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# CHAPTER THREE – SIMILARITIES AND DIFFERENCES—SHAPES (Pages 33-43)

## GENERAL INTRODUCTION

### CURRICULUM APPLICATIONS

Language Arts: Visual discrimination for reading readiness, writing sentences that describe size, shape, and position.

Mathematics: Identify similar figures. Write numerals in the correct direction (5, 7, etc.).

Science: Recognize similarly shaped leaves, insects, or shells.

Social Studies: Read maps.

Enrichment Areas: Recognize shapes of road signs. Discern patterns in art.

### TEACHING SUGGESTIONS

- Ask students to name the polygons and their properties as they explain their answers.
- Integrate these geometry concepts into your language arts program by discussing picture books.
- Model using the sentence structure of comparison (both ... and) and contrast (...but .... or ... next). Encourage students to speak and write using those terms and patterns.

## Page 34: FINDING EQUAL SHAPES

### LESSON

#### Introduction

Teacher Comment: **We have learned about polygons and solids. In these lessons you will describe similarities and differences in various shapes.**

#### Explaining the Objective

Teacher Comment: **If the sides and the angles of two shapes are exactly alike, the shapes are equal. An equal shape may be turned to a different position. In a group of shapes you will cross out any shape that is not equal to the first one.**

#### Conducting the Lesson

Teacher Comment: **Name the blue shape in the first box.**

Student Response: The blue polygon is a trapezoid.

Teacher Comment: **Which shapes are exactly the same shape as the blue trapezoid?**

Student Response: The red, purple, and green trapezoids are exactly like the blue trapezoid.

Teacher Comment: **Why is the yellow trapezoid not equal?**

FINDING EQUAL SHAPES

Cross out the shapes in each row that are not equal to the first one. An equal shape may be turned to a different position.


**Personal Application**

Teacher Comment: **When do you need to think about to decide whether a living thing is a plant or an animal?**

Student Response: I need to know whether or not something is a plant or an animal to know what it needs to survive.

**Page 98: DESCRIBING ANIMALS**

**LESSON**

**Introduction**

Teacher Comment: **To understand what animals need to survive, we need to know whether it is warm- or cold-blooded. Warm-blooded animals make heat inside their bodies, can huddle together to stay warm, and have a better chance to survive in cold weather. Cold-blooded animals must get heat from their surroundings.**

**Whether or not an animal has a backbone will tell how large an animal can grow. The backbone supports the weight of the animal. Only tiny animals have bodies that are supported by a stiff skin instead of a backbone.**

**Explaining the Objective**

Teacher Comment: **In this lesson you will circle the picture of the animal I describe.**

**Conducting the Lesson**

Teacher Comment: **Look at the top row. Name these animals.**

Student Response: These animals are a beaver, a prairie dog, and a rabbit.

Teacher Comment: **Listen to the clues and name the animal that I describe. Since this animal is a mammal, it is warm-blooded and has a backbone. It is larger than a prairie dog. It builds its home, called a lodge, in rivers and streams that run through woods. It uses strong, sharp teeth to cut trees to build its home. It eats wood and other plants. It has a large, broad tail and webbed feet for easy swimming. It slaps its tail loudly on the surface of the water to warn others of danger.**

- Ask students to decide with their partners which animal has been described.

Teacher Comment: **Which animal did I describe?**

Student Response: That animal is a beaver.
















Teacher Comment: **Circle the picture of the beaver.**

Teacher Comment: **What clues let you know that the animal is a beaver?**

Student Response: I saw its large, flat tail, it's larger than the prairie dog, and it climbs out of the river to get wood to make its home.

**DESCRIBING ANIMALS**

Circle the picture of the animal that your teacher describes.\*

 beaver	 prairie dog	 rabbit
 salmon	 shark	 tuna
 duck	 blue jay	 bat
 lizard	 snake	 alligator
 butterfly	 mosquito	 bee

\*Descriptions are available on page 19 of the free answer guide.