MATH-CABULARY™

BOOSTING SKILLS WITH FUNDAMENTALS

Studies have shown the most effective way for students to retain information is to SEE IT, HEAR IT and DO IT!
MATH-CABULARY™ is a multi-sensory program developed with this in mind that focuses on building the foundation crucial to successfully understanding math – VOCABULARY!

HOW IT WORKS:
1. Students watch entertaining 3 to 5-minute DVDs that define key math vocabulary terms using memory enhancing techniques.
2. Students apply the terms through workbook exercises and teacher-guided activities.
3. Students do quick and entertaining self-check exercises in their workbook.
4. Instructors use quizzes to verify student understanding of math vocabulary.

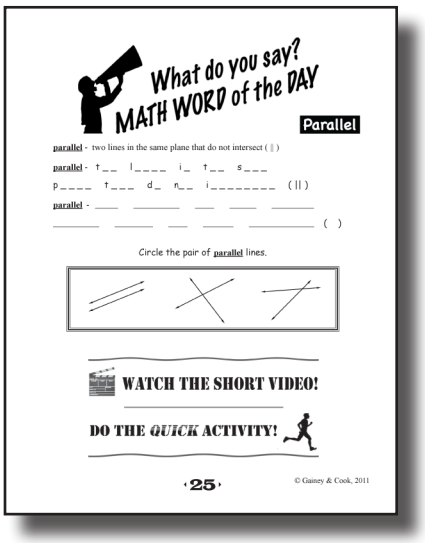
Each DVD/CD Package includes:
- 20 entertaining and educational video programs on DVD.
- Printable Student Workbooks that supplement the DVD programs
- Printable Teacher's Guide providing learning activities and Answer Keys
- Quizzes and Answer Keys for student evaluation
- Additional print materials needed for exercises

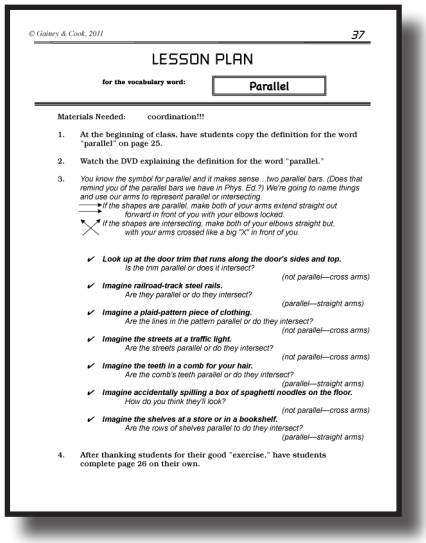
The MATH-CABULARY™ program was developed to function as a stand-alone instructional program for the classroom. However, it can easily be adapted to supplement your current curriculum and has been successfully utilized for both home-school, small group and individual applications.

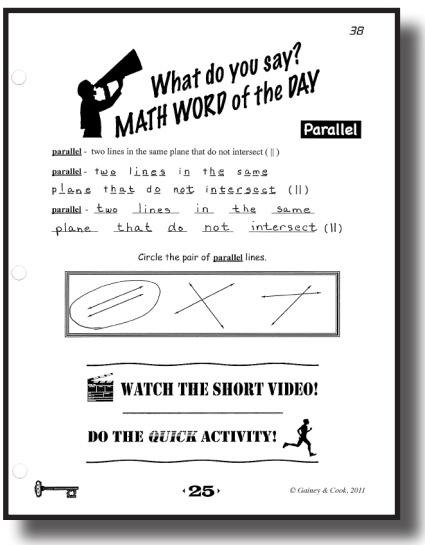
How To Use This Demo:

