

**Title of Book:**            **The Greedy Triangle**  
**Author:**                   **Marilyn Burns, Gordon Silveria**  
**Publisher/Year:**       **Scholastic Paperbacks/2008**  
**ISBN:**                     **0545042208**

**Grade Levels for Recommended Use:** 2<sup>nd</sup>

**TEKS:**

2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A) create two-dimensional shapes based on given attributes, including number of sides and vertices

**Brief Summary:** This book is the story of a triangle who gets dissatisfied with its attributes. It thinks if adds just one more line and one more angle to itself life will be more satisfying. The triangle visits a shapeshifter who can shift it into other shapes. As the shape explores what it's like being different shapes such as a quadrilateral, pentagon, and hexagon the author provides real world examples of those shapes. In the end the triangle decides it would be happy being what it began as, a triangle.

**Materials needed:**

- The Greedy Triangle
- Geoboards
- Rubber Bands
- Pencil
- Worksheet (Page 3)

**Suggested Activity:**

1. Introduce two-dimensional shapes, discussing vocabulary: sides, angles, vertices
2. Distribute paper and pencils to students
3. Instruct students to fold paper into fourths, creating sections to illustrate a triangle, quadrilateral, pentagon, and hexagon
4. Direct students to write the number of sides, angles, and vertices for each shape in the corresponding section

5. Distribute geoboards and rubber bands to students
6. Read story, pausing after the introduction of each shape: triangle, quadrilateral, pentagon, hexagon
7. After each shape is introduced in the story:
  - a) Have students create the shape with rubber bands on their geoboard
  - b) Have students draw and label the shape in the corresponding section of their paper, writing the number of sides, angles, and vertices
8. Continue until all four shapes have been covered in the story and students have created, drawn, and labeled each shape

**Adapted by:** Cassandra Soto (2023)

**Triangle**

\_\_\_\_\_ sides  
\_\_\_\_\_ vertices  
\_\_\_\_\_ angles

**Quadrilateral**

\_\_\_\_\_ sides  
\_\_\_\_\_ vertices  
\_\_\_\_\_ angles

**Pentagon**

\_\_\_\_\_ sides  
\_\_\_\_\_ vertices  
\_\_\_\_\_ angles

**Hexagon**

\_\_\_\_\_ sides  
\_\_\_\_\_ vertices  
\_\_\_\_\_ angles