



## SUPPLEMENTAL EXPERIENCE: 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:

- BODY: shapes, patterns, parts of the body
- SPACE: level

**Resources:** (music, images)

### Task/Activity

Work individually, with a partner or in a small group:

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.

Inquiry questions to discuss before, during, and/or after the lesson to guide and reflect on learning

- 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?