

THE BARTON SERIES

# LITTLE BARTON AGAIN



Ages 5 and over

*By*

Dr. Fayad W. Ali

# LITTLE BARTON AGAIN

## TABLE OF CONTENTS

Story	Page
SHAPING THE WORLD	9
I AM NOT EASY TO FORGET	27
RIGHT, DOWN THE MIDDLE	46
HALF I AM OR HALF I'M NOT	59
THE MEETING	73

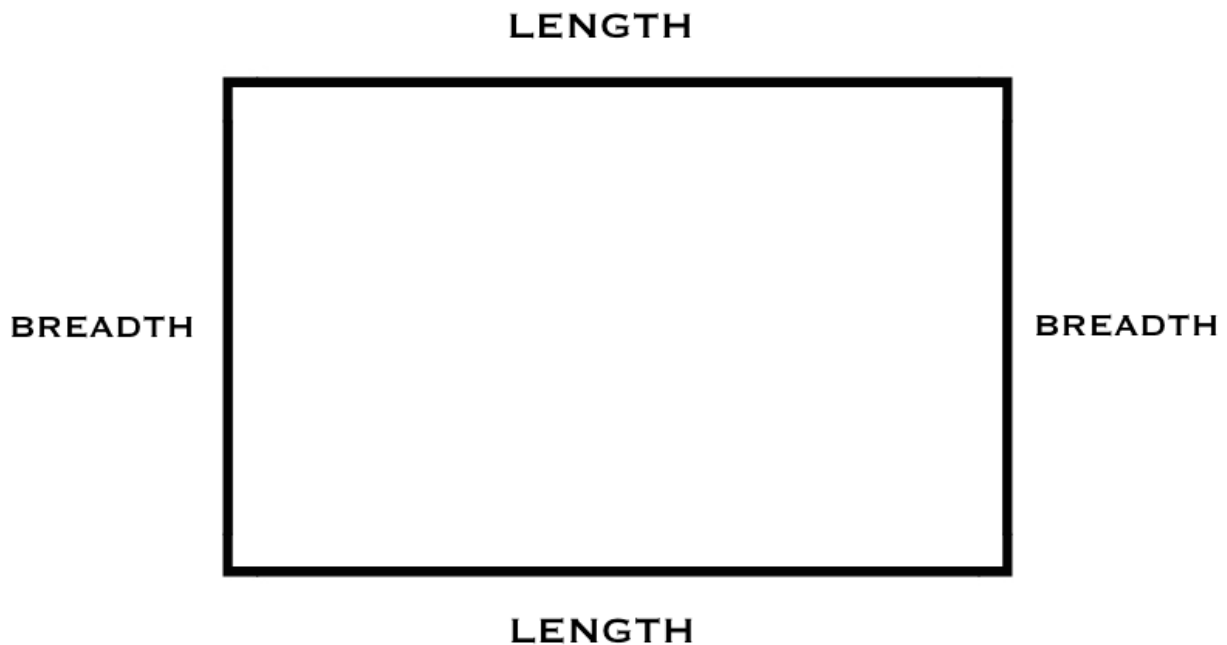
# SHAPING THE WORLD

The morning's mathematics class at school was found to be particularly interesting to little Barton.

Miss had taught the class about the outlines of various shapes and had shown them the difference between a **square** and a **rectangle**. Barton found it easy to remember the difference. He had observed from long before this class, that there were some four-sided figures which resembled a square, but not all of their sides were equal as they were in a square.

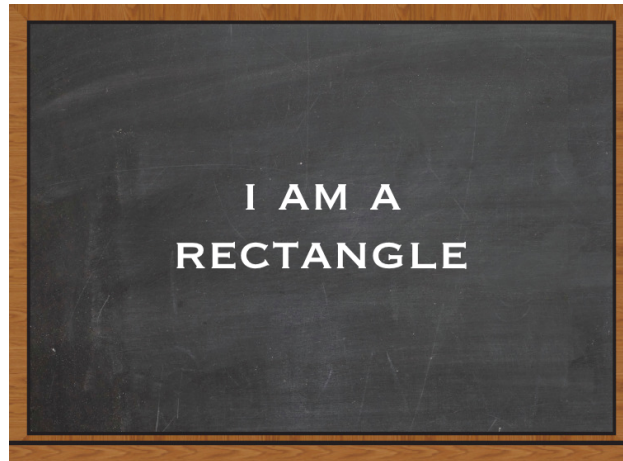
Barton remembered that in rectangles their left and right sides were equal and that their sides at the top and at the bottom were also equal. However, all four sides were not equal to each other. It was only now that the young mathematician decided to think deeply about all the similarities as well as the differences between these two figures.

