

## ACTIVITY 5: Ribbon/Vocabulary Introduction

OUTCOMES	STANDARDS	REFLECTION	TENNIS CONNECTION
<p>Students will be introduced to geometry vocabulary in a non-traditional way.</p> <p>Students will be up and moving, communicating, problem solving, and drawing on previous knowledge.</p>	<p>Mathematics as: Problem Solving, Communication, and Reasoning.</p> <p>Mathematical Connections</p> <p>Geometry</p> <p>Measurement</p>	<p>How did I demonstrate cooperation today?</p>	<p>Teamwork</p> <p>Cooperation</p>
<p><b>MATERIALS/TIME</b></p> <p>List of geometry terms (attached), eight-yard to ten-yard lengths of ribbon.</p> <p><b>45-90 MINUTES</b></p>			

### **SERVE**

1. Explain to the students that they will be using a very large ring of ribbon to demonstrate various geometry terms. Groups of five or six students will work together for this activity.
2. For this portion of the lesson, terms sheets will be handed out. The students will discuss among themselves whether they can demonstrate, with their ribbon, a geometric term.
3. Ask the students to write those terms that are unknown on the board.

### **RALLY**

1. Discuss those terms that are listed on the board. Ask the students to select one of the terms and the instructor will draw a representation of that term on the board.
2. Ask the students in each group to create what they now see on the board with their ribbon.
3. Introduce the terms PERIMETER and AREA to the students. Please note:
  - a. Area will change as the shape of the ribbon is modified.
  - b. Perimeter will stay the same as various shapes are created.

### **POINT**

1. Have a game of "Challenge." Ask each group to take turns challenging the other to create a term with their ribbon. One point is awarded for each correct representation. Tennis scoring should/could be used.

### **VARIATION**

Instructor calls out a term to see which group can correctly construct it with their ribbon first.

