

Classify each triangle as *equilateral*, *isosceles*, or *scalene*.

3. $\triangle ABD$

equilateral

4. $\triangle BED$

Isosceles



For the triangle, find x and the measure of each side.

5. $\triangle LMN$ is an isosceles triangle, with $LM = LN$, $LM = 3x - 2$, $LN = 2x + 1$, and $MN = 5x - 2$.



$$3x - 2 = 2x + 1$$

$$x = 3$$

4.2 - Triangle Angle Sum (180 rule)

Find each measure.

6. $m\angle 1$

$$180 - 101 = 79 \quad 180 - 76 = 104$$

7. $m\angle 4$

$$180 - (65 + 70) = 45$$

8. $m\angle 3$

$$180 - 115 = 65$$

9. $m\angle 2$

$$36 + 65 = 101$$

79



4.3 Congruent Triangles

Show that the triangles are congruent by identifying all congruent corresponding parts. Then write a congruence statement for the triangles.

10.



$$\overline{MN} \cong \overline{PN}$$

$$\overline{NL} \cong \overline{NQ}$$

$$\overline{LN} \cong \overline{QN}$$

$$\angle M \cong \angle P$$

$$\angle L \cong \angle Q$$

$$\angle MNL \cong \angle PNQ$$

$$\triangle MNL \cong \triangle PNQ$$

4.4 - 4.5 Congruence Shortcuts

Identify the postulate or shortcut that can be used to prove the triangles are congruent.

11.



SAS

12.



SSS

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Resources in Education ,2001 **Research in Education** ,1974 **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

Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele,Joleigh Honey,2024-07-30

Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what s missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all

students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development

Teaching for Wisdom, Intelligence, Creativity, and Success Robert J. Sternberg, Elena Grigorenko, Linda Jarvin, 2015-08-18 The essential guide for teaching beyond the test Students with strong higher order thinking skills are more likely to become successful lifelong learners Based on extensive collaborative research by leading authorities in the field this book shows how to implement teaching and learning strategies that nurture intelligence creativity and wisdom This practical teaching manual offers an overview of the WICS model Wisdom Intelligence Creativity Synthesized which helps teachers foster students capacities for effective learning and problem solving Teachers will find examples for language arts history mathematics and science in Grades K 12 as well as Hands on strategies for enhancing students memory analytical creative and practical skills Guidelines on teaching and assessing for successful intelligence Details on how to apply the model in the classroom Teacher reflection sections suggested readings and sample planning checklists Teaching for Wisdom Intelligence Creativity and Success is ideal for educators seeking to broaden their teaching repertoire as they expand the skills and abilities of students at all levels

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we do Showcasing how global awareness is a developmental issue dependent upon the student's ability to step outside of their own place based comfort zone this volume lays out a roadmap of major challenges and issues around instilling this awareness in students This book connects theory and practice about global education relevant to cultivating global awareness in primary and secondary students From this foundation the book engages with the challenge of integrating global perspectives within a crowded curriculum By convincing students and teachers alike of global education's centrality thinking globally becomes an integral component of learning across subject areas and grade levels and this work encourages students to exercise empathy for the other and to develop critical skills to see through media distortions and fake news so they can better resist the tendency of politicians in our increasingly multicultural countries to divide people along racial and ethnic lines

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Measures, Shape and Space David Clemson, Wendy Clemson, 2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills **Everyday Mathematics** Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific **The Impact of Reform Instruction on Student Mathematics Achievement** Thomas A. Romberg, Mary C. Shafer, 2008-08-15 Summarizing data derived from a study of the implementation of one standards based middle school curriculum program Mathematics in Context this book demonstrates the challenges of conducting comparative longitudinal research in the reality of school life

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web answer neither both will travel the same distance because the force applied to each will be the same ma ma a a

acceleration controls how far each of them will travel since both have the same acceleration they travel equal distance the

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