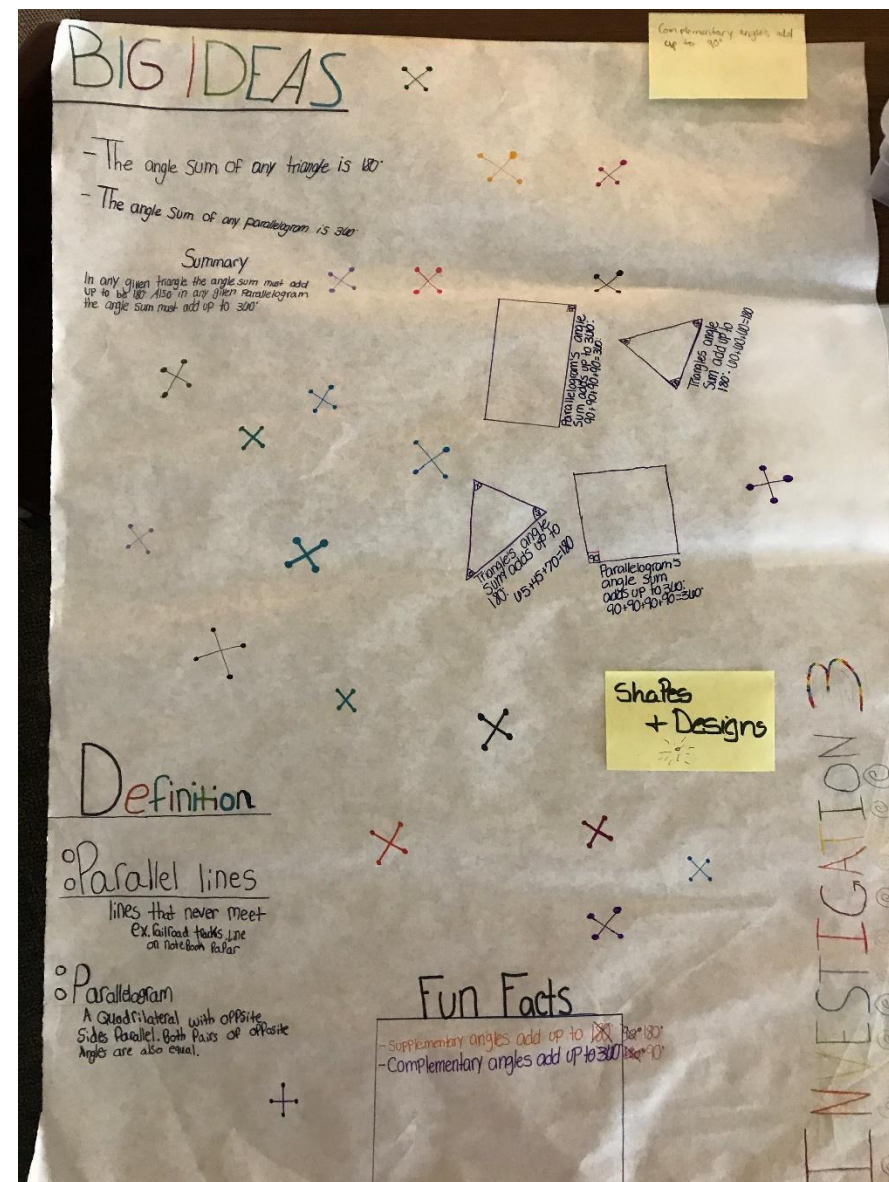




Unit Poster Examples

Unit 1: Shapes and Designs

Examples of Students' End of Unit Posters



Shapes + Designs

Big Ideas

3.1 - Take the two smallest sides add them up, and the sum has to be greater than the greatest/largest side.

3.2 - Side → side → side makes a triangle.
 side → Angle → side makes a triangle.
 Angle → side → Angle makes a triangle.

3.3 - The 3 smallest sides have to add up to be larger than the largest side to form a quadrilateral.

3.4 - For vertical angles the angle opposite from an angle is = equal.

INVESTIGATION 3

SUMMARY

In INV 3 we learned how you can make a triangle. As well as what side lengths can make a triangle. As well as what side lengths can make a quadrilateral. We gained information on what combinations make triangles. For example, side, Angle, side. For vertical Angles we found that the angle opposite from an angle is equal.

Definitions

Transversal line: A line that intersects the other lines.

Vertical Angles: When 2 lines intersect 4 angles are formed. The opposite angles that are formed are vertical angles.

