the different ways dinosaurs protected themselves. Add the names of the types of dinosaurs that used each type of protection. What animals today also use the same type of protection? List these in the chart.

# ARTICLE: Can You Do Dino?

Magazine pages 12-15, Expository Nonfiction



Imagine you are a dinosaur! Read about how you would move if you had a giant tail, walked on all fours, had a long neck, or shook your tail feathers.

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Animals have body parts that are specifically adapted to help ensure their survival.

## CROSS-CURRICULAR EXTENSION

### Math

Research the average weight of an African Elephant. Using information from the text, determine how much an average *Argentinosaurus* weighed.

## KEY VOCABULARY

**charm** (p. 15) to attract someone by being beautiful or welcoming

**famous** (p. 13) known or recognized by many people

**mate** (p. 15) either one of a pair of animals that are breeding

**plod** (p. 14) to walk slowly and usually heavily

## PREPARE TO READ

Have students do a picture walk through the article and point out dinosaurs that they recognize. Ask: *What details do you notice about how the dinosaurs look? What do their bodies look like? What do you notice about heads, teeth, tails?* Discuss student observations.

## CLOSE READING QUESTIONS

- Underline details on page 12 of the article that help you visualize, or imagine, how big the teeth of a *Tyrannosaurus rex* are.
- Highlight details from the text that describe what a *Stegosaurus* eats.
- Make a list of words used to describe how an *Argentinosaurus* moves.

## COMMON CORE CONNECTIONS

### Summarize Main Ideas *CCSS Info Text 2*

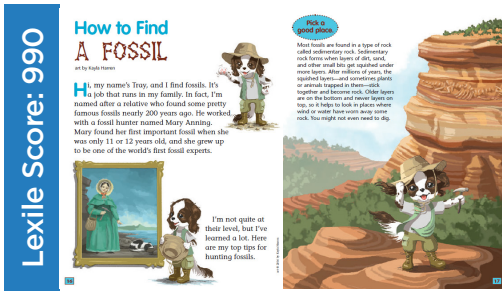
With a partner, take turns summarizing how each of the dinosaurs in the article moves. Use words from the text and your own body motions as you summarize.

### Author's Point of View *CCSS Info Text 6*

What is the main purpose of this article? What is the author trying to describe?

### Evaluate Evidence *CCSS Reading 8*

What evidence from the article is presented to describe why an *Oviraptor* could run fast? Is the evidence sufficient to support this claim? Why or why not?



Learn how to be a fossil hunter. Read about where to go, what you'll need, and what to do to take a peek into the past.

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Fossils provide evidence of the types of plants and animals that lived in the past.

## CROSS-CURRICULAR EXTENSION

### Science/History

Research to find information about Mary Anning and why she became known as a famous fossil hunter.

## KEY VOCABULARY

**texture** (p. 19) the way that something feels when you touch it

**fossil** (p. 16) the trace or imprint of something (such as a leaf, skeleton, or footprint), found in some rocks, of a plant or animal that lived in ancient times

**sedimentary rock** (p. 17) a type of rock formed when small bits of material that were deposited in ancient times were pressed together and became hard

## PREPARE TO READ

Ask: *What is a fossil? What do you think you need to do when hunting for fossils?* Discuss students' responses. Have students look through the article and point to each of the five main steps to fossil hunting that are highlighted in the headings. Discuss why each step may be important. Set a purpose for reading by encouraging students to read to find out why each step is necessary.

## CLOSE READING QUESTIONS

- Underline details from the text that describe why fossil hunting is easiest in the daytime.
- Who is narrating the story? How do you know? Cite details from the text and illustrations to support your answer.
- Highlight details in the text that describe how fossil hunters can use their sense of sight to help find fossils.

## COMMON CORE CONNECTIONS

### Draw Conclusions *CCSS Reading 2*

Imagine you are going to look for fossils in a sedimentary rock formation and have been told there has been significant wind and water erosion. Would you expect to find any fossils? Why or why not? Support your answer with details from the text.

### Make Inferences *CCSS Reading 1*

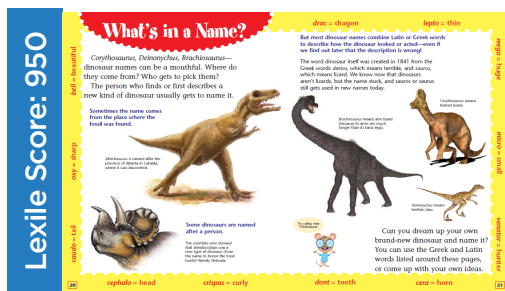
Make a flow chart of the steps involved in the formation of fossils, given on page 17. Infer what other events had to happen and add them to your flow chart.