1. Print this entire document.

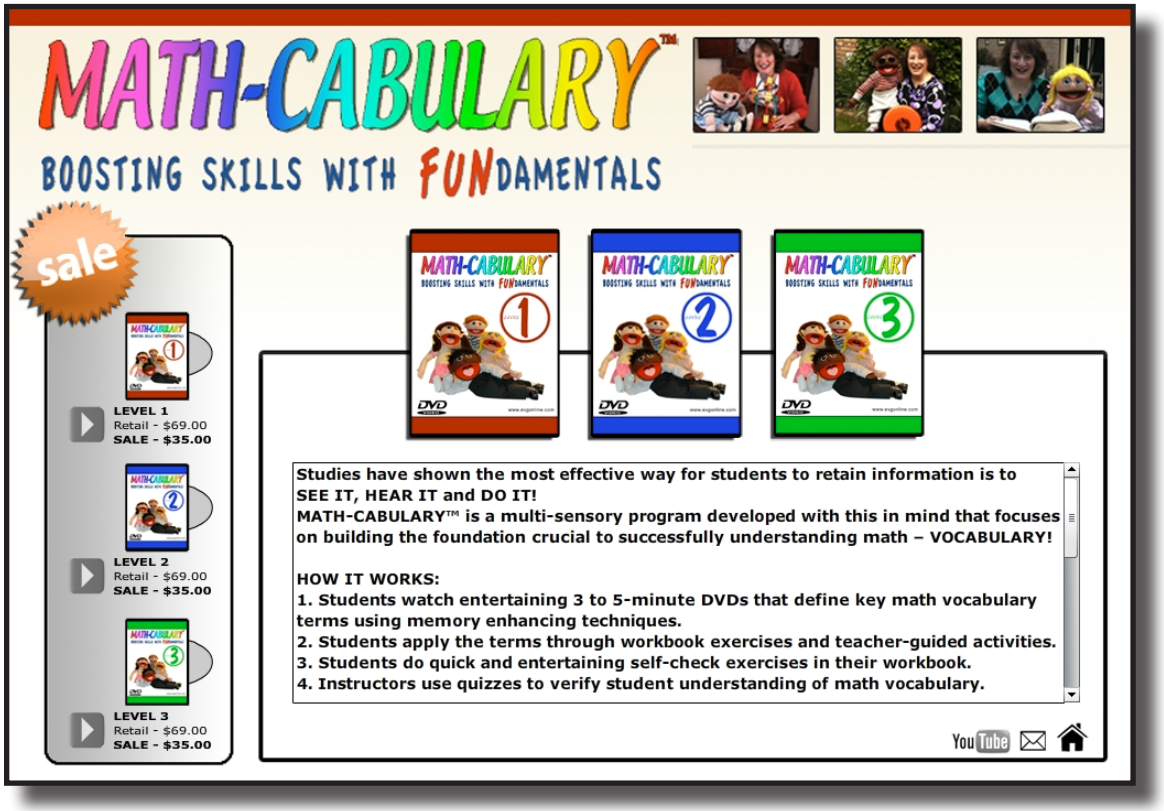
2. Seperate the Student Worksheets from the Lesson Plan and Answer Keys.







2. Follow the Lesson Plan. Instead of “watching DVD explanation.” Visit www.math-cabulary.com and click the “YOUTUBE” link. This will take you to the video for “Parallel.”



What do you say? MATH WORD of the DAY

Parallel

parallel - two lines in the same plane that do not intersect (||)

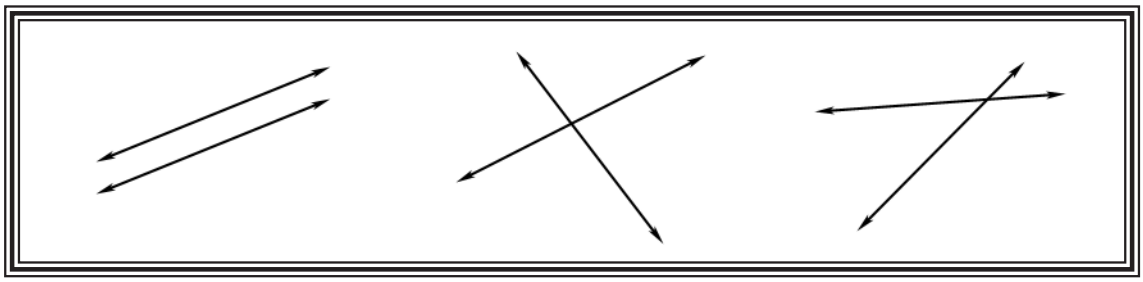
parallel - t _ _ l _ _ _ _ i _ t _ _ s _ _ _

p _ _ _ _ t _ _ _ d _ n _ _ i _ _ _ _ _ _ _ _ _ (||)

parallel - _____ _____ ____ _____ _____

_____ _____ ____ _____ _____ ( )

Circle the pair of **parallel** lines.



