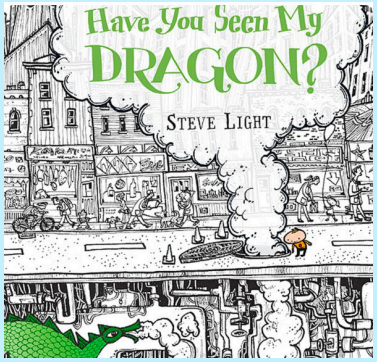

AUTHOR/ ILLUSTRATOR:
Steve Light

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

ATOS Reading Level: n/a

Lexile: n/a

ISBN: 9780763666484

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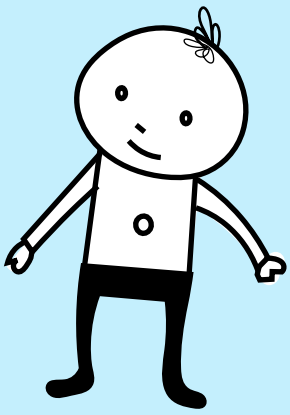


Have You Seen My Dragon?

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

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

Activities To Do Together:

Before you read the book *Have You Seen My Dragon?* ask your child:

- Where they think a dragon might hide? Would it be hard for a dragon to hide? Why or why not?

As you read *Have You Seen My Dragon?* with your child:

- Predict where the dragon may go next and why.
- Count what you see. How many buses are downtown? How many monkeys are at the zoo? Notice how numbers are written as numerals.

When you are done reading *Have You Seen My Dragon?*:

- Look at the endsheets of the book. Ask your child to retell all or part of the story using the illustrations and numbers on the map. They may want to refer back to the story to remember what happened. Encourage them to use positional words. This might sound like, “When the boy bought a hot dog, the dragon was resting **on top of** the hot dog cart.”
- Ask your child to tell you about their favorite page. What is happening on that page?
- Encourage your child to create a map that shows how they travel from one place to another.
- Look at the page with the 14 dogs. Ask your child to compare the dogs. How are they all alike? How are they different?
- Find out which of the dragon’s hiding places your child liked best. Why did they think it was a good hiding place?
- Challenge your child to draw a scene from your own neighborhood that could be added to this story. What number will they feature on this new page and where would the dragon hide?

Questions for Mathematical Thinking:

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, and 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?

Early Math Project Resources:

Visit Have You Seen my Dragon? (countplayexplore.org/book/have-you-seen-my-dragon) to find activities and related California Learning Foundations and/or Mathematics Standards provided by the California Department of Education for this book.

Math words found in the story: across, down, high, in, more, through, too, up

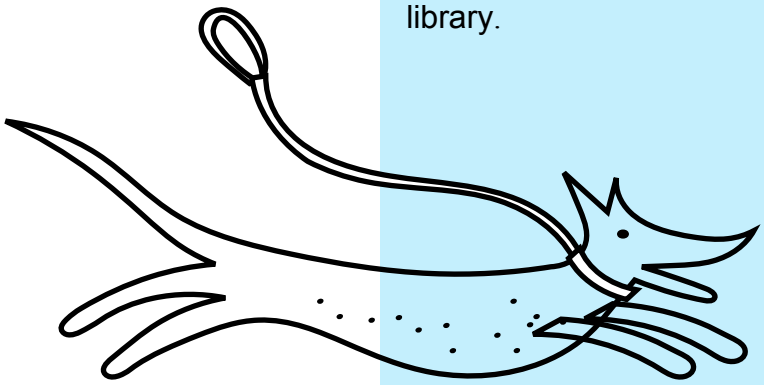
arches, architecture, behind, parallel lines, perpendicular lines, pulley, rectangles, under

Reading Comprehension: deliveryman, especially, hydrants, lanterns, maybe, perhaps, possible, manhole, stall, subway

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; *A Frog in the Bog* by Karma Wilson

World Catalog
bit.ly/45QTRvD
Have You Seen My Dragon? in the public library.