### Interpret Visual Information *CCSS Reading 7*

How does the illustration at the top of page 19 help you understand the meaning of the word "texture"?

# ARTICLE: What's in a Name?

Magazine pages 20-21, Expository Nonfiction



Where do dinosaur names come from? Read to find out about what dinosaur names mean and who gets to name them.

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Science uses a standardized naming system to help people identify and communicate information about specific species.

## CROSS-CURRICULAR EXTENSION

### Science

Do research to find the meaning of a dinosaur name of your choosing. What does it mean? Where does it come from?

## KEY VOCABULARY

**discover (p. 20)** to see, find, or become aware of (something) for the first time

**honor (p. 20)** to regard or treat (someone) with respect and admiration

## PREPARE TO READ

Have students point to the red Greek and Latin words and definitions. Ask: *Do these words and definitions remind you of any words you know?* Discuss any connections students make.

## CLOSE READING QUESTIONS

- Cite details from the text to support the claim made on page 20: “dinosaur names can be a mouthful.”
- What text features does the author include in the article to help you, the reader?
- What languages are used in creating dinosaur names? Use information in the text to help you.

## COMMON CORE CONNECTIONS

### Expository Writing *CCSS Writing 2*

Write a short summary of the different processes used to name discoveries of dinosaur species.

### Determine Word Meaning *CCSS Reading 4*

Use context clues on page 21 of the article to find out what *deinos* and *sauros* mean and where these words come from.

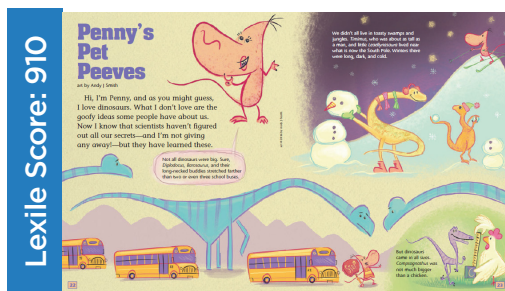
### Research and Write Narratives *CCSS Writing 3 & 7*

Research a dinosaur mentioned in the article and write a short story about how it uses its body parts to help it survive. Include details about its name, what it does, how it moves, and what it looks like.



# ARTICLE: Penny's Pet Peeves

Magazine pages 22-25, Narrative Nonfiction



Meet a brainy dinosaur who wants to make sure we get our dinosaur facts straight.

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Animals reside in habitats best suited for their survival.

## CROSS-CURRICULAR EXTENSION

### Art/Writing/Science

Create a picture book of dinosaur illustrations and facts with classmates. Share the book with younger students to help teach them about dinosaurs.

## KEY VOCABULARY

**saber-toothed tiger (p. 25)** a type of large cat that lived in ancient times and had long, curved teeth

**swamp (p. 23)** land that is always wet and often partly covered with water

**woolly mammoth (p. 25)** a type of large, hairy elephant that lived in ancient times and had very long tusks that curved upward

## PREPARE TO READ

Discuss with students what comes to their minds when they hear the word *dinosaur*. Talk about the size of dinosaurs, where they lived, and what they did. Explain that some dinosaurs were not very big at all. Then invite students to read to find out lesser known facts about dinosaurs.

## CLOSE READING QUESTIONS

- Underline details from the text that help you understand how the author feels about the topic of the article.
- Highlight details from the text that explain how long dinosaurs roamed the Earth.
- What details about an animal would reveal it is not a dinosaur? Cite details from the text to support your answer.

## COMMON CORE CONNECTIONS

### Draw Conclusions *CCSS Info Text 1*

Why is the speaker in the article, Penny, yelling “Wrong!” on page 24 of the article? Include specific details to support your answer.

### Determine Word Meaning *CCSS Reading 4*

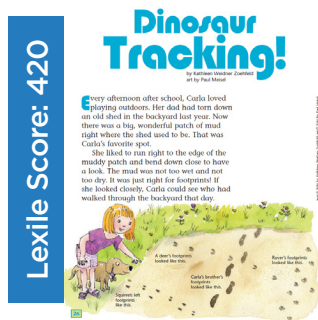
What is a pterosaur? Plesiosaur? What do you notice about these names? Explain how the names are similar to and different from dinosaur names.

### Write Arguments *CCSS Writing 1*

Why is it important to get the facts straight about dinosaurs? Write an opinion piece that uses details from the text to support your opinion.