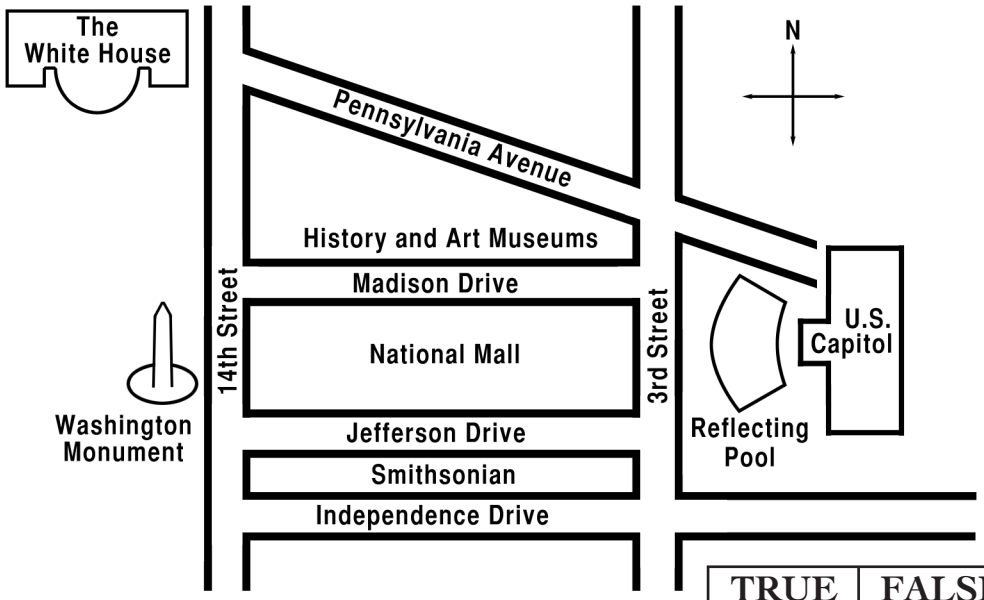
WATCH THE SHORT VIDEO!

DO THE *QUICK* ACTIVITY!

Time To Find If You Know The Word!

Parallel

French architect Charles L'Enfant was enlisted in the American Revolutionary Army and George Washington asked him to plan the nation's new capitol. L'Enfant's assistant, Alexander Ralston, planned another big city similar to Washington, D.C. **Circle the letter under the correct "TRUE/FALSE" for each <u>parallel</u> statement. Then write the letter above the corresponding number *each* time it appears in the answer for another city with similar plans to Washington, D.C.**



	TRUE	FALSE	
14th Street is parallel to 3rd Street	S	D	1
14th Street is parallel to Madison Drive	A	O	2
Jefferson Drive is parallel to Madison Drive	L	Y	3
Jefferson Drive is ‖ to Independence Avenue	D	T	4
14th Street is parallel to Pennsylvania Avenue	O	I	5
3rd Street is parallel to Madison Drive	A	N	6
Independence Avenue is ‖ to Madison Drive	A	H	7
Pennsylvania Avenue is parallel to 3rd Street	T	P	8

The same designer helped plan Washington, D.C. and

5 6 4 5 7 6 7 8 2 3 5 1 .

LESSON PLAN

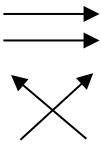
for the vocabulary word: **Parallel**

Materials Needed: coordination!!!

1. At the beginning of class, have students copy the definition for the word "parallel" on page 25.

2. Watch the DVD explaining the definition for the word "parallel."

3. *You know the symbol for parallel and it makes sense…two parallel bars. (Does that remind you of the parallel bars we have in Phys. Ed.?) We're going to name things and use our arms to represent parallel or intersecting.*



If the shapes are parallel, make both of your arms extend straight out forward in front of you with your elbows locked.

If the shapes are intersecting, make both of your elbows straight but, with your arms crossed like a big "X" in front of you.

- ✔ ***Look up at the door trim that runs along the door's sides and top.***
  Is the trim parallel or does it intersect?
  (not parallel—cross arms)
- ✔ ***Imagine railroad-track steel rails.***
  Are they parallel or do they intersect?
  (parallel—straight arms)
- ✔ ***Imagine a plaid-pattern piece of clothing.***
  Are the lines in the pattern parallel or do they intersect?
  (not parallel—cross arms)
- ✔ ***Imagine the streets at a traffic light.***
  Are the streets parallel or do they intersect?
  (not parallel—cross arms)
- ✔ ***Imagine the teeth in a comb for your hair.***
  Are the comb's teeth parallel or do they intersect?
  (parallel—straight arms)
- ✔ ***Imagine accidentally spilling a box of spaghetti noodles on the floor.***
  How do you think they'll look?
  (not parallel—cross arms)
- ✔ ***Imagine the shelves at a store or in a bookshelf.***
  Are the rows of shelves parallel to do they intersect?
  (parallel—straight arms)

