

Name: \_\_\_\_\_

Unit 6: Similar Triangles

Date: \_\_\_\_\_ Bell: \_\_\_\_\_

Homework 3: Proving Triangles Similar

**\*\* This is a 2-page document! \*\***

**Directions:** Determine whether the triangles are congruent by AA~, SSS~, SAS~, or not similar.

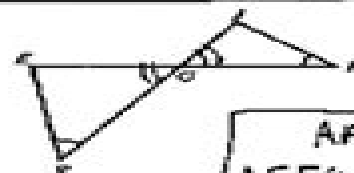
1.



$$\frac{17}{37.4} = \frac{20}{44} = \frac{25}{55}$$

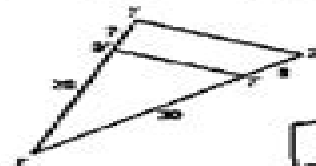
SSS ~;  $\triangle PQR \sim \triangle NOP$

2.



AA ~  
 $\triangle DEF \sim \triangle JHG$

3.



$$\frac{28}{35} = \frac{30}{38} \times$$

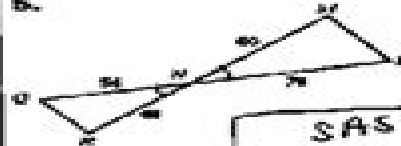
Not ~

4.



AA ~  
 $\triangle FAN \sim \triangle HSE$

5.



$$\frac{48}{60} = \frac{56}{70} \checkmark$$

SAS ~  
 $\triangle QRN \sim \triangle LMN$

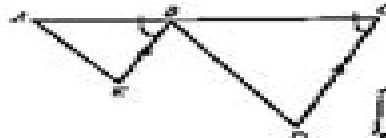
6.



$$\frac{24}{30} = \frac{20}{45} = \frac{9}{15}$$

SSS ~  
 $\triangle CDE \sim \triangle MNL$

7.



Not ~

8.



$$\frac{15}{10} = \frac{21}{14}$$

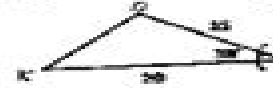
SAS ~;  $\triangle JLN \sim \triangle KLM$

9.



AA ~  
 $\triangle STU \sim \triangle VWU$

10.



$$\frac{15}{21} = \frac{20}{28}$$

SAS ~  
 $\triangle DHK \sim \triangle EAB$

# Geometry Unit Lesson Exploring Similarity Key

**Macmillan**



## Geometry Unit Lesson Exploring Similarity Key:

**Geometry** Ron Larson, 1995      **High School Geometry Unlocked** The Princeton Review, Heidi Torres, 2016-06-28  
UNLOCK THE SECRETS OF GEOMETRY with THE PRINCETON REVIEW Geometry can be a daunting subject That's why our new High School Unlocked series focuses on giving you a wide range of key techniques to help you tackle subjects like Geometry If one method doesn't click for you you can use an alternative approach to understand the concept or problem instead of painfully trying the same thing over and over without success Trust us unlocking geometric secrets doesn't have to hurt With this book you'll discover the link between abstract concepts and their real world applications and build confidence as your skills improve Along the way you'll get plenty of practice from fully guided examples to independent end of chapter drills and test like samples Everything You Need to Know About Geometry Complex concepts explained in clear straightforward ways Walk throughs of sample problems for all topics Clear goals and self assessments to help you pinpoint areas for further review Step by step examples of different ways to approach problems Practice Your Way to Excellence Drills and practice questions in every chapter Complete answer explanations to boost understanding ACT and SAT like questions for hands on experience with how Geometry may appear on major exams High School Geometry Unlocked covers translation reflection and rotation congruence and theorems the relationship between 2 D and 3 D figures trigonometry circles angles and arcs probability the algebra geometry connection and more      **Addison-Wesley Access to Algebra and Geometry** Phares G. O'Daffer, 1995      **100 Top Picks for Homeschool Curriculum** Cathy Duffy, 2005 A critical volume for the homeschooling community that helps parents make informed choices regarding learning styles and curriculum      *Improving Instruction in Geometry and Measurement* Margaret Schwan Smith, Edward A. Silver, Mary Kay Stein, 2005-01-01 Helping students develop an understanding of important mathematical ideas is a persistent challenge for teachers In this book one of a three volume set well known mathematics educators Margaret Smith Edward A Silver and Mary Kay Stein provide teachers of mathematics the support they need to improve their instruction They focus on ways to engage upper elementary middle school and high school students in thinking reasoning and problem solving to build their mathematics understanding and proficiency The content focus of Volume One is rational numbers and proportionality Using materials that were developed under the NSF funded COMET Cases of Mathematics to Enhance Teaching program each volume in the set features cases from urban middle school classrooms with ethnically racially and linguistically diverse student populations Each case illustrates an instructional episode in the classroom of a teacher who is implementing standards based instruction the teachers perspective including their thoughts and actions as they interact with students and with key aspects of mathematical content cognitively challenging mathematics activities that are built around samples of authentic classroom practice and facilitation chapters to help professional developers teach the cases including specific guidelines for facilitating discussions and suggestions for connecting the ideas presented in the cases to a teacher's own practice As a complete set