# ARTICLE: Dinosaur Tracking!

Magazine pages 26-33, Narrative Fiction



Join Carla in her hunt to figure out what kind of creature left tracks in her backyard. Could it be a dinosaur?

## ESSENTIAL QUESTION

**How do we know about dinosaurs and what clues show us how they lived?**

## SCIENCE CONCEPT

Asking questions, making observations, and gathering information are helpful in thinking about problems.

## CROSS-CURRICULAR EXTENSION

### Writing

Write an acrostic poem using the word dinosaur. Include describing words, interesting facts, and specific details.

## KEY VOCABULARY

**extinct** (p. 30) no longer existing

**model** (p. 27) a usually small copy of something

**mystery** (p. 29) something that is not known

**skeleton** (p. 27) the structure of bones that supports the body of a person or animal

**survive** (p. 30) to remain alive

## PREPARE TO READ

Discuss with students what animal tracks are. Ask: *Have you ever seen animal tracks? Where? What kind?* Discuss student responses.

## CLOSE READING QUESTIONS

- From what point of view is this story being told? What words help you figure out the point of view? Go back to the story to help you find your answer.
- What does the word “extinct” mean? Use the context clues on page 30 of the magazine to help you.
- What might have happened if Carla and her family had not gone to the museum? Use details from the story to support your answer.

## COMMON CORE CONNECTIONS

### Integrate Information *CCSS Reading 9*

How does the illustration on page 26 aid in your understanding of how Carla could tell who or what walked through her backyard?

### Evaluate Evidence *CCSS Reading 8*

List the reasons given in the text why Carla thought the tracks in her yard were made by a dinosaur. Is the evidence sufficient to support her claim? Why or why not?

### Analyze Relationships *CCSS Reading 3*

On page 33, Carla describes a wild turkey as “our very own wild dinosaur.” Using details from the text, describe why scientists believe that modern birds evolved from ancient dinosaurs.



## **CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES**

### **COMPARE ARTICLES**

**SYNTHESIZE:** Guide students to compare the articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- With a partner, create a list of “dinosaur verbs.” Look through “Dino Defenses” (pgs. 8–11) and “Can You Do Dino?” (pgs. 12–15) to find action words describing how dinosaurs moved. Then take turns acting out your verbs.
- Make a list of your favorite dinosaurs from multiple articles in the magazine. Include a fact with each dinosaur name. Compare your list with a partner to see what dinosaurs you each like best.
- Make a two-column chart with the headings “Dinosaur” and “Not a Dinosaur.” Use “Penny’s Pet Peeves” (pgs. 22–25) and “Dinosaur Tracking!” (pgs. 26–33) to fill in examples for each column. With a partner, take turns explaining your lists. How do your lists compare?
- Create a chart of the different sizes, shapes, and characteristics of dinosaurs and the names of the dinos that go with them. Use multiple articles to gather your information. Circle your favorite characteristics and draw a new dinosaur that has those features. What will you name it? (You can use “What’s in a Name?” [pgs. 20–21] to help you.)
- Make your own booklet called “What I Learned About Dinosaurs.” In your own words, include facts and details about dinosaurs that you came across in different articles. Include labels, pictures, and facts that you find interesting.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