Barton thought to himself that a rectangle was very much like a stretched square, either stretched upwards or downwards. He smiled at the thought of holding a square in his hands and stretching it to form a rectangle.



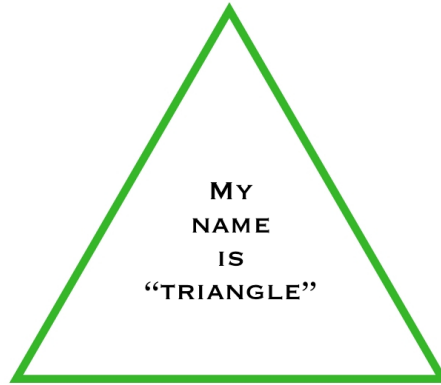
As Miss continued to speak more about the rectangle, Barton found the names of the sides of a rectangle were also simple to remember. The longer side was called the length and the shorter side was called the width or the breadth.

As little Barton looked in front of the class, he could now see that the chalkboard on which Miss wrote, was shaped like a rectangle. He also felt quite sure that he would be able to recognise figures in the surroundings that are **rectangular** in shape.



“There are various types of shapes around us,” said Miss. “If we were to look around us, we will be able to see them and to identify them,” she added.

Miss, proceeded to describe for her class, the shape called the **triangle**.



The students all sat silently and in rapt attention as they admired the drawings which were done on the board by Miss. She explained to her students, that a triangle can be drawn by joining any three straight lines to form a shape with three sides. The shape will always be flat, Miss told them.

“I would like to tell you about another name for a flat figure,” teased Miss. “But, perhaps, I shall wait until you are older,” she said.

“Please tell us, Miss, we would like to know the other name for a flat figure,” the students begged.

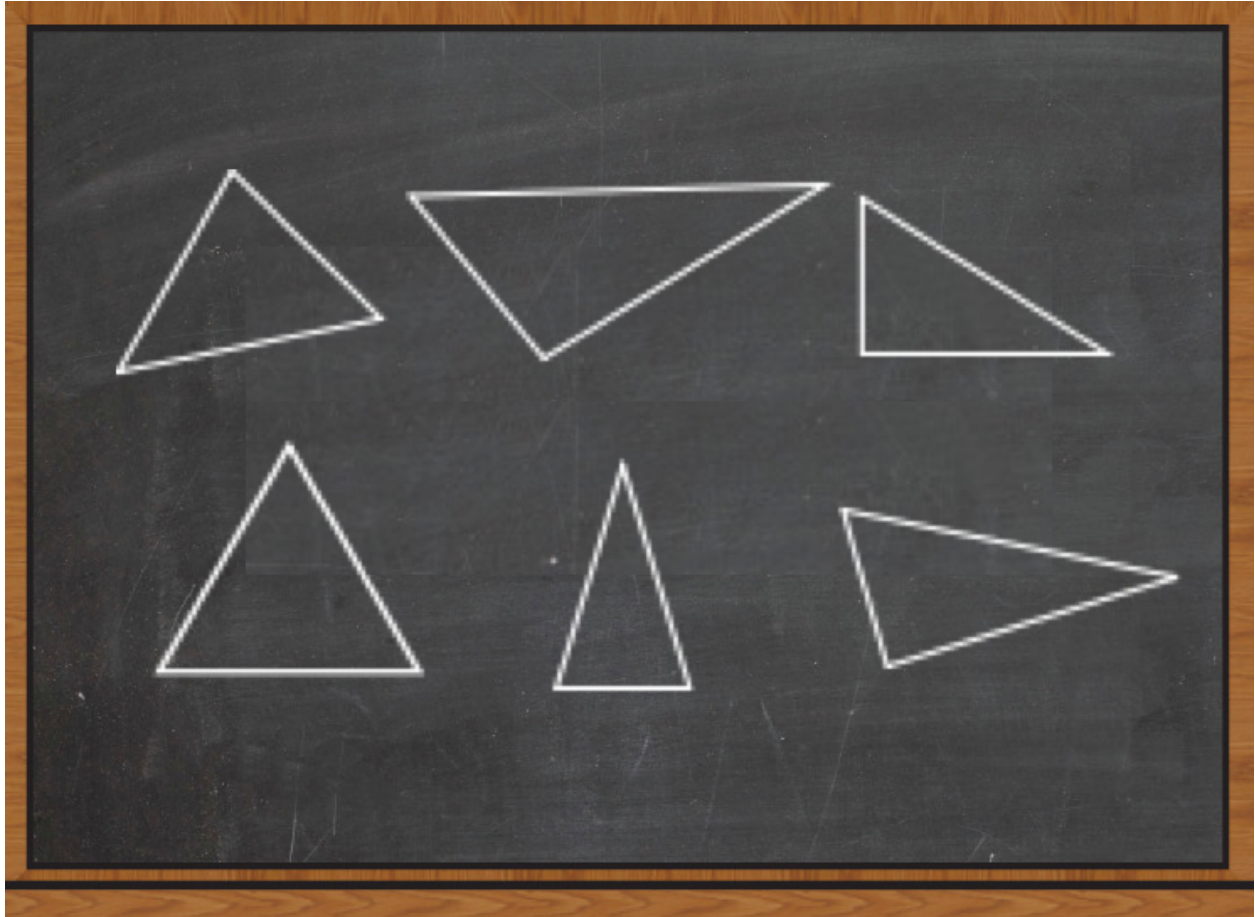
Miss, was wise to the curious ways of little children. She knew just how to create interest among them and to make her class excited about learning.

