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Reading questions from Learning Geometry: Some Insights Drawn from Teacher Writing

**Questions from the introduction and the section “Categorizing shapes by “gestalt” or by properties”**

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| 1. Draw an example of a triangle that children might not recognize as being a triangle because it doesn’t fit their mental model: | 2. Draw an example of a shape that isn’t a triangle, but which children might think is a triangle because it “looks like one”: |

2. Give an example of a property that one of the children in the article used to sort their shapes.

**Questions from the section “Teachers illustrate the challenges”**

3. How did learning about triangles make it more complicated for Judy Bishop to teach her students about squares?

4. How did Doris Flynn’s students explain why changing their ideas about triangles was difficult?

**Questions about the “appendix”**

5. What properties were the students in the appendix focusing on when deciding if a shape was a rectangle or not?

**Questions about the topic, but not directly from the readings:**

6. In relation to figure 5: if a someone (a student perhaps) said that the only rectangles were a and d, what could you infer about their mental definition of rectangle?

7. Here is a triangle rhyme I found on a web site. Identify something that could be good and something that could be bad in using this rhyme to teach what a triangle is.

Draw a triangle, draw a triangle,
Always start at the top.
Make a tent, make a tent,
Use three lines and stop!