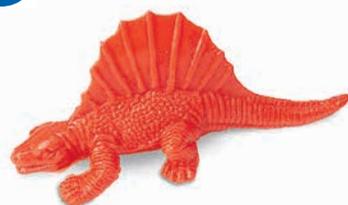




Mini-Dino Counters



Dinosaurios clasificación
Objets de tri - dinosaures
Dinosaurier Figuren

6 shapes/6 colors • 6 figuras/6 colores • 6 formes/6 couleurs • 6 Formen/6 Farben

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WARNING:
CHOKING HAZARD - Small parts.
 Not for children under 3 years.



ATENCIÓN: PELIGRO DE ASFIXIA.
 Piezas pequeñas. No se recomienda para menores de 3 años.
ATTENTION: RISQUE D'ÉTOUFFEMENT.
 Petites pièces. Interdit aux enfants en dessous de 3 ans.
ACHTUNG: ERSTICKUNGSGEFAHR.
 Kleine Teile. Nicht geeignet für Kinder unter 3 Jahren.



Mini-Dinosaur Counters make learning math concepts fun. This booklet provides a variety of imaginative early math activities as well as interesting facts about each species included in the set.

Before beginning the activities, encourage free play with the dinosaurs. After children have had time to explore and pretend, use the information in the first half of this booklet to introduce each species. Encourage discussion about the animals. You may want to compare them—how are they alike or different?

Use the following activities to discover how much fun learning with dinosaurs can be!

TRICERATOPS (try-SER-a-tops)

Triceratops was a huge dinosaur. It could weigh up to 6 tons (5443 kg), and its head was 6 feet (1.8 m) long. Triceratops had one small horn near its nose and one long, sharp horn over each eye. Its neck was covered with a frill made of solid bone.

Triceratops was a plant eater. Triceratops used its sharp horns, beak, and teeth to defend itself. Maybe that is why triceratops was one of the last dinosaurs to die out.

STEGOSAURUS (STEG-uh-sawr-us)

Stegosaurus means “roofed lizard.” It was given that name because the plates on its neck, back, and tail were like a roof. They protected stegosaurus from its enemies. Stegosaurus needed protection because it was very slow. Stegosaurus’s back legs were twice as long as its front legs, which made running difficult.

Stegosaurus was a plant eater. Its mouth looked like a beak in front, and contained small, weak teeth. But stegosaurus did not need sharp teeth to bite its enemies—the very sharp spikes on its tail provided a better defense mechanism.

BRACHIOSAURUS (BRAK-ee-uh-sawr-us)

Brachiosaurus was one of the biggest dinosaurs that ever lived. It was as tall as a four-story building and weighed as much as 50 cars! Brachiosaurus was a plant eater with a long neck like a giraffe’s and long front legs. These features helped brachiosaurus feed on the leaves and branches on the tops of trees, where other dinosaurs could not reach.

Brachiosaurus was very big, and very slow. However, brachiosaurus more than made up for its lack of speed with size—in fact, brachiosaurus was twice as big as its enemies!

TYRANNOSAURUS REX (Tye-RAN-uh-sawr-us REKS)

Tyrannosaurus rex (T-rex) was a huge and fierce meat eater. Its name means “king of the tyrant lizards.” T-rex’s jaws were bigger than a hippo’s, and they were filled with long, sharp, deadly teeth. T-rex used its powerful jaws to tear its victims apart.

This giant dinosaur was taller than most giraffes are today. With its huge head up that high, T-rex could spot its victims from a long distance away.

DIMETRODON (die-MET-ruh-don)

Dimetrodon was a meat-eating reptile that lived before the dinosaurs. Its name means “two sizes of teeth.” Dimetrodon used its long front teeth to attack its victims, and its back teeth to chew the meat up.

Dimetrodon had long spines on its back that were covered with skin, which looked like a sail or a fan. Dimetrodon was cold-blooded. It needed to warm up before moving fast. Dimetrodon’s “sail” helped it catch the sun’s rays so it could warm up quickly.

WOOLY MAMMOTH

The wooly mammoth was not a dinosaur; it lived after the time of the dinosaurs. The wooly mammoth looked very much like an elephant, except it was covered with heavy fur. Its ears and tail were also smaller than an elephant’s, and it had longer, curved tusks. These tusks made good weapons and were perfect for clearing away snow and finding edible plants.

Cavemen were alive at the same time as the wooly mammoth. They hunted these huge creatures with spears. Scientists have found ancient drawings of wooly mammoths on cave walls. They have even found several wooly mammoths frozen in ice in Alaska and Siberia.

DINOSAUR DINER (Sorting and Classifying)

For this activity, each child will need 5–10 dinosaurs. Ask the children to listen as you tell the following story. Then, have them act it out with their dinosaurs.

“After a long hike in the forest, some hungry dinosaurs went to their favorite diner for lunch. Dinosaurs of the same color sat together at each table. Show how the dinosaurs were grouped.”

Repeat the story using different sorting rules. For example, sort by species: meat eaters vs. plant eaters, and so on.

Next, add some dinosaurs. Then, ask the children to sort them based on two attributes (blue meat eaters, orange stegosauruses) or three attributes (purple, plant eaters that are not brachiosauruses).

NAME THAT GROUP

Without telling children what sorting rule you are using, separate a number of dinosaurs into several groups based on one attribute (i.e., color). Ask the children to name each group to show that they understand how you have sorted them (e.g., “reds, greens,” etc.). To make this more challenging, you can sort the dinosaurs by two or three attributes.

