

TEACHER READING GUIDE

Triangle

written by Mac Barnett
illustrated by Jon Klassen

This book is from
the **Shapes Trilogy**
series.



Essential Question: How does making real-world connections between stories and real-life experiences help children better understand the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Fiction, Picture Book, Comedy

Themes/Topics: Fear, Shapes, Friendship

Social & Emotional Development

III.A.1.a – Expresses, identifies, and responds to a range of emotions

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

IV.F.2.f.

Combines onset and rime to form a one-syllable word.

Vocabulary

IV.C.1.a.

Demonstrates understanding of age-appropriate vocabulary.

Comprehension

IV.F.1.b

Makes real-world connections between stories and real-life experiences.

BUILDING BACKGROUND

Use the following prompts to build excitement for reading *Triangle*:

- What does it mean to be afraid?
 - If you are **afraid** of something or someone, you are scared of them.
- What are some things people might be afraid of?
- Describe a time that you felt afraid. What did you do to feel better?
- In this story, the characters will experience things that make them feel afraid.

PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language, vocabulary, general knowledge, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book ahead of time.
- Identify any words or parts that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions and comments you will ask during reading.
- Have fun!

WORD WORK – BLENDING ONSETS AND RIMES

IV.F.2.f. Shows age-appropriate phonological awareness

- **Benchmark f:** Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)

In this phonological awareness activity, children will combine onsets and rimes to form familiar one-syllable words. **Onset Rime Awareness** refers to the two parts of a syllable:

- **Onset:** Part of the syllable that comes before the vowel
- **Rime:** The vowel and everything that follows it.
 - Example: In the word cat, /c/ is the **onset**, and /at/ is the **rime**.

Phonological awareness is sound-based only. Children will say the beginning sound before the vowel (**onset**) and the rest of the word (**rime**), and then put the sounds together to say the whole word.

Say:

- “I am going to say two sounds. You tell me what word they make. Ready? N-ote. What word do those sounds make? Note. Let’s try more.”

Onset	Rime	Word
l	and	land
d	ay	day
b	ig	big
sh	ape	shape
l	ight	light
t	en	ten
n	ame	name
h	ouse	house

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with child-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help children make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



sneaky (p. 9): If something or someone is **sneaky**, they do things secretly. Triangle is **sneaky** when he hisses like a snake at Square’s door.



trick (p. 9): A **trick** describes an action done to make you believe something that is not true. At the end of the story, Square plays a **trick** on Triangle.



blocking (p. 42): When something or someone **blocks** your view, they are in the way and keep you from seeing what you want to see. Square stands at Triangle’s door, **blocking** the light.



believe (p. 45): If you **believe** someone, you think they are telling the truth. Square wants Triangle to **believe** that he planned to trick him.

IV.C.1.a. Shows an understanding of words and their meanings (receptive)

- **Benchmark a:** Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

IV.C.2 Uses increased vocabulary to describe objects, actions and events (expressive)

Vocabulary Extension Activity

Explicit vocabulary instruction includes multiple opportunities for children to interact with new words in meaningful contexts. In the game of *Guess Who?*, ask children to answer “who” questions about characters from the story. For example:

- Who is being **sneaky**?
- Who plays a **trick** on someone else?
- Who plays a trick by **blocking** the light?
- Who do you **believe** plays the better trick?

IV.F.3.a Shows alphabetic and print knowledge

- **Benchmark a:** Recognizes that print conveys meaning.

IV.F.1.b Shows motivation for and appreciation of reading

- **Benchmark b:** Makes real-world connections between stories and real-life experiences

IV.F.4.b Demonstrates comprehension of books read aloud

- **Benchmark b:** Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)



Before:

Introduce the book *Triangle*, written by Mac Barnett and illustrated by Jon Klassen.

- Display the front cover.
 - Model the correct way to hold a book and turn its pages.
 - Ask children how the cover of this book is different from others.
 - The front cover has no title or author listed.
- Discuss:
 - Ask children what the title could be.
 - Display the title page.
- Explain:
 - Mac Barnett is the author of the book.
 - Jon Klassen is the illustrator of the book.
 - Ask volunteers to tell what the author and illustrator do. Show examples of words and illustrations from the front cover, back cover, and spine of the book.
- Before you read *Triangle* aloud, lead children in a picture walk. **A picture walk** is a time to preview the illustrations and guide the children in making predictions about the action of the story.
 - What do you think this book might be about?
 - Point out that the words *Triangle* and *Square* begin with capital letters because they are the names of the characters.
 - What do you know about triangles?

Cross-Curricular Connection

Triangle reinforces the following from Florida’s Early Learning and Developmental Standards:

Math V.D.1: Recognizes and names two-dimensional shapes of different size and orientation

- Display a shape of different sizes. Ask children to name the shape and describe it using small, medium, and big.

Math V.D.2: Describes, sorts, and classifies two- and three-dimensional shapes using some attributes such as size, sides, and other properties (e.g., vertices)

- Discuss the similarities and differences between a square and triangle.



During:

Beginning (Read p. 1 – 9.)

- Triangle plans to play a sneaky trick on Square.
- Triangle lives in the land of triangles. What triangle-shaped things do you see?
- One day, Triangle walks out of his door and away from his house.
 - Where is Triangle going?
 - Describe a time someone played a trick on you or you played a trick on someone else.

Middle (Read p. 10 – 27.)

Triangle leaves home to play a trick on Square.

- When he arrives, Triangle walks up to Square's door and hisses like a _____.
- How does the hissing sound make Square feel? How do you know? How does Triangle feel when Square becomes scared?

Middle (Read p. 28 – 43.)

Square follows Triangle back to his house. When Square reaches Triangle's door, he has a big problem.

- What is the problem? How does Triangle feel about Square's problem?
- Triangle suddenly realizes he has a problem of his own.
 - What is the problem? How does Triangle feel now?

End (Read p. 44 – 45.)

Square says he planned to play a trick on Triangle all along.

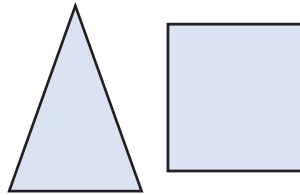
- Do you believe him?
- What do you think happens next in the story?



After:

Guided Writing Activity:

- As a class, brainstorm ideas of what happens next in the story. Model writing for children.
- Students will trace Triangle and Square and draw eyes and legs on them. Add to the picture to represent what may happen next in the story.
- Ask students to sign their names to their artwork.



- Consider using the printable shape templates on the last page of this resource to support implementing this writing activity.

Did You Know?

Emergent reading and writing skills support one another. As children learn to read for meaning, they also learn to write for meaning (Shea, 2011). Keep these emergent writing states in mind as you guide the writing activity.

- Drawing
- Scribbling
- Letter-like forms
- Letter strings
- Inventive spelling
- Conventional spelling

