**Circles!**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_

**Task 1: Human Circle**

With your piece of chalk, rope and a partner, draw a perfect circle on the ground.

Be prepared to share your method with the class.

Early Finishers: Draw a different sized circle using your same rope and chalk.

Questions to consider:

* How many students are actually needed to draw the circle?
* What did the rope represent?

**Task 2: Defining a Circle**

Use the boxes below to define a circle

**Definition:**

**Characteristics:**

**Examples:**

 **Non-Examples:**

Circle

**Task 3: Sir Cumference and the Knights of the Round Table**

After listening to the story, use the circle below to identify, draw and label to words in the vocabulary box.

Vocabulary Box:

Center Circumference

Radius Area of the Circle

Diameter

**Teacher Directions**

**Materials:**

Rope- approx 2-4 feet per pair of students.

Sidewalk Chalk- 1 per pair of students

Book- Sir Cumference and the Knights of the Round Table

Colored pencils/markers- for use on Task 3

**Task 1: Human Circle**

Explain the task to the students. Put them into pairs. Once you are sure they understand the task and you have established clear guidelines about behavior walking and being outside, have each pair get a piece of chalk and rope and go to the designated area. Set the timer for 10 minutes to allow each pair to create a “perfect” circle. Let the students struggle to figure it out!!! This is how they will understand the concept and create a definition. Have early finishers try to create a second circle of a different size and consider the two questions on the student page. After 10 minutes (or sooner if all students figure it out), have a few pairs explain how they created heir circle.

Answer if all are stuck: Fold the rope in half. One student puts the ends together, and holds them on the ground to be the center of the circle. The second student stretches the rope and puts the chalk in the bend at the midpoint. The second student then drags the chalk along the ground, while pulling the role taut. Note that students figuring out the activity independently may not fold the rope. This is not a problem.

**Task 2: Defining a Circle**

Students should be able to complete the 4-box (Frayer model) vocabulary after the exercise and discussion outside. If they need, you may have them work with a partner to complete this. Have a few students share their definition (correct one: The set of all points equidistant from a fixed point), characteristics, examples and non-examples.

**Task 3: Vocabulary of Circles**

Either using the document camera or having your students sit on the floor in a circle, read the class the book Sir Cumference and the Knights of the Round Table. Tell them you will expect them to learn and know the vocabulary at the end of the story. Once you finish, have the students go back to their desk and label their circle will all the words on the vocabulary box. Encourage the use of colors to outline/shade and make sure students are precise! Check this as their Ticket out the Door!

**Task 4 (Time Permitting)- Simon Says**

If you have time in class, have all students stand up for a game of Simon Says with the circle vocabulary (and feel free to go back to other vocabulary from the angles and building shapes unit). Students should use their hands/arms or bodies (or work with a partner if you prefer) to model each word. Below are some example statements.

* Simon says show me a circle.
* Show me the diameter of a circle.
* Simon says show me the circumference of a circle.