

## Proving Triangles Congruent and CPCTC - NOTES

The definition of congruent triangles states two triangles are congruent *if and only if* their corresponding parts are congruent. *If and only if* is used when both the conditional and its converse are true. Therefore the converse is true:

**Corresponding parts of congruent triangles are congruent. (CPCTC)**

This can be used to prove parts of triangles congruent by first proving the triangles congruent.

Examples: Justify the following using two column or flow proofs.

1. Prove:  $\angle D \cong \angle B$



2. Prove:  $\overline{EG} \cong \overline{JI}$



**Teacher Notes:**

1. Show triangles congruent by SSS and  $\angle D \cong \angle B$  by CPCTC.
2. Show triangles congruent by AAS or HA and  $\overline{EG} \cong \overline{JI}$  by CPCTC.

# Geometry Hs Mathematics Unit 02 Lesson 2 Key

**R Pring**



## **Geometry Hs Mathematics Unit 02 Lesson 2 Key:**

*Teaching and Learning High School Mathematics* Charlene E. Beckmann, Denisse R. Thompson, Rheta N.

Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans **Resources in Education** ,2001

**Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder, Clare Lee, David Pimm, 2016-09-13

Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in

teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

*Popular Science* ,2005-09 Popular Science gives our readers the information and tools to improve their technology and their world The core belief that Popular Science and our readers share The future is going to be better and science and technology are the driving forces that will help make it better **Resources in Education** ,1996 **Midland Schools** ,1918 **El-Hi textbooks in print** R. R. Bowker LLC,1983 **Journal for Research in Mathematics Education** ,2006

*The popular educator* Popular educator,1860 **Bulletin of the Atomic Scientists** ,1961-05 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world *Subject Guide to Children's Books in Print* 1997 Bowker Editorial Staff,R R Bowker Publishing,1996-09 **The Popular Educator** ,1852

**El-Hi Textbooks & Serials in Print, 2003** ,2003 **Index to Educational Videotapes** National Information Center for Educational Media,1974 **Subject Guide to Books in Print** ,1971 Bulletin of the Atomic Scientists ,1979-03

**The Video Source Book** David J. WEINER,1990 **The Math Pact, High School** Barbara J. Dougherty,Sarah B. Bush,Karen S. Karp,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations

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