

AUTHOR:
Steve Light

Where is that dragon?
Did he go downtown on
the bus or is he visiting
the monkeys at the zoo?
Count boxes, bicycles,
balloons, and books while
helping the boy look for
his friend, the dragon.

Ages: 2 to 5 years

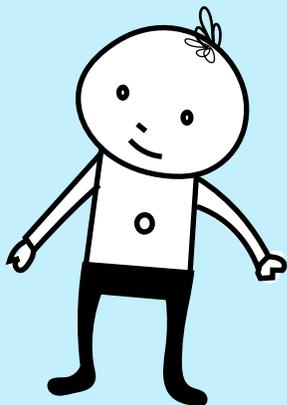
Interest Level:
Toddler to Kindergarten

ATOS Reading Level:
Not available

Lexile: Not available

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Have You Seen My Dragon?

Where does the boy finally find his friend, the dragon?

Topics: numbers, number recognition, comparison, counting, engineering, architecture, shapes, positional words

Math Connections: In the story *Have You Seen My Dragon?* a small boy searches for his missing dragon. On each page there is a hidden dragon to locate and colorful objects to count. The number of objects and the objects being counted are written within black rectangles throughout the story. This gives readers the chance to learn or practice the number names up to twenty, understand the value of the number, compare values of numbers (Is three more than four?), recognize written numbers, and associate the name of a number with its written form.

As you read the story together, predict where the dragon is going and the number of objects to be counted on the next page. If your child is still learning colors, use the book as an opportunity to practice both colors and numbers. Ask questions like, “How many red balloons do you see? What color are the 15 balloons? How many blue boxes are the delivery people delivering? On which floors of the building do you see blue boxes? Where did you see the most objects and where did you see the fewest?”

This book also offers children an opportunity to compare the cityscape with the area where they live. How is their neighborhood like the images author Steve Light drew of New York City? Talk about the shapes you see repeated throughout the story. Create a three-dimensional cityscape with recycled boxes or draw a two-dimensional city with pencil and paper.

Look at the map on the end pages of the book. Help your child to retell the story by using the map to explain where the boy has looked for his dragon and what objects were found at each place the boy stopped. Ask your child if they would like to retell the story from one to twenty (moving forward) or from twenty to one (moving backward). This might sound like: The boy started looking for his dragon outside of an apartment building. One green dragon was hiding behind a plant. The boy did not see him. Next the boy went to a hot dog vendor’s cart. The vendor sold two hot dogs while the dragon was resting on his hot dog stand...” or if counting down from twenty, “The boy found the dragon on top of a beautiful building that was surrounded by 20 red lanterns. Before that, he had looked for his dragon at a busy intersection with 19 green lights and among 18 bicycles zooming through the park...”

Encourage your child to create a map that shows a route that they travel. The map might show directions from a park to the library, from home to school, or a path to find a missing object.

For more ideas and information about counting with children, check out the Early Math Project book reviews for the following children’s literature titles:

A Frog in the Bog - <https://www.earlymathca.org/a-frog-in-the-bog>

One Watermelon Seed - Coming Soon!

Extension Questions:

1. Compare the city in *Have You Seen My Dragon?* to the area where you live. What is similar? What is different?
2. Look at the pictures on the pages with the hot dog vendor and the two hot dogs. What is the dragon doing? Based on the picture, tell somebody what you think will happen before the dragon leaves and goes downtown.
3. Which one of the dragon’s hiding places is your favorite?
4. Go on a shape scavenger hunt within the pages of this book. On what page(s) can you find a circle, a square, a rectangle, a star, an octagon, a triangle? What other shapes did you find?
5. Why do you think Steve Light, the book’s author, included colored objects among the drawings in this book?
6. How many people have a dog on a leash on the pages that show 14 dogs in the park? How many dogs are at the park without their owner? Which dog would you take for a walk? Why would you choose that dog?

Vocabulary for Building Math Concepts	across, down, high, in, more, through, too, up
Vocabulary for Extending Math Concepts	arches, architecture, behind, parallel lines, perpendicular lines, pulley, rectangles, under
Vocabulary for Reading Comprehension	deliveryman, especially, hydrants, lanterns, maybe, perhaps, possible, manhole, stall, subway

Spanish Title: Not available

Available in: Chinese, French, Italian

Related Books: *One Watermelon Seed* by Celia Lottridge; *One is a Snail, Ten is a Crab* by April Pulley Sayre and Jeff Sayre

Find this book at your local library: https://www.worldcat.org/title/have-you-seen-my-dragon/oclc/960221325&referer=brief_results

Early Math Project Resources:

Dragon Numbers: <https://bit.ly/2UbS7NN>

Spanish Version coming soon!

Online Resources:

Interview with Steve Light: <https://bit.ly/3gru85H>. After listening to the interview and reading the story, take turns comparing how you and your child are like the dragon and not like the dragon in the story. Do you like to read? Eat ice cream? Visit monkeys? Climb up buildings? etc.

Activities from Candlewick Press: <https://bit.ly/3xo8TaL>

Teachers' Guide from Candlewick Press: <https://bit.ly/3guuAAi>

Age Level	Related Preschool Foundations and CA State Standards
Infant/ Toddler	Infant Toddler Foundations https://bit.ly/3ozQios
Infant/ Toddler	Number Sense The developing understanding of number and quantity. Attention Maintenance The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.
Preschool/ TK	Preschool Learning Foundations https://bit.ly/34vEeN3
Preschool/ TK	Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 1.1 Recite numbers in order with increasing accuracy. 1.2 Recognize and know the name of some written numerals. 1.3 Identify, without counting, the number of objects in a collection of objects (i.e., subitize). 1.4 Count objects, using one-to-one correspondence with increasing accuracy. 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. 2.1 Compare, by counting or matching, two groups of objects and communicate, “more,” “same as,” or “fewer” (or “less”).
Grades K-3	California Common Core State Math Standards https://bit.ly/31No7bP
Kindergarten	Counting and Cardinality K.CC.4; K.CC.5; Count to tell the number of objects.

