

## General Information

### Lesson Parts & Duration

Total Duration: 1 hour

- Distinguishing Attributes

### Subject(s)

- Geometry: Reason with shapes and their attributes (1.G.A.1)

### Objective

- Students will distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).
- Students will create a t-chart and sort/draw objects by attribute.

### Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher **or** a different picture book that is available.
- one piece of blank paper per student
- pencil/crayons per student
- paper & document camera/ chart paper/ or white board with appropriate writing materials for teacher to use for demonstration/examples
- **Optional:** printable Exit Slip (page 5)
- **Optional:** “Break Up Your Day” brain/movement break ideas (page 6)

### Instructional Setting

- Students seated on carpet or meeting area in front of teacher.
- Student desk or tables to complete several activities.

#### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by italicized type indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day (Brain/Movement Breaks)** are in green boxes (at the end)

#### Remember!

**Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.**

## Instructional Plan: 60 minutes

Students should be sitting on carpet or meeting area in front of teacher; teacher will have students go to their desks to complete activity.

*T* Class, now we are going to re-read the story Lilly's Purple Plastic Purse. Change the title if you substituted with a different picture book.

*T* As I read, let's look for shapes or objects in our story that are triangles and squares.

On the whiteboard or piece of paper with the document camera, draw a large triangle and a large square.

*T* A triangle is a shape with three straight sides that touch, three vertices/corners, and make a closed shape.

*T* A square has four straight sides that are the same, or equal length and touch to make a closed shape.

*T* A square also has four right angles in each of the corners.

*T* I am going to draw a t-chart so that we can keep track of all of the triangles and squares we see.

*T* Before I read this story, I want to talk to you about something very important.

*T* The attributes or characteristics that I just mentioned for our shapes are defining attributes.

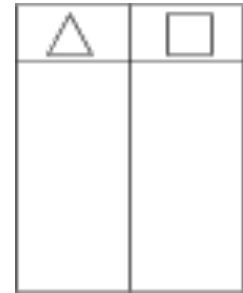
*T* There are also things like: color, where it is located, and its overall size.

*T* These things are called non-defining attributes.

*T* It doesn't matter if a triangle is red, blue, yellow, green, big, small, at the top of the page or the side of a page.

*T* It is still a triangle.

*T* What matters when I am identifying a triangle are the defining attributes: 3 straight sides that touch, and 3 vertices or corners.



Read aloud Lilly's Purple Plastic Purse or a different picture book available to you.

*T* As I am reading this story to you, I want you to look very carefully at the pictures on each page. Be sure to pause after reading each page for students to scan the pictures looking for triangles and squares.

*T* Remember you are searching for triangles and squares.

*T* Each time you see one, raise your hand so I know we need to stop.

*T* I will then record our answers on this t-chart by drawing a picture and labeling it with a word.

Pass out one piece of blank paper to each student and send students back to their seat/desk

*T* When you get back to your seat/desk, please write your name on the back of your paper

*T* Then flip your paper over, blank side up.

*T* Last, hold your pencil up in their air to show me you are ready to listen for directions!

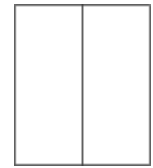
Once most students are holding up their pencil begin a directed raw to make the t-chart on the paper see steps below

*T* When I say the magic word, which is **DRAW**, then you can begin, but please do not start until you hear the magic word!

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

### Step 1:

- T* Turn your paper VERTICALLY (show students what this means).
- T* Now, put a line down the middle of the paper. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



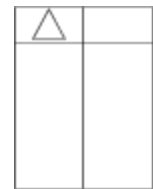
### Step 2:

- T* Put another line across the paper a few inches from the top. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



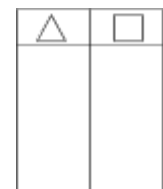
### Step 3:

- T* Put a triangle in the box on the left side of the chart, this is where we will put things that are in the shape of a triangle. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



### Step 4:

- T* Put a square in the box on the right side of the chart, this is where we will put things that are the shape of a square. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



- T* Once you have finished with your chart put both hands on your head and your eye on me so that I know you are done.

## Triangle & Square Hunt

For this next part, you can have students hunt for triangles and squares either around the classroom - or- in a picture book.

- T* We will be drawing and recording items from A picture book -or- around the classroom that are in the shape of triangles and squares.
- T* Let's do one together.

Model appropriately based on if you will be having students use picture books or the classroom. "Think Aloud" as you notice an object of either shape and say

- T* Oh, here is a fill in what you see in the shape of a whatever shape it is in.
- T* Let's draw it!
- T* What side of the chart will we draw it under? Call on students to answer.
- T* We are going to record our answers as drawings.
- T* As a challenge, you can also try label your drawings by writing the word for the things you find.
- T* I will be walking around to help if you need it.
- T* Please raise your hand and wait patiently for me to come and help you.

### Differentiation:

**CHALLENGE:** Give students a second piece of paper to look for 2 new shapes of their choice.  
**SUPPORT:** Pair struggling students with a partner to work on this activity.

Walk around and provide assistance as needed and have quick conversations with all students about their findings. For example: Student says “I drew the tips of Lilly’s pencils. They are triangles because they each have three sides that connect.” Encourage them to justify and explain the things they have chosen including describing the attributes of the shape that you discussed earlier to justify that the shape they drew is accurate.

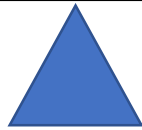
Gather the students’ work and leave it on the desk for the classroom teacher.

\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 5), or simply have students copy the problems on a half sheet of paper.

Name: ANSWER KEY Date: \_\_\_\_\_

**Exit Slip:**

Find all the things that are in the shape of a triangle or a square.



ANSWERS WILL VARY BASED ON RESOURCE USED FOR THE “FIND”

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Ensure student can justify their answers using the “attributes” of that shape (sides, vertices, angles)

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**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 6)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**

Find all the things that are in the shape of a triangle or a square.


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**

Find all the things that are in the shape of a triangle or a square.


## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.  
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

### Break Up Your Day: The Wiggles!

- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)  
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!

### Break Up Your Day: Body Spell!

- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!”
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.

### Break Up Your Day: I Spy Shapes!

- Teacher begins by modeling an example:
- I spy with my eye an object in this room in the shape of a triangle.
- Look around and see if you can spy the same object.
- “Raise your hand if you have a guess.”
- When they take a guess, let them know if they are cold (not even close, a different shape) or hot (close, that is the same shape, but not what I spy)
- Play again, each time letting the student who “spied” the object correctly and justifies their guess by stating the correct attributes of the shape, be the next “SPY”.