




SUPPLEMENTAL EXPERIENCE					
	Title: Body Geometry				
	Learning Objective: Students will explore body shapes and relate these to geometry concepts, alone or in groups.				
	Content Connections: This supplemental lesson may be appropriate within any geometry unit to reinforce unit specific concepts and vocabulary such as shapes, angles, area/perimeter, surface area/volume, symmetry/asymmetry, and dimensions.				
	Colorado Academic Standards				
DA1.1.1 (Dance)		DA2.4.1 (Dance)		MP2.4.2 (Math)	
Length: 5-10 minutes		Supportive Items/Props: Visuals, smart board, stretchy bands			
Movement Vocabulary: <ul style="list-style-type: none">BODY, SHAPE, DIRECTION, LEVEL<ul style="list-style-type: none">Body Shapes – round, angular, twisted, symmetrical/asymmetricalParts of the body to create angles, parallel lines, etc.					
Resources: (music, images)					

Task/Activity
<p>Work individually, with a partner or in a small group:</p> <ol style="list-style-type: none">1. Explore lines (straight, curved) and shapes (round, angular, connected, twisted) with one part of our body or our whole body.2. Choose shapes/concepts you are working on in geometry and write vocabulary or draw the shape/concept on the board.3. Ask students to match the geometric shape/concept on their own using whole or parts of the body. Students can also try creating shapes/angles using a stretchy band.4. Try it with a partner or three or more students.5. Allow time to show each other what cool ideas other students come up with.
<p>Inquiry questions to discuss before, during, and/or after the lesson to guide and reflect on learning</p> <ul style="list-style-type: none">• How can we reflect geometry concepts in our bodies?• Does movement help you process the geometry concepts we have been working on in class?• What movement language/vocabulary did you use today?• How does working with a partner or group help us learn?