DINOSAURS ON PARADE (Patterning and Sequencing)

Set up a line of four dinosaurs in a simple pattern of alternating colors; for example: blue, green, blue, green. (You can mix the species.) Ask the children what color dinosaur comes next. Then, ask them to add more dinosaurs to the parade, keeping the same pattern. Repeat the activity with a more complex color pattern.

Next, try the activity using species to make a pattern. For a more challenging activity, use a pattern with both color and species; for example: yellow dimetrodon, purple stegosaurus, blue triceratops, yellow dimetrodon, purple stegosaurus, etc.

THE MISSING DINOSAUR

Have children cover their eyes and remove one dinosaur from the pattern. Then, ask them to guess which one is missing.

PICNIC AT THE SWAMP (Counting, Addition, and Subtraction Readiness)

Before starting this activity, have children practice counting. Begin with numbers 1–5, and continue counting up to 10.

Once children are comfortable with counting, they are ready for a picnic at the swamp! Start off by putting two dinosaurs together. Tell the children that these two friends decided to have a picnic at the swamp one day. When another dinosaur smelled the food, he joined them. Ask if there will be more or less dinosaurs at the picnic now (more). Have the children count the total number of dinosaurs at the picnic (three). Repeat the activity, adding dinosaurs. Soon the children should grow comfortable with the concept that adding more makes a group larger.

This time, start with 10 dinosaurs, including one tyrannosaurus rex (T-rex). Ask if there will be more or less dinosaurs after T-rex leaves (less). Then, take away T-rex. Ask children to count how many are left (nine). Continue with this game until the children are comfortable with the idea that “taking away” makes a group smaller.

PREHISTORIC STORYTIME (Logic Story Problems)

For this activity, you will need to create and read aloud stories such as the following (first, provide children with the dinosaur “characters” in the story).

“Once upon a time, four hungry plant eaters went looking for some food. They were a blue brachiosaurus and three triceratops: one yellow, one green, and one red. The dinosaurs walked in a straight line. The tallest one went first. The red one walked in between the other two triceratops. The green dinosaur was last in line. How were the dinosaurs arranged in line?” (blue brachiosaurus, yellow triceratops, red triceratops, green triceratops)

Tell the children to act out the story as you reread it, one sentence at a time. When all of the dinosaurs have been placed in order, reread the story one more time to check whether or not they are in the correct order according to the story.

Who Do I Have? (A game for two to four players)

To start, the first player hides a dinosaur behind his or her back and then gives the other players two

clues describing the dinosaur. (For example, “It is green. It is a meat eater.”) The other players guess which creature it is. The first player to give the correct guess wins.

ES

Actividades:

Exploración libre—Da la oportunidad a que los niños exploren las figuras. Dale tiempo a los niños para explorar con libertad. Déjeles crear, ver, sentir, tocar, inventar y descubrirlo todo por su cuenta.

¿Qué falta?—Coloque varias figuras frente al niño. Deje que el niño las estudie, y que después cierre los ojos mientras retira una de las figuras. El niño debe adivinar qué figura es la que falta.

Clasificación—Haga que los niños clasifiquen a las figuras según distintas características: color, forma, tamaño, etc.

Serie—Cree una serie con las figuras. ¿Los niños pueden continuar la serie que hizo? ¿Los niños pueden hacer series por ellos mismos?

Problemas matemáticos—Utilice las figuras para crear y resolver problemas matemáticos que incluyan sumas y restas. Realice esta actividad con diversas cantidades, figuras y problemas.

FR

Activités :

Exploration libre—donnez l’opportunité aux enfants de partir en exploration avec les petits comptables. En donnant du temps aux enfants pour explorer librement, vous leur permettez de faire, de voir, de sentir, d’inventer et de découvrir par eux-mêmes.

Qu’est-ce qui manque ?—Placez plusieurs figures devant un enfant. L’enfant doit les observer puis fermer les yeux, tandis que vous retirez l’une des figures. Regardez si l’enfant est capable de vous dire quelle pièce manque.

Classer—incitez les enfants à classer les figures en différents groupes en fonction de leurs attributs, de leur forme, couleur, taille, etc.

Regrouper—créez des familles à l’aide des figures. Les enfants sont-ils capables de continuer la famille que vous avez commencée ? Les enfants peuvent-ils créer leur propre famille ?

Inventer des problèmes—servez-vous des figures pour créer et résoudre des problèmes comportant des additions et des soustractions. Réalisez cette activité avec de nombreuses quantités, figures, et scénarios différents.

DE

Aktivitäten:

Freie Erforschung – Geben Sie den Kindern die Möglichkeit, die Figuren zu erforschen. Den Kindern Zeit zur freien Erkundung zu geben, ermöglicht es ihnen, alles selbst zu tun, zu sehen, zu fühlen, zu berühren, zu erfinden und zu entdecken.

Was fehlt? – Stellen Sie mehrere Figuren vor ein Kind. Das Kind sollte sie untersuchen und dann beide Augen schließen, während Sie eine der Figuren entfernen. Sehen Sie, ob Ihnen das Kind sagen kann, welche Figur fehlt.

Sortieren – Lassen Sie die Kinder die Figuren nach Kriterien in verschiedene Sätze aufteilen, wie z. B. nach Form, Farbe, Größe usw.

Nachbilden – Erstellen Sie Muster mit den Figuren. Können die Kinder das von Ihnen angefangene Muster weiterführen? Können die Kinder selbst ein Muster erstellen?

Textaufgaben – Verwenden Sie die Figuren, um Textaufgaben, die das Addieren und Subtrahieren beinhalten, zu erstellen und zu lösen. Führen Sie diese Aktivität mit vielen verschiedenen Mengen, Figuren und Szenarien durch.