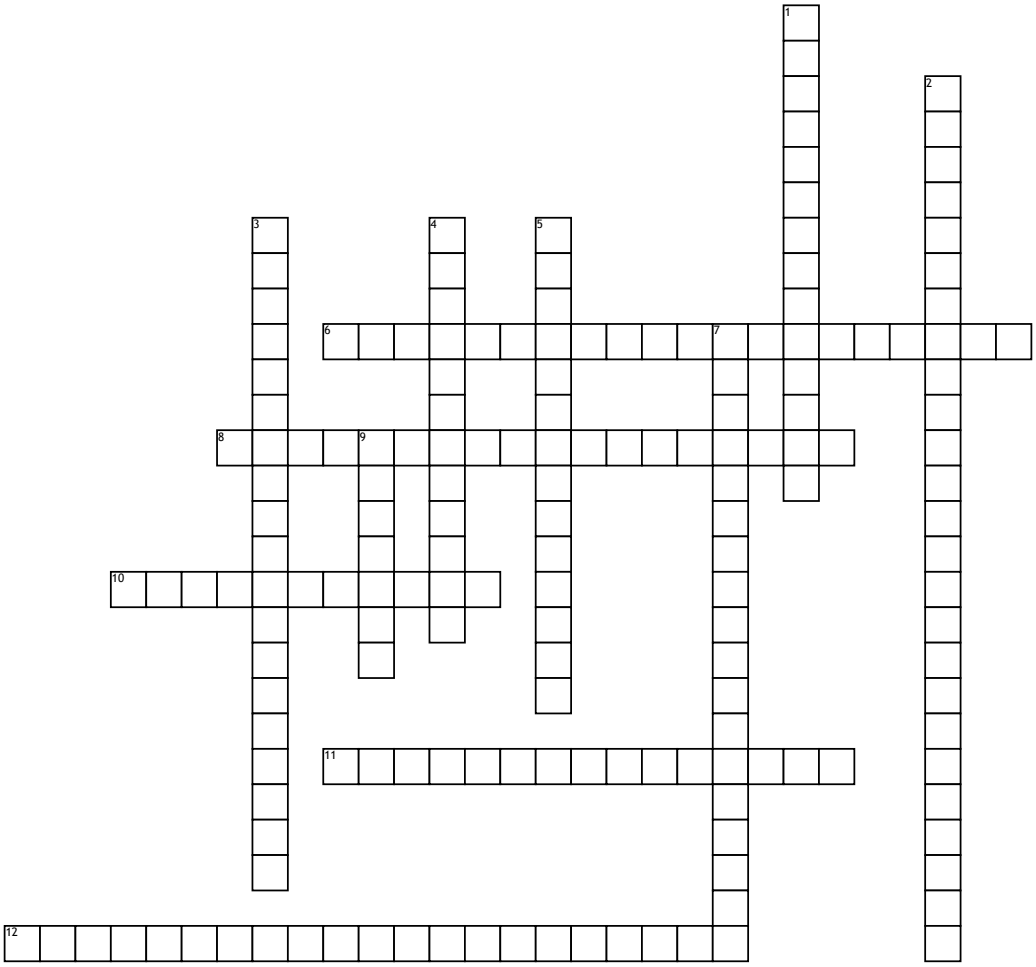
Name: _____ Date: _____

Section D- Spatial Sense



Across

6. Comprehension and performance of imagined movements of objects in two- and three- dimensional space.

8. Understanding and operating on the relationships between positions of objects in space with respect to one's own position.

10. An intuition that numbers can be operated on, compared, and used inflexible ways for communication and to solve problems.

11. Van Hiele's level of geometric thinking where students can use an axiomatic system to establish theorems and construct original proofs.

12. Van Hiele's level of geometric thinking where students can reason formally about mathematical systems, thinking about figures and relationships without reference models.

Down

1. Van Hiele's level of geometric thinking children percieve geometric shapes but attend to only part of the shapes' characteristics.

2. The ability to recognize features of figures such as closed or open and curved or linear.

3. Van Hiele's level of geometric thinking where students can characterize shapes by their properties but do not see the relationships between classes of figures.

4. An intuition about space, the relationship among objects or positions in space, a sense of size, proportion, and distance.

5. The development of a two-dimensional framework and metric reasoning for making spatial connections.

7. Van Hiele's level of geometric thinking where students can classify figures and give informal arguments.

9. The ability to imagine or call up a mental picture of the arrangment of objects and their features from different perspectives.

Word Bank

Rigor
Meta-Mathematical
Spatial Visualization
Euclidian Space
Number Sense
Formal Deduction
Imagery
Spatial Sense
Spatial Orientation
Topological Discrimination
Abstract Relational
Pre-Recognition
Descriptive Analytic