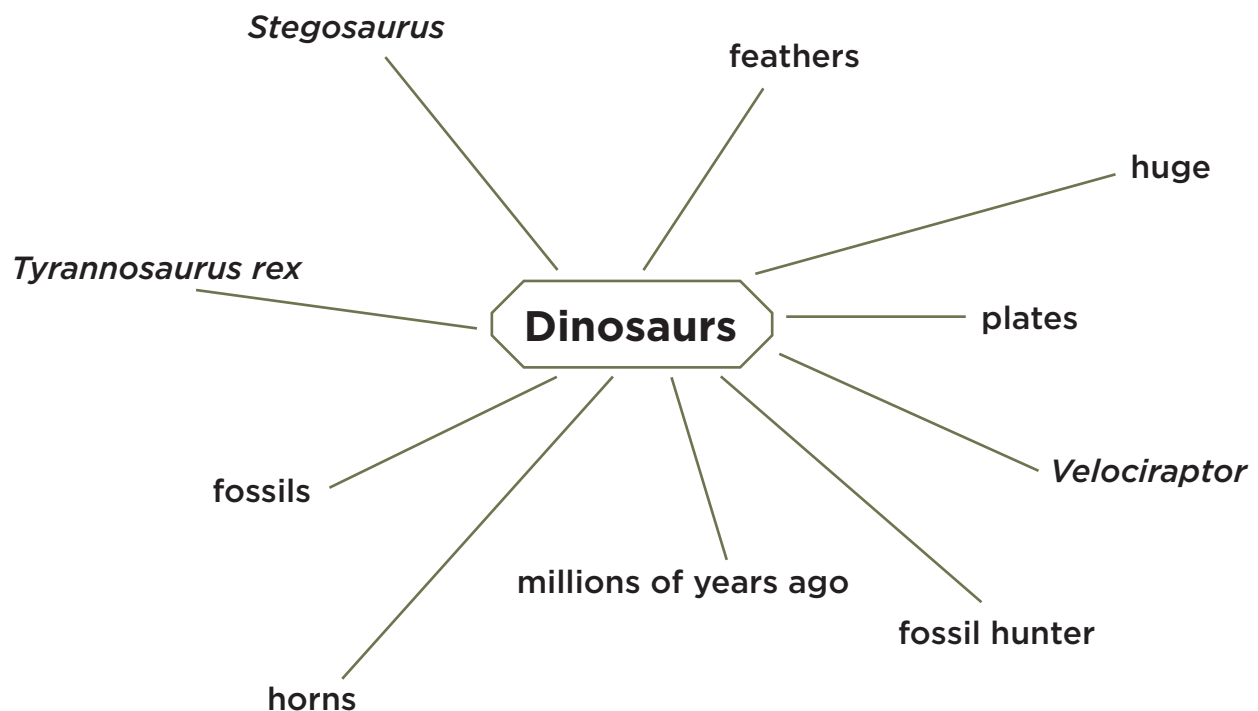
The Mini-Unit comprises three stages of activities. The Engage activity builds background knowledge about dinosaurs. The Read and Compare activity allows students to make connections between articles, and the Apply activity encourages students to use their new knowledge to develop a dinosaur matching game.

ENGAGE

READ AND  
COMPARE

APPLY

**ENGAGE:** Lead students in a discussion about dinosaurs — when they lived, what they looked like, what they are named, and how we discovered them. Explore prior knowledge and information from the articles by creating a web like the one below. Add details and information to the chart as you work through the unit.



Share the essential question:

***How do we know about dinosaurs and what clues show us how they lived?***



**READ AND COMPARE ARTICLES:** Begin with a focus article as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Dino Defenses” (pgs. 8–11) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Click: Looking at Dinosaurs*.

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 10 to compare articles using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**CLOSE READ** *CCSS Reading Info Text 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

**UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE** *CCSS Reading Info Text 2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

**REVIEW GRAPHIC FEATURES** *CCSS Reading Info Text 7* Review the graphic features in the articles and explain how the pictures help you understand the vocabulary words and content.





**APPLY: AM I A DINOSAUR? MATCHING GAME**

Use information in the articles to make cards for a matching game featuring dinosaurs. Use the Matching Game Graphic Organizer to make your own cards. (Make multiple copies for students to use.) Through the matching game, students will test their memory and understanding of the characteristics of prehistoric creatures and other animals and ultimately decide which ones are actually dinosaurs! Students can use their two-column chart from Cross-Text Connections (p. 10) for guidance.

Materials: index cards; pencil, crayons or colored pencils; Matching Game Graphic Organizer; scissors; glue sticks

**Step 1: Gathering ideas**

Have students select a partner to work with. Instruct groups to look through multiple articles and make a list of dinosaur names, other prehistoric animals, and animals they know.

**Step 2: Recording Ideas**

Tell students to use the Matching Game Graphic Organizer to write down the names of five animals from their list, one on each name card. Remind them to check tricky spellings! Instruct groups to write down five more items on the name cards and for each item, to draw and color a picture of that animal or write down a fact about that animal (e.g. Does it have horns? Does it walk on two legs? Four? Does it have feathers?) on the corresponding picture/fact card in the graphic organizer.

**Step 3: Making Cards**

Have groups cut out all the cards from the organizer and glue each one to an Index card. Remind them to cut out the “Dinosaur” and “Not a Dinosaur” labels and set them aside.

**Step 4: Playing the Game**

Have groups choose five sets of name and picture/fact cards, setting the remaining five sets of cards aside. Instruct them to shuffle the cards and place them face down on a table and then take turns flipping over a card and trying to find its matching name or picture/fact card. If a student gets a match, tell them to keep the pair and try to find another match. If they do not get a match, tell them to turn the cards back over and let their partner try. Continue playing until all the pairs are matched. Then, tell each group to place the “Dinosaur”/“Not a Dinosaur” labels on the table, sort their card pairs, and check each other’s work! Add in more sets of cards to make the game more difficult.

