



TEACHER PAGE

Lesson: Small and Large Squares

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New Arizona Math Strand 4 Geometry and Measurement **Grade 1**
Articulated 4M11-O3 Use concepts and terms of position and size in contextual situations . . . •smaller/larger . . .

Old Arizona Math Standard 4 Geometry, Foundations 1 **Grades 1-3**
4MF1-PO4 Compare attributes of 2-dimensional shapes.

Old Arizona Math Standard 2 Data Analysis and Probability, Foundations 1
2MF1-PO3 Identify largest, smallest, most often recorded (i.e., mode) less often, and middle (i.e. median) using sorted data.

Materials:

Place a box with many large to small squares somewhere in the classroom. Prepare a center for students to examine, construct, sort and sequence squares while connecting them to the appropriate words.

Learning Objectives. The student will be able to:

- identify different sizes of squares
- select appropriate pictures relating accurately to different sized squares
- demonstrate correct sequencing of squares from smallest to largest and vice versa.

Overview:

Students will see a variety of squares from small to large. At a classroom center, they will be able to explore this shape in different sizes, connect the words to the shapes, sequence the shapes in correct order and make pictures using the appropriate sizes to illustrate small and large. Think-about and pencil/paper activities are included in the lesson. This lesson has English, Navajo and Spanish narrations and scripts.

Follow-up, extensions:

- 1.After students complete the lesson activities, extend their perspective with attention to the words small and large which become smallest and largest in certain contexts.
- 2.Going on, stretch student information to the related words, least and greatest, but from context of rank through examples.
- 3.Be sure students connect small and smallest, then, large and largest. If students are secure with these concepts, they possibly are ready to learn the comparatives of smaller and larger.
- 4.Students should be able to research appropriate materials for examples of all the terms relating to size of squares from this lesson.

Assessment:

Students will identify illustrations of the smallest square and the largest square after reading the words, smallest and largest. Extend this identification by observing the sequencing decisions of students displaying small to large pictures of squares and vice versa.

