



Congruent Triangles

Lesson Synopsis:

In this lesson, the concept of congruence is extended to triangles. Congruent triangles are explored both from the standpoint of congruence transformations and an axiomatic structure. Students justify congruent triangles with congruence transformations and prove triangles congruent with postulates and theorems. Students extend the concepts of congruent triangles to prove further characteristics of triangles using corresponding parts of congruent triangles, CPCTC.

TEKS:

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| G.2 | Geometric structures. The student analyzes geometric relationships in order to make and verify conjectures. |
| G.2B | Make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic. |
| G.3 | Geometric structures. The student applies logical reasoning to justify and prove mathematical statements. |
| G.3B | Conjecture and justify statements about geometric figures and their properties. |
| G.3C | Use logical reasoning to prove statements are true and find counter-examples to disprove statements that are false. |
| G.7 | Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and using them accordingly. |
| G.7A | Use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures. |
| G.1B | Congruence and the geometry of size. The student applies the concept of congruence to justify properties of figures and solve problems. |
| G.1BA | Use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane. |
| G.1BB | Justify and apply triangle congruence relationships. |

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- Identify congruence transformations and use them to make and justify conjectures and to solve problems. (G.1B)
G.1BA
G.1BAP: 1E, 2E, 2F, 3A, 4F, 5D
- Apply triangle congruence postulates and theorems to justify that two triangles are congruent. (G.2B; G.3B; G.3C; G.7A; G.1BA; G.1BB)
G.1BAP: 1E, 2C, 2F, 3A, 4F, 5D
- Determine if triangles are congruent by applying congruence relationships and apply CPCTC to justify the congruence of parts of triangles. (G.2B; G.3C; G.1BB)
G.1BAP: 1E, 2E, 2F, 3A, 4F, 5D

Key Understandings and Guiding Questions:

- Translations (slides), rotations, or reflections (flips) are congruence transformations because they maintain congruence of shape and size.
 - What does the term "congruence transformations" mean?
 - Does the dilation of a triangle maintain congruency?
- Congruence transformations can be used to justify conjectures.
 - When writing a statement to show that two triangles are congruent, how must the letters representing the vertices be arranged?

Geometry Tesccc Hs Mathematics Unit 4

Responsive Education Solutions Staff

Geometry Tesccc Hs Mathematics Unit 4:

Geometry Unit 4 (RES) Responsive Education Solutions Staff,2012-08-01 Students build on the foundational concepts as presented in Grades K 8 expanding their understanding through other mathematical experiences Geometric thinking and spatial reasoning play a critical role in geometry Geometric figures provide ways to represent mathematical situations and to express generalizations about space and spatial relationships Students use geometric thinking to understand mathematical concepts and the relationships among them Geometry consists of the study of geometric figures of zero one two and three dimensions and the relationships among them Students study properties and relationships having to do with size shape location direction and orientation of these figures Geometry can be used to mode and represent many mathematical and real world situations Students perceive the connection between geometry and the real and mathematical worlds and use geometric ideas relationships and properties to solve problems Students use concrete pictorial numerical symbolic graphical and verbal tools and technology to solve meaningful problems by representing and transforming figures and analyzing relationships This course applies a connection integration and applications approach Students will relate and apply geometric concepts to algebra statistics data analysis and probability A connection is made to other courses such as biology history art etc with problems that involve many of the geometric concepts and encourage the use of technology *Beyond Geometry* , Geometry, Grade 4 Mary Rosenberg,2004-10-13 Both teachers and parents appreciate how effectively this series helps students master skills in mathematics and language arts Each book provides activities that are great for independent work in class homework assignments or extra practice to get ahead Test practice pages are included in most titles **Breakthrough to Math** Ann K. U. Tussing,1983-05 *Breakthrough to Math* Ann K. U. Tussing,1983-05 **4th Grade Math Unit 4 (RES) - Full Color** Responsive Education Solutions,2015-09-01

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