4. After thanking students for their good "exercise," have students complete page 26 on their own.

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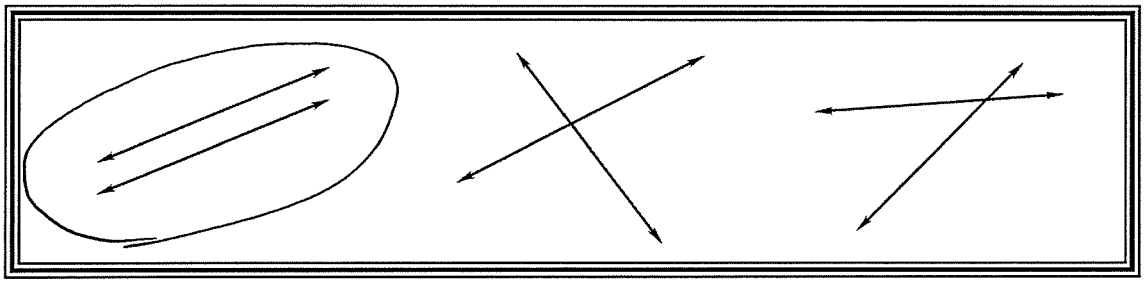
Circle the pair of **parallel** lines.



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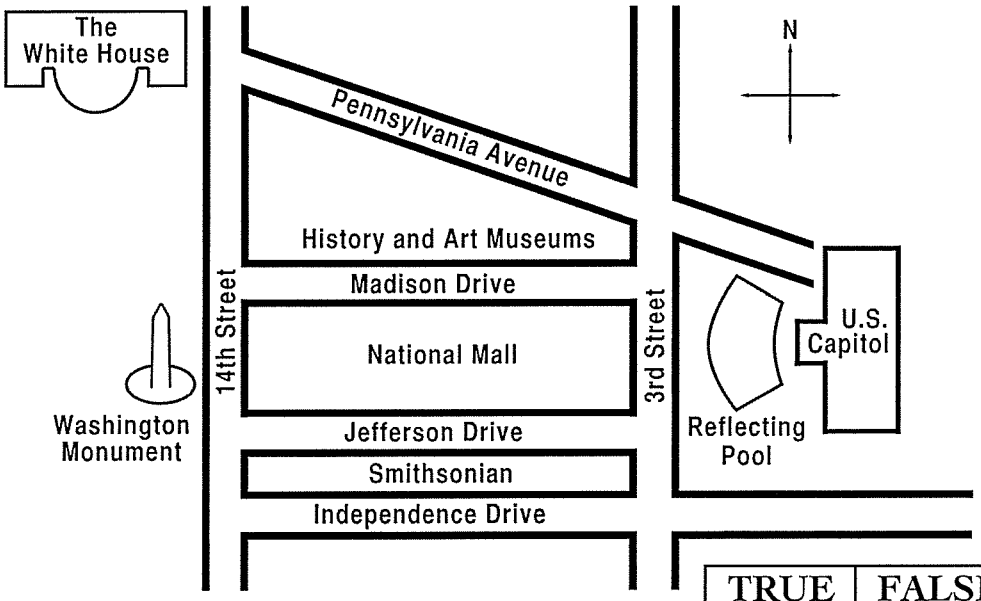

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The same designer helped plan Washington, D.C. and

I	N	D	I	A	N	A	P	O	L	I	S
5	6	4	5	7	6	7	8	2	3	5	1

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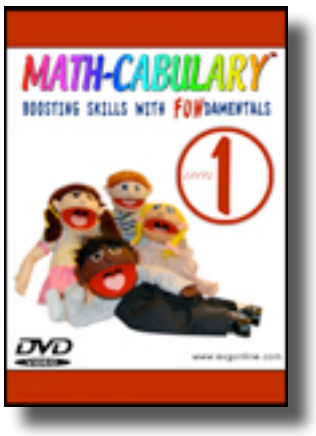
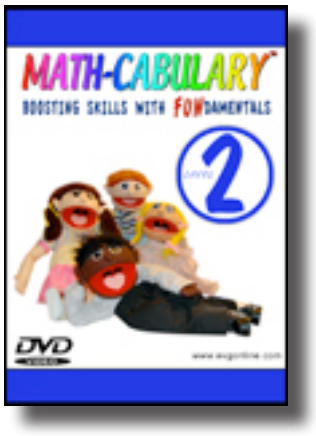
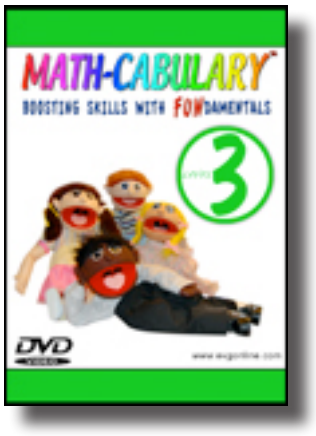


