Name/Title: **Math Dance (Obtuse, Acute, Straight and Right)**

Academic content: math

Purpose of Event: To reinforce obtuse, acute, straight and right angles learned during math activity -- using rhythm and rhyme.

Prerequisites: Knowledge about the characteristics of obtuse, acute, straight and right angles.

Suggested Grade Level: 3-5

Materials Needed: a poster with the word "Obtuse," along with a picture depicting an obtuse angle; a second poster with the word "Acute," along with a picture depicting an acute angle; a third poster with the word "Straight," along with a picture depicting a straight angle; a fourth poster with the word "Right," along with a picture depicting a right angle; a fifth poster with the lyrics to the song (explained below)

Physical activity: dance

Description of Idea

Begin the class by discussing the pictures on each poster and the characteristics of each picture. Review the song that was learned in the math class about angles. This song is sung to the tune of "Twinkle, Twinkle Little Star."

Acute, obtuse, straight and right
I measure your opening, not your height.

Obtuse, you are a gigantic thing.
More than 90 degrees you swing.
Acute, you are really small.
Less than 90 degrees you fall.

Acute, obtuse, straight and right
I measure your opening, not your height.

Straight, you are open all the way.
180 degrees you stay.
Right, you are like the “t” in test,
90 degrees, no more, no less.

Acute, obtuse, straight and right
I measure your opening, not your height.

Divide the class into small groups of 3-4 students. Each group will create a dance to go along with the song. The dance moves should look like lines, rays and angles. Students should be given five minutes to create the dance and five minutes to practice the dance. Everyone will perform the dance at the same time while the class sings the song together.

Variations:

Require specific movement concepts be included, i.e., different levels, symmetrical/asymmetrical movements, fast/slow.

Assessment Ideas:

Have the class demonstrate what an obtuse, acute, straight and right angle looks like and write out the meaning of each term.

Submitted by **Bob Wright** in Richboro, PA. Additional authors for this idea were Patricia Wright and Anita Willbanks. Thanks for contributing to PE Central! **Posted on PEC: 5/25/2010**.

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