

## Geometry Vocabulary

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**Materials:** paper, pencils, crayons, markers, glue, strips of different colored paper, yarn, small round buttons, copies of word search

**Opening (Engage)** Students will say and use movement to demonstrate each of their math vocabulary:

- **point-fist** (say- a location in space)
- **line-arms extended open hands** (say-keeps going in both directions)
- **line segment-arms extended each hand a fist** (say-starts at a point and ends at a point)
- **ray- arms extended one hand a fist one hand open** (say-starts at a point and keeps going)
- **intersecting lines-arms crossed** (say lines that cross)
- **parallel lines- arms bent at elbows in front of the body** (say-lines that never cross)
- **perpendicular lines- arms crossed to look like a cross** (say-lines that cross and make a right angle)
- **acute angle- arms close together in front of the body** (say-angle smaller than  $90^\circ$ )
- **right angle- one arm raised up beside the head touching the ear the other arm out straight at shoulder height** (say-  $90^\circ$  angle)
- **obtuse angle-one arm straight at shoulder height the other arm is moved away from the ear** (say-angle larger than  $90^\circ$ )

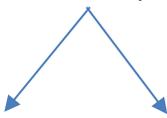
Play a game: name a vocabulary word--if a student does the wrong movements or takes too long to do the movement they must sit down--last one standing wins---do several rounds

<p><b>I Can Statements</b></p>	<p>I can correctly define math vocabulary. <b><u>The students will be able to define their math vocabulary. The students will be able to successfully find and match at least 7 out of 10 words from the word search to its definition.</u></b></p> <p>I can create examples real life examples of each of my math vocabulary. <b><u>The students will be able to create real life examples of each of their math vocabulary words.</u></b></p>
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<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>● point</li> <li>● line</li> <li>● line segment</li> <li>● ray</li> <li>● intersecting lines</li> <li>● parallel lines</li> <li>● perpendicular lines</li> <li>● acute angle</li> <li>● right angle</li> <li>● obtuse angle</li> </ul>
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**Work Session**

<p><b>Differentiation</b></p>	<p><b><u>Product</u></b>    Process    Content</p> <p>The students will <b><u>choose to draw each example of their math vocabulary, or create examples of their math vocabulary by using the materials provided by the teacher, or write a story using their</u></b></p>
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	<p><b>geometry terms (story must have illustrations).</b> The student work must contain the picture or drawing, definition of the word, and a real world example.</p>
	<p><b>Example of student work:</b> acute angle- an angle that is less than 90° The top of a slanted roof is an example of an acute angle</p> 
<b>Closing</b>	The students will do a couple more rounds of the opening game.
<b>Assessment</b>	<p><b><u>The students will complete the word search using the clues given. They will have to find the correct vocabulary word in the word search. The student will also write the word beside each clue to show that they know which word goes with which definition.</u></b></p>

### Richmond County Lesson Planning Template