this resource provides a basis on which to build a comprehensive professional development program to improve mathematics instruction and student learning      **ENC Focus** ,2000      **Developing Mathematical Proficiency for Elementary Instruction** Yeping Li,Roger E. Howe,W. James Lewis,James J. Madden,2021-04-23 The need to improve the mathematical proficiency of elementary teachers is well recognized and it has long been of interest to educators and researchers in the U S and many other countries But the specific proficiencies that elementary teachers need and the process of developing and improving them remain only partially conceptualized and not well validated empirically To improve this situation national workshops were organized at Texas A M University to generate focused discussions about this important topic with participation of mathematicians mathematics educators and teachers *Developing Mathematical Proficiency for Elementary Instruction* is a collection of articles that grew out of those exciting cross disciplinary exchanges *Developing Mathematical Proficiency for Elementary Instruction* is organized to probe the specifics of mathematical proficiency that are important to elementary teachers during two separate but inter connected professional stages as pre service teachers in a preparation program and as in service teachers teaching mathematics in elementary classrooms From this rich and inspiring collection readers may better understand and possibly rethink their own practices and research in empowering elementary teachers mathematically and pedagogically as educators or researchers      **Think Math! Plane Figures and Spatial Sense, Grade 2** Harcourt School Publishers,2005-11      *Frameworks for Integrated Project-Based Instruction in STEM Disciplines* Anthony J. Petrosino,Candace Walkington,Denise Ekberg,2024-01-01 *Frameworks for Integrated Project Based Instruction in STEM Disciplines* presents an original approach to Science Technology Engineering and Mathematics STEM centric project based instruction We approach project based instruction from an engineering design philosophy and the accountability highlighted in a standards based environment We emphasize a backward design that is initiated by well defined outcomes tied to local state or national standards that provide teachers with a framework guiding students design solving or completion of ill defined tasks In project based STEM classrooms students investigate utilize technological tools construct artifacts participate in debates collaborate and make products to demonstrate what they have learned Features include deep coverage of four topics in PBI scaffolding student driven inquiry driving questions and development of lessons based on national and state standards This focus will ensure a deep understanding by the reader of project based instruction which will allow the reader to create strong and meaningful lesson experiences for their students An emphasis on student driven inquiry will be discussed including the importance of giving students the cognitive tools such as statistical analysis tools they need to research and inquire about the lesson topic A breakdown of what a successful driving question includes will be explained and examples given The book will include strategies for starting the lesson process with ending goals in mind by creating driving questions and breaking down state and national standards This book is strongly rooted in research in the learning sciences about project based instruction but will also be designed to be practically useful to teachers and teacher educators and

researchers by bridging research and practice     Teaching for Understanding with Technology Martha Stone Wiske, Lisa Breit, 2013-12-23 Teaching for Understanding with Technology shows how teachers can maximize the potential of new technologies to advance student learning and achievement It uses the popular Teaching for Understanding framework that guides learners to think analyze solve problems and make meaning of what they ve learned The book offers advice on tapping into a rich array of new technologies such as web information online curricular information and professional networks to research teaching topics set learning goals create innovative lesson plans assess student understanding and develop communities of learners     **Geometry** Nichols, 1991 A high school textbook presenting the fundamentals of geometry

**Primary Mathematics** Penelope Baker, Rosemary Callingham, Tracey Muir, 2023-09-07 Primary Mathematics Integrating Theory with Practice is a comprehensive introduction to teaching mathematics in Australian primary schools Closely aligned with the Australian Curriculum it provides a thorough understanding of measurement geometry patterns and algebra data and statistics and chance and probability The fourth edition provides support for educators in key aspects of teaching planning assessment digital technologies diversity in the classroom and integrating mathematics content with other learning areas It also features a new chapter on the role of education support in the mathematics classroom Each chapter has been thoroughly revised and is complemented by classroom snapshots demonstrating practical application of theories activities to further understanding and reflection questions to guide learning New in this edition are Concepts to consider which provide a guided explanation and further discussion of key concepts to support pre and in service teachers learning and teaching of the fundamentals of mathematics     **Understanding and Teaching Primary Mathematics** Tony Cotton, 2024-09-17