SAS 3.2

5, 6, 8
 $5+6=11 > 8$
 YES

3.1

2, 4, 7
 $2+4=6 < 7$
 NO

3.3

Side 1	Side 2	Side 3	Total	Y/N
6	10	15	$16 > 15$	Yes
3	5	10	$8 < 10$	NO
6	9	12	$15 > 12$	Yes
3	6	15	$9 < 15$	NO
6	8	13	$14 > 13$	Yes

3.4

180
 - 54
 126

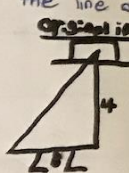
Stretching
+ Shrinking

INV 1.1

In Inv. 1.1 we used "Rubber Band Stretchers" to enlarge shapes

- First we tied 2 rubber bands together
- then we placed one end of the band on on a corner point
- and then drew an enlarged figure of the shape on a second piece of paper by having the knot line up with the line of the original image

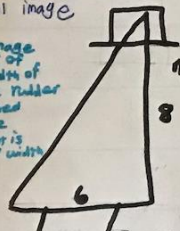
Original Image



4
3

• the original image has a height of 4 and a width of 3 because 2 rubber bands are used the length x2 the new height is 8 and the new width is 6

new image



8
6

$4 \times 2 = 8$
 $3 \times 2 = 6$

• The corresponding angles stayed the same from the original shape to the new image

INV 1.2

Investigation 1.2 is about finding the area and perimeter of the new shape using the S.F.

For example: To get the new perimeter you take the original perimeter and multiply it by the S.F.

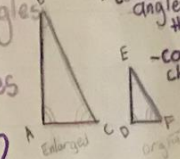
$\text{original perimeter} \times \text{S.F.} = \text{new perimeter}$
 $10 \times 2 = 20$

To get the new area you multiply the old area by the S.F. twice

$\text{original area} \times \text{S.F.} \times \text{S.F.} = \text{new area}$
 $30 \times 2 \times 2 = 120$

Corresponding angles
 B and E A and D
 C and F

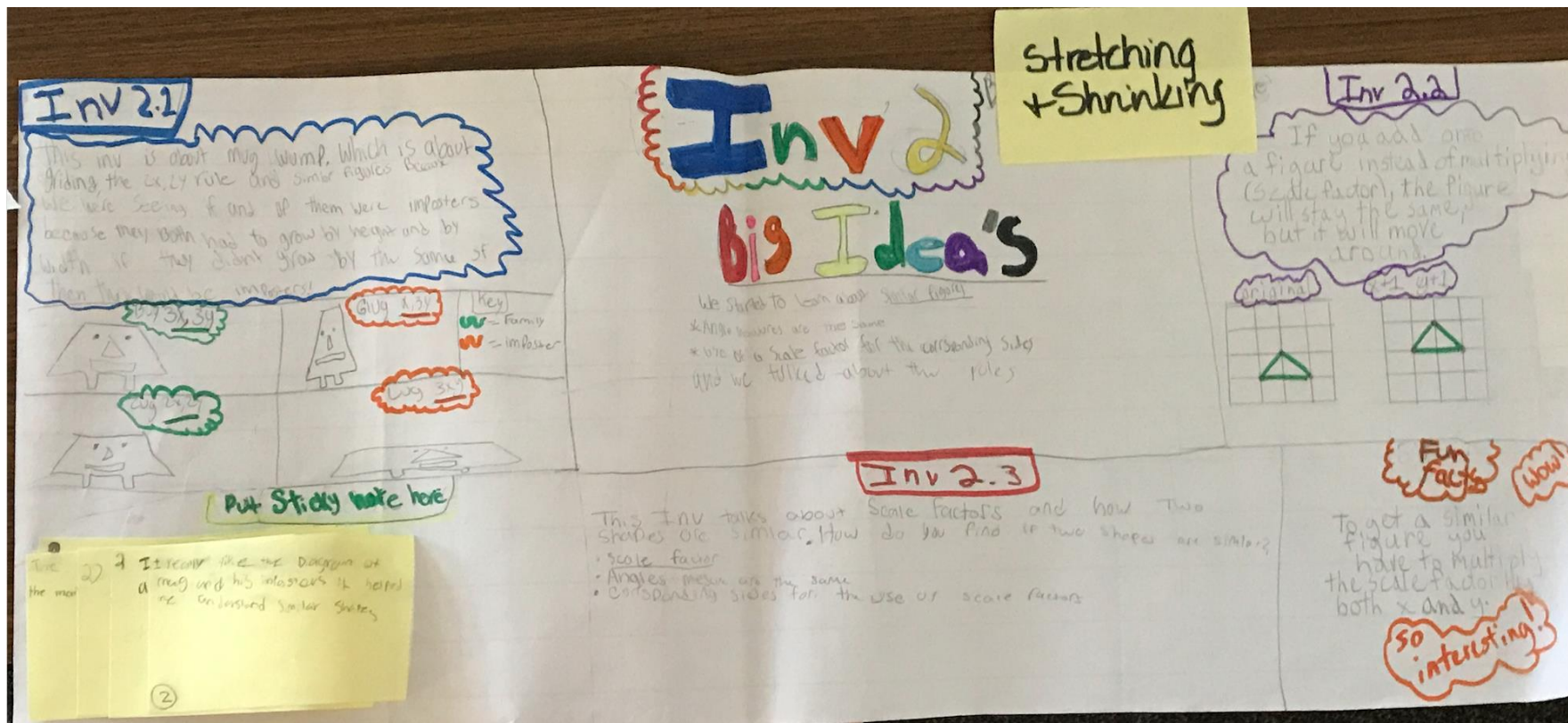
Corresponding Sides
 AC and DF AB and DE
 BC and EF



- corresponding angles are exactly the same

- corresponding sides change

Unit 3: Stretching and Shrinking
Examples of Students' End of Unit Posters



Inv 2.1

This inv is about mug wump, which is about finding the ex. ly rule and similar figures. We are seeing if any of them were imposters because they both had to grow by height and by width if they didn't grow by the same of then they were imposters!