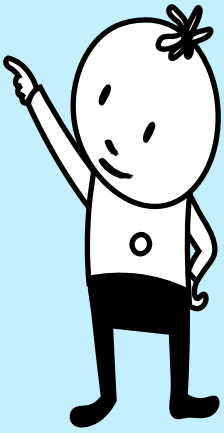
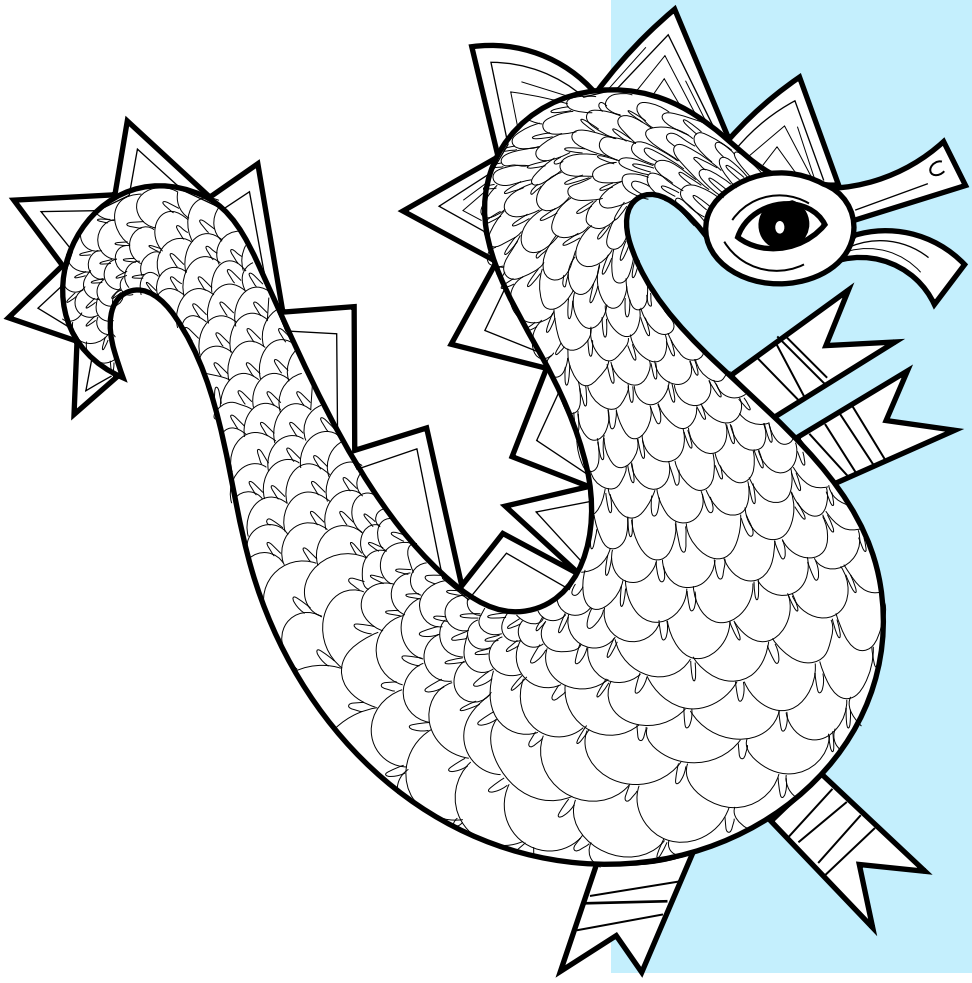
Math Connections:

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 fifteen 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 endsheets of the book. Help your child 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…” If counting down from twenty, this might sound like, “The boy found the dragon on top of a beautiful building that was surrounded by twenty red lanterns. Before that, he had looked for his dragon at a busy intersection with nineteen green lights and among eighteen 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, directions from home to school, or a path to a missing object.