“We may also describe a flat shape as being **plane**”, she said to the class.

She looked admiringly at her eager young students as they wrote down the new word in their notebooks.

Miss went on to draw several triangles on the board. The class was surprised to see the many different-looking shapes that triangles could have.

“Do you see how differently triangles can look?” asked Miss.



The students looked on in almost disbelief, that three straight lines could be shortened and lengthened to form triangles which varied so much in shape.

“They all have exactly three straight sides, yet they look so different,” Miss repeated to them.



“Miss,” said Barton, as he raised his hand, “I think triangles are like people,” he said.

Miss was surprised at the statement from little Barton. She had been a teacher for many years and always found the thoughts of children to be rather interesting. Though she was familiar with the many varied ways in which the young might think, there were always great surprises from time to time. She had never heard of people being compared to triangles. Miss was anxious to hear of Barton’s reason for saying so.

“Would you explain to us why you think triangles are like people?” Miss asked.

“Miss,” replied Barton, “all triangles have three sides and their sides are all straight. Yet they can be drawn to look quite different as you have shown us on the board.”

“That is quite true, Barton,” replied Miss, waiting to see if Barton had more to add.

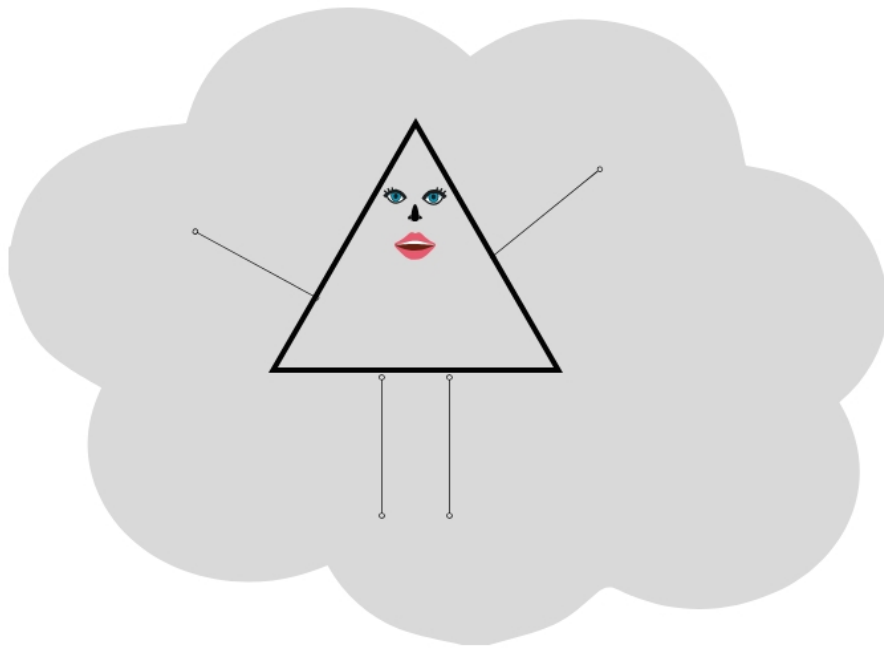
“The same thing occurs with people, Miss,” said Barton. “They all have a head, two eyes, a nose, two hands, and two feet and yet, they all look so different.”



Miss laughed and laughed and she clapped her hands.

“You are so right, Barton,” said Miss. “I have never thought of it that way before. But you have made a very good point and I have to agree with you.”

Barton's little friends also laughed as they imagined themselves as being triangles with little legs and hands and walking about from place to place.



