

2. Write the children's descriptions on a piece of paper.
3. Ask the children to describe a different dinosaur each day for four days, and continue the process of writing their descriptions for each dinosaur.
4. Display the children's descriptions in a prominent place in the classroom.
5. On the fifth day, hide the dinosaurs that the children have described.
6. During circle time, explain to the children that they are "dinosaur detectives" and they need to find the missing dinosaurs using the descriptions. Give them magnifying glasses to add to the fun.
7. Read the children's descriptions out loud and encourage the children to work together to find the missing dinosaur. Continue the process until they have found all four dinosaurs.

## **More to do**

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**Dramatic Play:** Ask the children how they could use descriptions to help find a lost pet. Hide a stuffed animal and ask the children describe what it looks like. They can make posters (with pictures and descriptions) that will help other classmates find the lost stuffed pet.

## **Related book**

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*Whatever Happened to the Dinosaurs* by Bernard Most

◆ Linda S. Andrews, Sonora, CA

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# Objects and Words of Comparison

## **Materials**

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Small bags or boxes, one for each child  
Outdoor objects, such as stones, fallen leaves, wood, and old plastic items

## **What to do**

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1. Give the children small bags or boxes and go outside with them. Encourage them to collect items such as stones, fallen leaves, wood, and old plastic items. (Each child should collect more than one item.)
2. Back in the room, ask the children to sit in a circle on the floor and put their items in front of them.

3. Look at each one and talk about it with the children using comparative words. For example, "This stone is smooth. That stone is rough."
4. Encourage the children to touch each one and feel the difference as you say the words.
5. Other comparative words to use are *large, small; new, old; used, new; shiny, dull; thick, thin; and soft, hard.*

## More to do

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**Art:** Encourage the children to draw items that are large and small. Use materials that are rough or smooth to make collages.

**Movement:** Encourage the children to demonstrate with their hands and arms things that are large and small, thick and thin, and soft and hard. For example, ask if a house is big or little. Then ask them, "How big?" They will stretch their arms as wide as they can.

**Snack:** Ask the children to describe the food they eat (for example, *soft, hard, thick, and thin*).

## Related book

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*Push, Pull, Empty, Full: A Book of Opposites* by Tana Hoban

## Original song

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(Tune: "Three Blind Mice")

My house is big.  
My house is big.  
See how big!  
See how big!  
There's room for mom and dad and me,  
And friends and all my family.  
My house has everything I need to see.  
My house is big.

This box is small.  
This box is small.  
See how small!  
See how small!  
There's only room for a little thing,  
A pin, a paperclip, or ring.  
This box is too small for me to fit,  
I couldn't begin to live in it.  
This box is small.

◆◆ Lucy Fuchs, Brandon, FL