

Lesson 2: Making a Triangle

Objectives:

Students review patterns, learn the properties of a triangle and how to make a triangle.

Essential Questions:

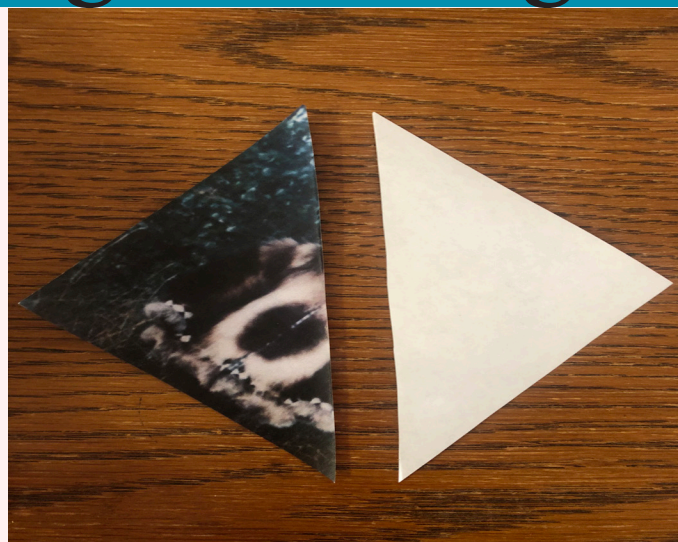
“Can you name a shape? What is a triangle? What is a pattern?”

Alaska Native Values:

See connections-All things are related.
Know who you are- You are a reflection of your family.

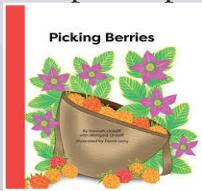
Standards:

- L21: Demonstrate eye hand coordination in different tasks
- M1. Continues a simple pattern
- M2. Knows basic shapes
- M3 Describes and compares measurable attributes
- M4. Counts orally, counts objects and names numerals.
- M5. Understands spatial relationships.

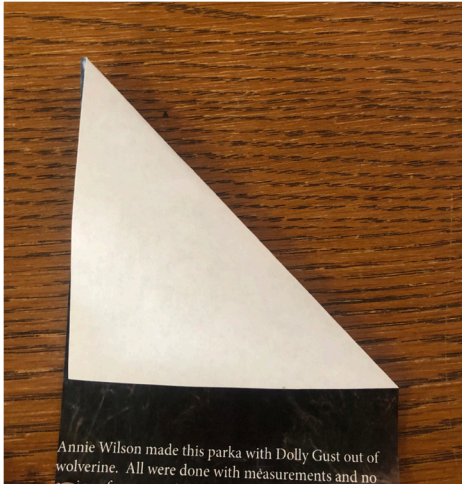


Promoting Culture Self Assessment:

- I reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I use visual aids, gestures, and physical prompts in my interactions with children who have limited English

Whole Group	Sensory Table	Exploring Shapes Through Art
<p>Materials:</p> <ul style="list-style-type: none"> Magnetic shapes (in kit) White board with parka outline Parka photo or a real parka brought from the classroom Scissors lined paper (or smaller easy to cut paper for students) 	<p>Materials:</p> <ul style="list-style-type: none"> Sand Table Multiple shapes- square, triangle, rectangle, circle Cups labeled ‘circle’, ‘square’, ‘triangle’, ‘Rectangle’ 	<p>Materials:</p> <ul style="list-style-type: none"> Book with simple shapes for drawings 
<p>Activity: See lesson below.</p>	<p>Activity:</p> <p>Hide shapes into the sand and have students search for shapes. Once found have students place shapes into the correct cup.</p> <p>Count all of the shapes found.</p>	<p>Activity:</p> <p>Explain: “Artist’s, or people who make the pictures in books, often break objects down into shapes to draw them. Let’s look for shapes and see if we can draw some of these shapes.”</p> <p>Read ‘Picking Berries’ or another book that has simple drawings where students may identify shapes. Choose a flower or other simple object to practice drawing together.</p>

Creating a Triangle



First make a fold along a rectangular paper to make a square.



Next cut along center fold to make 2 triangles.



Now you have your triangles!

Activity: Making a Triangle



Engage: Whole Group Activity: Shapes, Patterns & How to Make a Square

Have a student close their eyes and give them a square shape. Can they guess what shape it is? *“Let’s count the sides..1,2,3,4. It has 4 sides. Now let’s look at it, do all the sides look like the same size? One is not bigger than another? It starts with an ‘s’...it’s a square!”*

“Now let’s look at what were all wearing today..Can anyone see a pattern? Remember a pattern repeats like blue, red, blue red. Or square, circle, triangle, square, circle, triangle.” Look around at student clothes and discover patterns.

“In the lesson before we learned how to make squares by folding the paper like this.”

Demonstrate how you fold the corner of a piece of paper over to make a square (from lesson one).

“What’s so great about this is that if you can make a square, you can make another shape too.” Point along the fold of the square. *“I’m going to cut along this line that I made when I folded my square to get another shape.”* Cut fold to make a triangle. *“Now I have a different shape. This shape is called a triangle. Let’s count how many sides does this shape have? 1, 2, 3!”*

“With a triangle the sides can all the same lengths or they can be different but all triangles need to have 3 sides. That’s the main rule. ‘Tri’ means 3. A bike with 3 wheels is called a TRI-cycle or the dinosaur that has three spikes on its head is called a TRI-cerotops.”

“Let’s all explore and practice making triangles. If you make a really good triangle that you think should go on our shapes poster then bring it up here and we will glue it onto the page. Remember it has to pass the test though and make sure it’s got 3 sides!”

Explore: Touch, Agturu, Agtur, Vandaniichit

Activity : Give students a paper to practice making triangles. When they have made one that they are proud of have them bring it up to the shapes poster with the squares. Have them place it on a square that they want to make a house with a roof shaped like a triangle.

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: Once all of the squares have roofs on them have students stop and clean up. Gather them together to review. *“Wow look at all of our little houses! Let’s look at the shapes we’ve learned. Point to the house base. (Square) “This is a _____ (student response) because it has four sides (count the sides to demonstrate). AND all the sides are the same or equal in size.” Point to the roof (triangle). “This shape is called a _____ (student response) because it has 3 sides!”*

Evaluation

Emerging: Students did not participate.	Developing: Student tried making a triangle but needs more practice.	Proficient: Student can make a triangle and correctly identify the properties of a triangle.	Advanced: Students can make a triangle and can correctly identify the properties of a triangle. They can also give examples of triangle shapes in the classroom or community.
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