

Two solids of the same type are **similar** if the ratios of corresponding linear measures are equal.
The two pyramids are similar because the ratio of all their corresponding linear measures is 3:4.



The common ratio of two similar solids is called the **scale factor** of one solid to the other solid.

The scale factor for the two similar pyramids above is 3:4. (6:8, 8:12, 12:16)

If the scale factor for two solids is $a:b$, then the corresponding areas, such as the surface area or the area of any corresponding faces, is $a^2:b^2$.

The surface areas or area of any two corresponding faces of the pyramids above is 9:16.

If the scale factor for two solids is $a:b$, then the corresponding volumes have a ratio of $a^3:b^3$.

The volume of the pyramids above is 27:64.

All cubes are similar to each other.

All spheres are similar to each other.

Activity Sheet on Exploring Similar Solids with Spanish Translation

For High
School
Geometry



Geometry Exploring Similarity Unit 4 Lesson 3

David Kirk



Geometry Exploring Similarity Unit 4 Lesson 3:

Jessica Kanold-McIntyre, Matthew R. Larson, 2015-01-28 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades 6-8 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction *Lesson Planner*, 2002 *Authentic Learning Activities: Geometry & Spatial Sense* Brendan Kelly, 2000 **E-math Iii Tm' 2007**

Ed.(geometry) , Addison-Wesley Access to Algebra and Geometry Phares G. O'Daffer, 1995 Academic Language in Diverse Classrooms: Mathematics, Grades 6-8 Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference

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Teacher Lesson Guide Volume 1 Grade 5 University of Chicago. School Mathematics Project, 2007 The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support **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

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