5x, 3x, 3y

Give 1, 3y

Key
 w = Family
 w = imposters

Put Sticky note here

Inv 2.2

If you add one a figure instead of multiplying (Scale factor), the figure will stay the same but it will move around.

original

Inv 2.3

We started to learn about similar figures. All the measures are the same. We use a scale factor for the corresponding sides and we talked about the rules.

This Inv talks about Scale factors and how two shapes are similar. How do you find if two shapes are similar?

- Scale factor
- Angles measure are the same
- Corresponding sides for the use of scale factors

Fun Facts

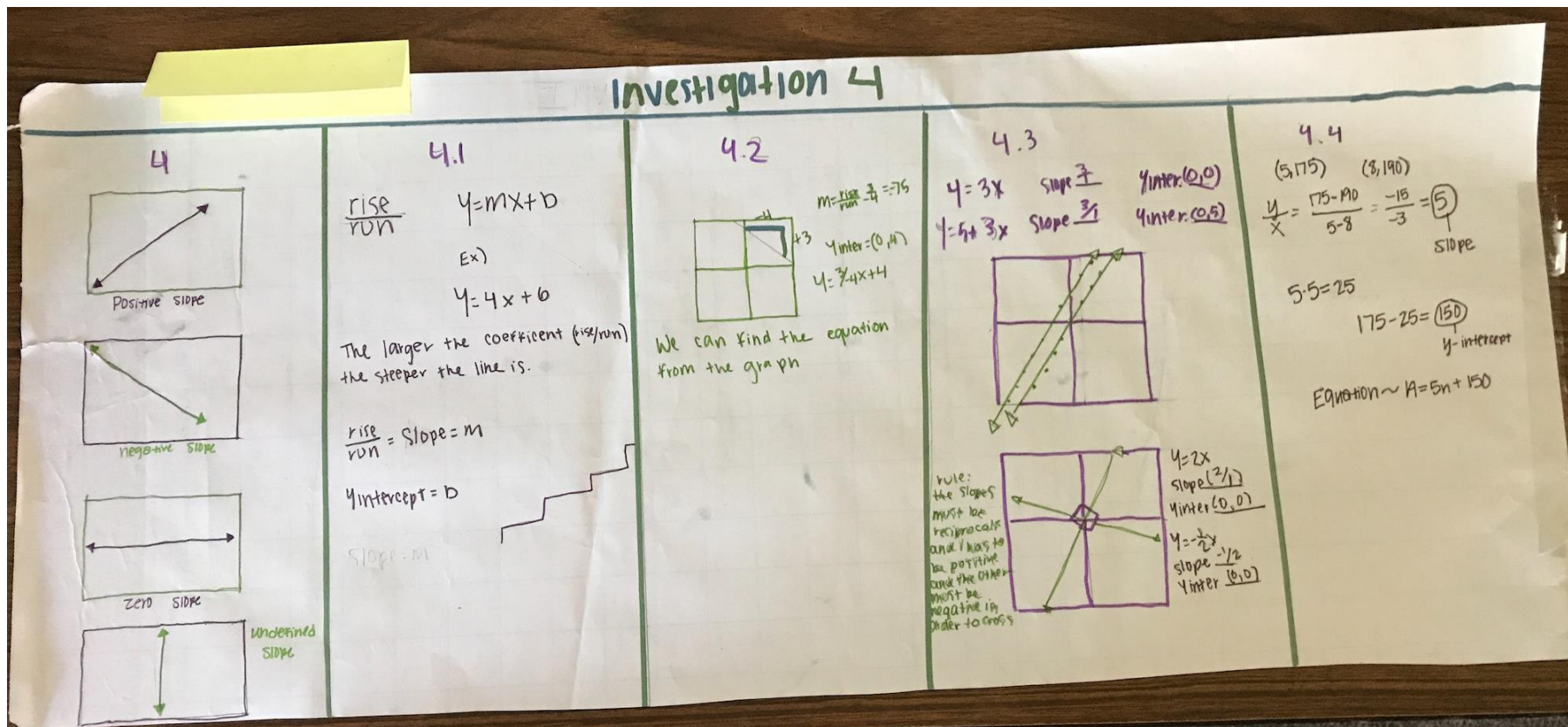
To get a similar figure you have to multiply the scale factor by both x and y.

So interesting!

Sticky notes with peer feedback:

2 I really like the diagram of a mug and his imposters it helped me understand similar shapes

Note: The sticky notes have peer feedback



Unit 5: Moving Straight Ahead
 Examples of Students' End of Unit Posters

