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| ***(Verbal/Linguistic)***  **Word Search**  *-Tiffany*  Use the following link to create your word search. <http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php> | ***(Logical/Mathematical)***  **Odd One Out**  *-Toni*  Using what you know about polygons and angles complete the worksheet by choosing the *odd one out* in each given set.  **FA** | ***(Naturalist)***  **Shapes, Lines, and Angles, Oh My!**  *-Samantha*  Go on a scavenger hunt for shapes, lines, and angles in the classroom. |
| ***(Interpersonal)***  **Polygon Sort**  *-Tiffany*  Sort the cards using the categories polygon and non-polygon.  [***http://www.teach-nology.com/worksheets/math/geometry/Geometry-Worksheet-3.htm***](http://www.teach-nology.com/worksheets/math/geometry/Geometry-Worksheet-3.htm)  **FA** | ***(Pre-Assessment)***  **Must Complete**  *-Samantha*  Take the review quiz and then check your answers. Be prepared to explain your responses. | ***(Body Kinesthetic)***  **K’NEX**  *-Noel*  Use the K’NEX to create triangles and angles. |
| ***(Music/Rhythmic)***  **Rhyming Fun**  *-Toni*  Choose a shape or type of angle that we have been learning about and then write a poem or song that teaches the reader about that shape or angle.  <http://www.littlegiraffes.com/shapes.html> | ***(Intrapersonal)***  **Wordle**  Using words associated with polygons, angles, and lines, make and print a Wordle at the link below.  [www.wordle.com](http://www.wordle.com) | ***(Visual/Spatial)***  **Learning with Comics**  *-Noel*  How would you answer this comic on triangles?  **FA** |

Tic-Tac-Toe

The pre-assessment will be completed prior to beginning any other activities, as a whole class. Once the pre-assessment is completed, we will check and correct our answers using red ink. Additionally, it is important to make notes on the pre-assessment, which help you to better understand why you selected an incorrect answer. Once the check and correct process is completed, please turn in your paper.

Three separate Formative Assessments are incorporated within the board, one on each row. The multiple intelligences have been used to so that students can choose those activities that they feel the most comfortable with. These options allow for student driven differentiated instruction. For those who might excel in the content, they can complete the board for additional challenge and practice.