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Page 24: FINDING SQUARES

LESSON

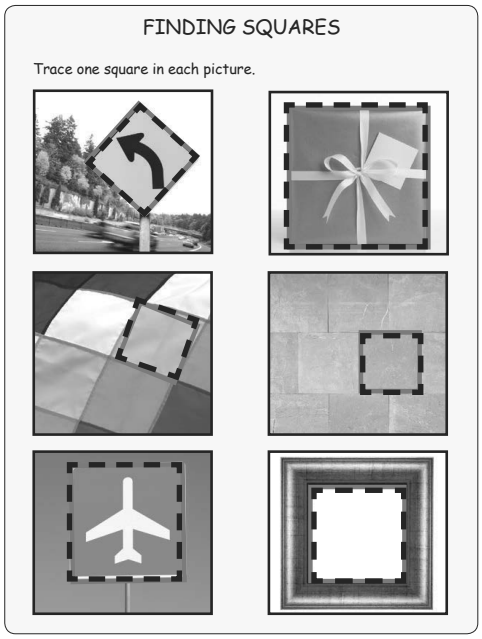
Introduction

- Hold up a square

Teacher Comment: **We know that squares have four sides and four angles.**

Stating the Objective

Teacher Comment: **We have found squares in our room and on paper. In this lesson you will look at photographs that show objects that are square. You will trace the squares that you see.**



Conducting the Lesson

Teacher Comment: **In the first photograph we see a traffic sign. What shape is it?**

Student Response: The traffic sign is square.

Teacher Comment: **Trace the square.**

Teacher Comment: **The second picture shows a present. Trace a square.**

Teacher Comment: **The next picture shows a quilt. A quilt is a large bed covering that is made of many small pieces of cloth. Trace a square.**

Teacher Comment: **The next picture shows floor tiles. Trace a square.**

Teacher Comment: **The next picture shows a sign that tells a driver that an airport is nearby. Trace the square.**

Teacher Comment: **The last picture shows a picture frame. Trace the square.**

- Check students' work.

Thinking About Thinking

Teacher Comment: **What did you pay attention to when you traced the squares?**

Student Response:

1. I paid attention to whether the shape had four straight sides and four square corners.
2. I made sure that all the sides were the same length.
3. I was careful kept my crayon on each straight line and each square corner.

Personal Application

Teacher Comment: **When do you need to find a square?**

Student response: I need to find a square in an object in order to draw it correctly.

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Page 50: HOW DIFFERENT?

LESSON

Introduction

Teacher Comment: **Sometimes you must write about how shapes are different.**

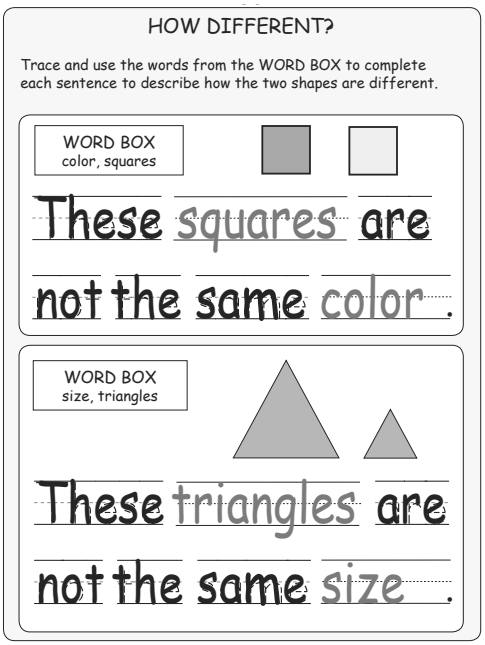
Stating the Objective

Teacher Comment: **In this lesson you will complete sentences that describe how two shapes are different.**

Conducting the Lesson

Teacher Comment: **Notice that two words are missing from the sentence. As you trace the sentence, use the words in the WORD BOX to write in the missing words to explain how the shapes are different.**

- Check students' work.



Thinking About Thinking

Teacher Comment: **What did you pay attention to when you wrote how shapes are different?**

Student Response:

1. I looked to see whether the shapes were different colors, different sizes, or different shapes.
2. I found the correct word and copied it.

Personal Application

Teacher Comment: **When do you need to tell if shapes are different?**

Student response: I need to tell if shapes are different when I make requests or give directions.

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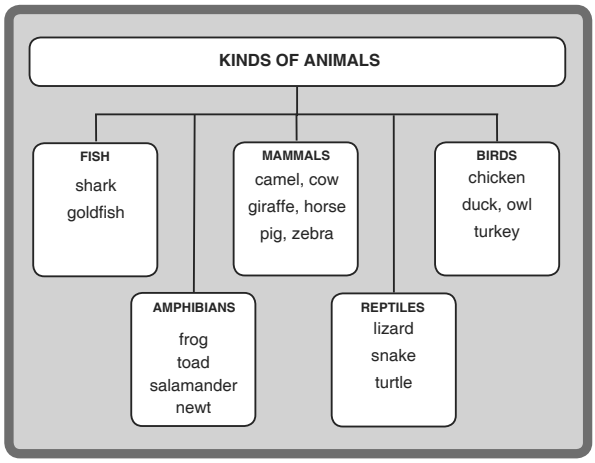
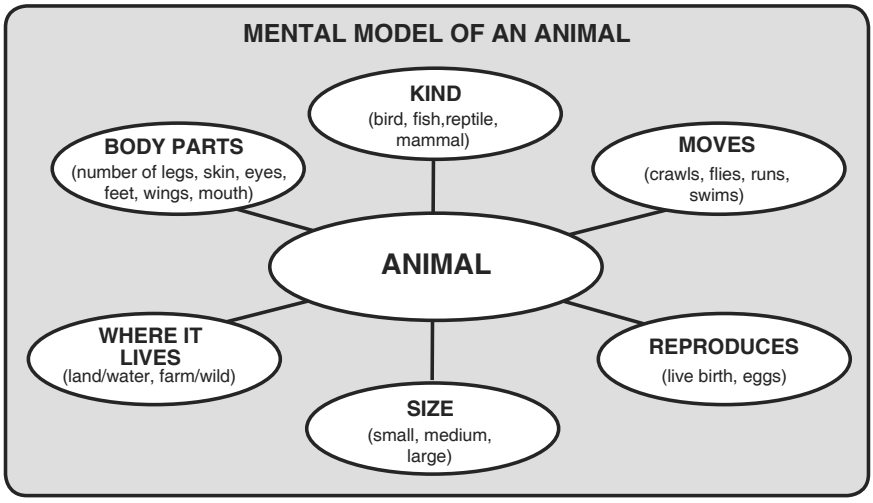
MENTAL MODEL

A mental model is a framework for understanding a concept. It outlines the characteristics that one must state to describe or define a concept. After completing this chapter, each kindergarten student will have applied this mental model to animals in the lessons. A mental model helps a student:

- Anticipate what he or she needs to know to understand a new animal
- Remember the characteristics of an animal
- State a clear definition or write an adequate description of an animal
- Explain an animal to someone else





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