LESSON 1: PRIME
LESSON 2: FACTORS
LESSON 3: GCF
LESSON 4: SUPPLEMENTARY
LESSON 5: SQUARED
LESSON 6: RANGE
LESSON 7: MEDIAN
LESSON 8: EQUATION
LESSON 9: LINE PLOT
LESSON 10: PARALLEL
LESSON 11: IMPROPER FRACTION
LESSON 12: TRANSLATION
LESSON 13: VARIABLE
LESSON 14: HEXAGON
LESSON 15: SYMMETRY
LESSON 16: SCALENE
LESSON 17: PERIMETER
LESSON 18: DIAMETER
LESSON 19:QUADRILATERAL
LESSON 20: SPHERE



LESSON 1: COMPOSITE
LESSON 2: MULTIPLES
LESSON 3: LCM
LESSON 4: COMPLEMENTARY
LESSON 5: CUBED
LESSON 6: LINEAR
LESSON 7: MODE
LESSON 8: INEQUALITY
LESSON 9: STEM & LEAF PLOT
LESSON 10: PERPINDICULAR
LESSON 11: MIXED NUMBER
LESSON 12: REFLECTION
LESSON 13: COEFFICIENT
LESSON 14: PENTAGON
LESSON 15: CONGRUENT
LESSON 16: EQUILATERAL
LESSON 17: AREA
LESSON 18: RADIUS
LESSON 19: PARALLELOGRAM
LESSON 20: CYLINDER



LESSON 1: PRIME FACTOR
LESSON 2: HYPOTENUSE
LESSON 3: RECIPROCAL
LESSON 4: QUADRANT
LESSON 5: SQUARE ROOT
LESSON 6: NON-LINEAR
LESSON 7: MEAN
LESSON 8: EXPRESSION
LESSON 9: SLOPE
LESSON 10: Y INTERCEPT
LESSON 11: SLOPE INTERCEPT
LESSON 12: ROTATION
LESSON 13: TERM
LESSON 14: OCTAGON
LESSON 15: SIMILAR
LESSON 16: ISOSCELES
LESSON 17: VOLUME
LESSON 18: CIRCUMFERENCE
LESSON 19: TRAPEZOID
LESSON 20: PRISM

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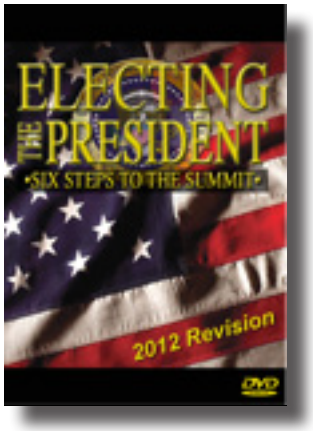
Greenwood, IN 46142
service@evgonline.com
317.889.8253

DVD's are available online at www.math-cabulary.com

OTHER PRODUCT OFFERINGS INCLUDE:

Electing The President: Six Steps to the Summit 2012 Revision



Cat. # 1914D
DVD - 55 min.
$80.00

Explaining the presidential election process to students borders on the impossible, but this program accomplishes just that. Newly revised to include the 2008 election, this one-of-a-kind video employs footage of the candidates and events to trace the necessary and customary steps for electing the President of the United States. This latest revision takes into account the changes in the process that have occurred since the last two elections.

Segmented for classroom use, this program thoroughly details:

- The rise and importance of primaries
- The evolution and purpose of the conventions
- The changing campaign and impact of the debates
- The voting procedures
- The electoral process
- Congressional action and the emergence of the courts

Great Speeches: The Presidents - 2009 Revision

Cat. # 1903D
DVD - 126 min.
$76.00

Original (and often rare) audio and video footage brings these American leaders into your classroom.

Calvin Coolidge, Herbert Hoover, Franklin Roosevelt, Harry Truman, Dwight Eisenhower, John Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush and Barack Obama

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