**Challenges:**

Tell students to include facts and descriptions only, instead of drawings, to match up with the name cards.

Have students included any birds? (Birds may be trickier to sort!)

Have groups make more cards to even out their “Dinosaur”/“Not a Dinosaur” sort piles.



NAME: \_\_\_\_\_

## Mini-Unit Graphic Organizer

### Matching Game Graphic Organizer

<hr/> Name Card	
	Picture/Fact Card
<hr/> Name Card	
	Picture/Fact Card
<hr/> Name Card	
	Picture/Fact Card
<hr/> Name Card	
	Picture/Fact Card

**\*DINOSAUR\***

**\*NOT A DINOSAUR\***

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**ARTICLE 1:**

**ARTICLE 2:**

**ARTICLE 3:**



## Glossary

**armor** a hard covering that protects something (such as a vehicle or an animal)

*Some dinosaurs wore built-in **armor** to stay safe. (p. 9)*

**charm** to attract someone by being beautiful or welcoming

*You couldn't fly, but you might have shaken your tail feathers to **charm** a mate. (p. 15)*

**discover** to see, find, or become aware of (something) for the first time

*Albertosaurus is named after the province of Alberta in Canada, where it was **discovered**. (p. 20)*

**enemy** something that harms or threatens someone or something

*It could probably swing its tail to hit and hurt its **enemies**. (p. 10)*

**extinct** no longer existing

*"But aren't dinosaurs **extinct**?" asked Dad. (p. 30)*

**famous** known or recognized by many people

*You'd be **famous** for the giant pointy plates on your back. (p. 13)*

**fossil** the trace or imprint of something (such as a leaf, skeleton, or footprint), found in some rocks, of a plant or animal that lived in ancient times

*Hi, my name's Tray, and I find **fossils**. (p. 16)*

**herd** a group of animals that live or are kept together

*Plant-eating dinos such as sauropods traveled together in big **herds**. (p. 11)*

**honor** to regard or treat (someone) with respect and admiration

*The scientists who showed that Wendiceratops was a new type of dinosaur chose the name to **honor** the fossil hunter Wendy Sloboda. (p. 20)*

**mate** either one of a pair of animals that are breeding

*You couldn't fly, but you might have shaken your tail feathers to charm a **mate**. (p. 15)*

**model** a usually small copy of something

*Dan did not share his **model** dinosaur skeletons with just anyone. (p. 27)*

**mystery** something that is not known

*". . . Maybe they can help us solve this **mystery**." (p. 29)*

**plod** to walk slowly and usually heavily

*You'd slowly **plod** along on four giant legs. (p. 14)*

**saber-toothed tiger** a type of large cat that lived in ancient times and had long, curved teeth

*Big hairy animals like woolly mammoths and **saber-toothed tigers** lived long after the age of the dinosaurs. (p. 25)*

**sedimentary rock** a type of rock formed when small bits of material that were deposited in ancient times were pressed together and became hard

*Most fossils are found in a type of rock called **sedimentary rock**. (p. 17)*

**skeleton** the structure of bones that supports the body of a person or animal

*Dan did not share his model dinosaur **skeletons** with just anyone. (p. 27)*

**survive** to remain alive

*But some of the smaller ones **survived**. (p. 30)*

**swamp** land that is always wet and often partly covered with water

*We didn't all live in toasty **swamps** and jungles. (p. 23)*

**texture** the way that something feels when you touch it

*Fossils usually have a different shape, color, or **texture** from regular rocks and dirt. (p. 19)*

**woolly mammoth** a type of large, hairy elephant that lived in ancient times and had very long tusks that curved upward

*Big hairy animals like **woolly mammoths** and saber-toothed tigers lived long after the age of the dinosaurs. (p. 25)*





### **“Dino Defenses”**

- <http://www.kidsdinos.com/>

Choose which dinosaurs you want to learn more about, play interactive games, and vote for your favorite dinosaur!

### **“How to Find a Fossil”**

- <http://www.fossilsforkids.com>

View and compare “Then” and “Now” pictures of real fossils and study tools used to discover fossils.

- <http://www.kidsdinos.com/palaeontology-what-are-fossils.php>

Watch a video on how fossils form.

### **“What’s in a Name?”**

- <http://pbskids.org/dinosaurtrain/fieldguide/>

Learn how to pronounce tricky dinosaur names and explore interesting facts about dinosaurs.

### **“Penny’s Pet Peeves”**

- <http://discoverykids.com/category/dinosaurs/>

Learn more about dinosaurs through games, videos, and activities that make students the scientists.