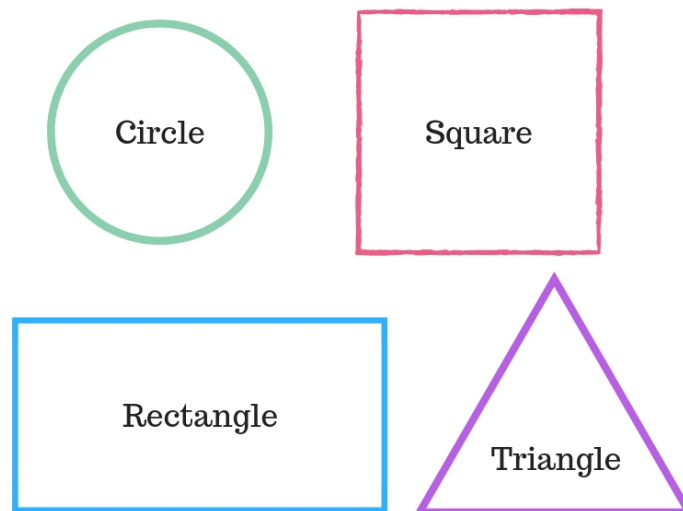
“Do we all agree that triangles may have many kinds of different shapes?” asked Miss, as she continued the lesson.

The students saw this and they all understood.

They were happy to create and draw many images of triangles in their books.

Barton A. Sandiford sat down and thought of the many shapes which he now knew and which he would be able to identify. Miss had just described the square, the rectangle, and the triangle to the class and he had neatly drawn several of them in his book.

Even when Barton was younger, he was able to easily recognise the shape called the [circle](#).



Little Barton thought of the four shapes which he now knew. He was quite anxious to meet with his new friend at the lunchtime interval. I would have much to tell my little friend when we next see each other, Barton thought.

As usual, Barton and his little friend met during the lunchtime interval. As the two ate and shared sandwiches, they made plans on how to spend the remainder of the break time. They came to an agreement.

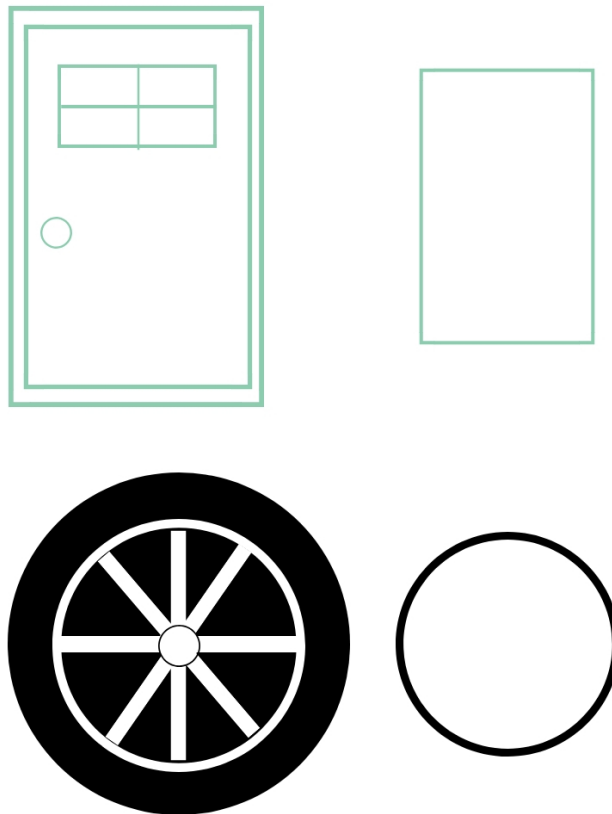
The two boys decided to walk around the school and try to identify objects with the shapes that they had just learned. It would be their new lunchtime adventure.

Barton and his little friend continued to enjoy their lunch as they talked and ate slowly. They grew excited about the plan to walk around the school and look for shapes which they could identify.

“We shall be explorers,” said the little boy, as Barton smiled and nodded his agreement.

“Some shapes are very easy to notice,” said Barton. “We could easily see the walls and doors of the buildings are shaped like rectangles and that the wheels of vehicles are circles.”

The little boy looked around, pointed to a door and a window, then to the wheel of a car.



“Agreed,” he said to Barton, as the two explorers laughed together.

“If we look at the floor, we can see that they are made up of square tiles,” Barton continued.

“Let us look for objects that are shaped like triangles and rectangles and which might be more difficult to notice,” suggested Barton.

So, off went the two young, adventurous, little explorers on their mighty quest.

It was an excited Barton, who called to his friend as he claimed to have found a hidden triangle. Barton had been gazing at a pine tree in the wooded region near to the school.



There it was, clear for the two explorers' eyes to see. The outline of the tall, green, pine tree did have the appearance of a triangle.

Barton's little friend agreed with him. He began jumping up and down in excitement at his friend's discovery.

The little boy slowly pulled out his notebook and wrote – **“Pine tree looks like a triangle.”**

The two explorers ambled on.

“Let us walk slowly and quietly,” said Barton's friend. “We do not wish to frighten any shape away,” he whispered.

Barton laughed and laughed and the two boys continued merrily on their search for all 'hidden shapes'.