

The Greedy Triangle
by Marilyn Burns

Parts of the Lesson	Materials Needed
<p>I. Pre-activity (Pre-assessment) Have children look at pre-drawn triangles (isosceles, right, acute, rotated in different positions, small, large, etc.) Have children draw something using one of the triangles.</p>	<p>I. Display a large piece of <u>mural paper</u> with triangles pre-drawn and <u>crayons or markers</u> nearby. Have children draw something using one of the triangles. <u>Or</u> give each child his/her own <u>triangle on a separate piece of paper.</u></p>
<p>II. Read the book (Talking points) Look at the book to see all the things the triangle was. Did we think of any of the same things in our drawings? End of book discussion: Why did he want to be something different? [He wanted to try new things but why?] Should he have stayed a triangle? [Things weren't so bad, but how would he know if he didn't try something different?]</p>	<p>II. Read the book. At least one copy of <u>the book.</u> What shapes do you remember from the book? Discuss characteristics of triangle, then quadrilateral. What quadrilaterals do you remember? Then pentagon with 5 sides. Then hexagon with 6 sides. Show them the list in back of the book with all the names for the polygons. Show <u>examples of the 2D shapes.</u></p>
<p>III. Do the math (Activities) Use marshmallows and toothpicks. Activity 1. Make polygons: a triangle, a square, a pentagon and a hexagon. Activity 2. Make a square pyramid. Start with a square, then make 4 sides come up to make a point. Activity 3. Make a triangular prism. Start with a triangle but this time make the sides come straight up. Activity 4. Make your own pyramids and prisms. What you can make?</p>	<p>III. For the activities <u>Mini-marshmallows</u>, about 1/6 of a bag per child. Leave them out on a cookie sheet for about a week so they get a little hard. <u>Round toothpicks</u>, about 50 per child. (Show <u>examples</u> of pyramids and prisms - find drawings, or show actual geometric solids, blocks or boxes.)</p>
<p>IV. Wrap Up (Assess) What did everyone make? What shapes do you see in what you made?</p>	<p>IV. Wrap Up Identify 2D and 3D shapes in <u>the children's constructions.</u></p>