

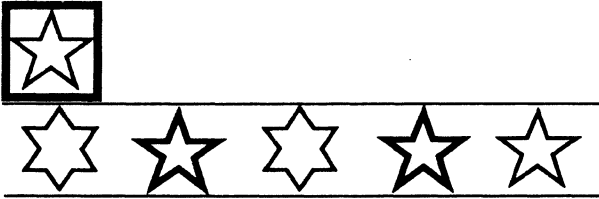
Lesson 9

RATIONALE

The purpose of this lesson is to teach a strategy for distinguishing features of similar shapes.

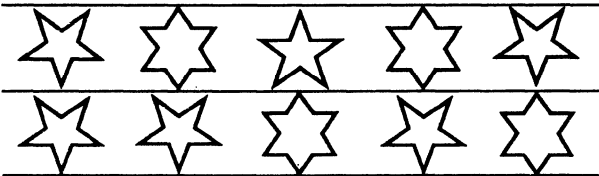
MAIN ACTIVITY

a. Draw or cut out shapes to make the following arrangement of figures.



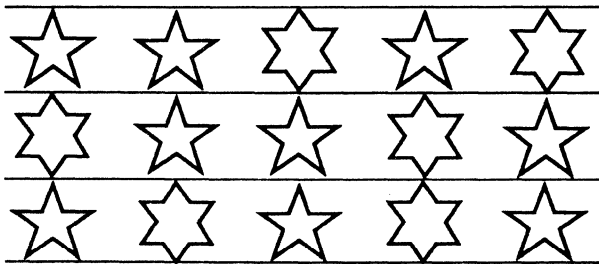
Elicit the distinguishing feature of the stars, which is the number of points. Help the children figure out that the strategy for finding all the stars that are like the model is to count the points and work systematically left to right. Help the children complete the comparison.

b. Use the same shapes to make additional rows.



Point out that if all the shapes are stars that look almost alike, the children will have to look and count very carefully in order to compare each star to the model. Complete the comparisons.

c. Use the same shapes to make additional rows.



Point out that these stars are closer in size and so even more alike. Emphasize the importance of counting and looking carefully and systematically. Suggest what might happen if the children were to work unsystematically. For example, they might count the same point twice or not at all. Complete each row with them.

COGNITIVE FUNCTIONS

1. DEMONSTRATING PRECISION AND ACCURACY IN INPUT — GATHERING CLEAR INFORMATION
2. COMPARING
3. MAKING A SYSTEMATIC SEARCH

VARIATION

Use items from the classroom such as square and rectangular blocks, and spoons or forks of different sizes. Designate one as the model and discuss systematic search concepts.

GENERALIZING ACTIVITY

Ask the children to name all the boys in the class who have brown hair, brown eyes, and who are wearing brown shoes. Then ask which of the boys have *some* but not all of these characteristics. Reinforce the idea that it is necessary to gather information on each one of these dimensions before including a boy. Ask what they had to do or think in order to find the right boys. Extend the activity to a detective game, in which a suspect is described in detail, and must be identified *precisely*. Ask the children what could happen if a witness to a crime were to make a mistake and identify the wrong person as the criminal. Discuss how this could happen.

BRIDGING DISCUSSION

a. Discuss times when the children have to look very carefully because things are very much alike, for example, when they are taking a certain book or toy from a shelf, or getting their own coats or toothbrushes.

b. Discuss times when using a plan or system helps us do things correctly or not miss something, for example, when counting children or plates for lunch, or looking for something that is lost.

OTHER BRIDGING DISCUSSION

School:

Home:

Peer group:

Other:

COGNITIVE MASTERY CRITERIA

Each child should be able to use a model to compare a row of 5- and 6-pointed stars, and to name another time when looking carefully and having a plan is important. 