Written by an experienced teacher and teacher educator with widespread experience of teaching mathematics in the UK and internationally the bestselling Understanding and Teaching Primary Mathematics combines pedagogy and subject knowledge to build confidence and equip you with all the skills and know how you need to successfully teach mathematics to children of any age This fifth edition has been completely updated to include the latest developments in learning and teaching mathematics including mastery approaches a Singapore approach and the use of manipulatives in the primary classroom There are new activities for you to use in your teaching and links to the dedicated website which contains materials to develop a personal portfolio more activities to use in your classroom and presentations and podcasts to support your further professional development to reflect the latest research developments It covers all areas of the mathematics curriculum and will allow you to become a confident teacher of mathematics through developing your own subject knowledge Tony draws on his many years of experience teaching mathematics and working with early career teachers to share classroom activities which will support you in learning mathematics through engaging in mathematical activity with your learners     Christian Home Educators' Curriculum Manual Cathy Duffy, 1992     **Linear Algebra and Geometry** Al Cuoco, Kevin

Waterman, Bowen Kerins, Elena Kaczorowski, Michelle Manes, 2019-04-10 Linear Algebra and Geometry is organized around

carefully sequenced problems that help students build both the tools and the habits that provide a solid basis for further study in mathematics. Requiring only high school algebra, it uses elementary geometry to build the beautiful edifice of results and methods that make linear algebra such an important field. The materials in *Linear Algebra and Geometry* have been used, field tested, and refined for over two decades. It is aimed at preservice and practicing high school mathematics teachers and advanced high school students looking for an addition to or replacement for calculus. Secondary teachers will find the emphasis on developing effective habits of mind especially helpful. The book is written in a friendly, approachable voice and contains nearly a thousand problems. An instructor's manual for this title is available electronically to those instructors who have adopted the textbook for classroom use. Please send email to [textbooks@ams.org](mailto:textbooks@ams.org) for more information.

**Pulling Back the Curtain on Qualitative Research** William Thompson, Mica Thompson, 2022-12-30 In *Pulling Back the Curtain on Qualitative Research*, the authors maintain that for sociologists the entire world is a laboratory. Seldom do they attend social gatherings without observing people and their interaction in a systematic and intellectually curious way. Regular trips to the grocery store, church services, and engagement with social media all open the door to sociological questioning and encourage forms of empirical observation and data collection. Here, in this practical and in-depth guide to conducting qualitative sociological field research, the authors offer step-by-step guidance to the processes of choosing a research question and forming research objectives, gaining entry to research settings, and reporting and analyzing findings. Each chapter features a past research assignment wherein the authors draw attention to important ethical considerations and extract the many lessons, quirks, and unanticipated findings they experienced along the way that readers should prepare for and apply while conducting their own qualitative fieldwork. Over the span of several field studies, this book offers readers a behind-the-scenes look at some tested and trusted qualitative methodologies. Designed to be a guide for undergraduate and graduate-level students, its real-life meditations would make a meaningful addition to anyone serious about conducting sociological research.

Cases in Mathematics Teacher Education Margaret S. Smith, Susan N. Friel, 2015-10-01 Originally published in 2008, the goal of AMTE Monograph 4 *Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching* is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching. The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K-12 in content and methods courses as well as professional development settings and focus on developing various aspects of teachers' knowledge base: i.e., content, pedagogy, and students as learners. Hence, Monograph 4 should prove to be a superb resource for mathematics teacher educators.

**Math Connects** Macmillan, 2007-08 **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     Cutting the Edge Jeffrey Ian Ross, 2011-12-31 Understanding crime criminals and criminal justice from a radical critical perspective is indispensable in today's academic applied research and policy sectors. Neglect of this approach leads to narrow mindedness and the probability of repeating past mistakes or reinventing the wheel. Cutting the Edge by Jeffrey Ian Ross will encourage individuals and organizations especially students and instructors to innovatively identify ways of experimenting with new policy initiatives designed to improve not only criminal justice but social and human justice as well. Ross has significantly changed this volume to include six new chapters and three revised ones as well. The studies chosen demonstrate the difference between critical criminology and other approaches used to study and explain criminological phenomena. The authors do not approach the inequalities of the criminal justice system as phenomena that should be studied but as wrongs that must be righted. Cutting edge critical criminology combines concerns about fairness in punishment tools of class analysis and the insights of feminism postmodernism and ethnography. The authors included here wield these newer tools with elegance and enthusiasm. Written with passion by experts in the field the book engages the mind as fully as it engages the emotions.

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