

DO NOW – On the back of this packet

Name _____

LO: I can describe what a rigid transformation is and can recognize, name, and sketch the 3 types of rigid transformations.

(1) **Notes:**

N9-10,
description
s, supplies

- (a) Obtain notes pages N9/N10, a descriptions page for N9, scissors, and tape or glue
- (b) Cut, arrange, check, and then glue or tape down the descriptions for N9

(2) **Rigid Transformations Sort**

sort cards,
mira

- (a) Obtain a set of figures for you and your partner/group.
- (b) Sort the figures into groups of Reflections, Rotations, Translations, and Not a Rigid Motion
- (c) Be prepared to share your arrangement with the class

(3) **Exit Ticket**

ON THE LAST PAGE

(4) **Homework**

- (1) For each pair of bicycles, describe the relationship between them as a reflection, rotation, translation, or not a rigid motion.



(a) _____

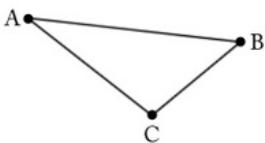
(b) _____

(c) _____

(d) _____



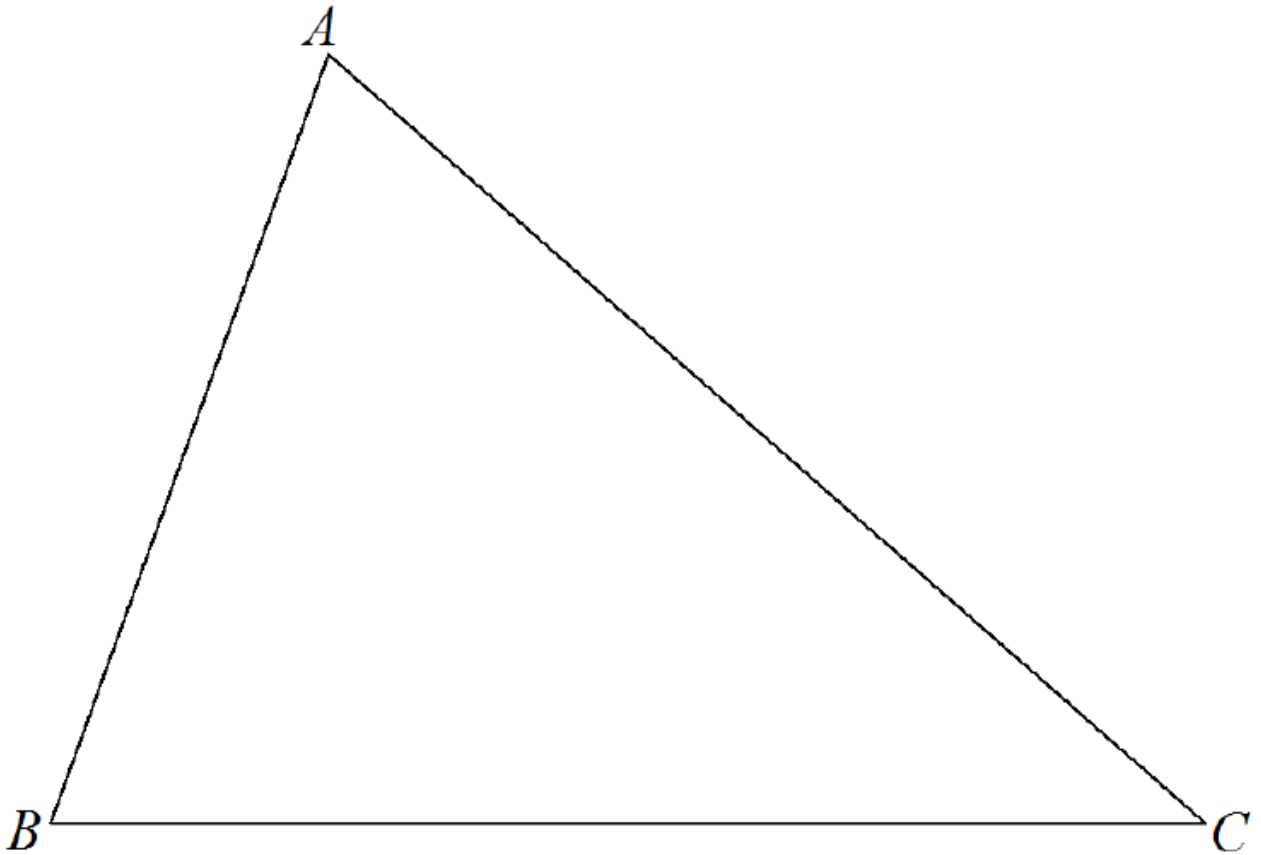
- (2) Given the $\triangle ABC$, sketch a reflection $A'B'C'$, rotation $A''B''C''$, and translation $A'''B'''C'''$. (You may want to trace $\triangle ABC$ to help you.)



□ (4)
cont,
compass
highligh-
ters

Homework

(3) Construct 3 perpendiculars: (1) from point A to side BC, from point B to AC, and from point C to AB. These are also called the "altitudes" of the triangle. You may want to look at lesson 1.6R part (3) to review how to construct a perpendicular to a line from a point. Label the **point of concurrency** (where the 3 perpendiculars intersect) with the letter O. This point is called the **orthocenter**.



Exit Ticket **Name** _____ **Date** _____ **Per** _____

2.1R

(1) The LO (Learning Outcomes) are written below your name on the front of this packet. Demonstrate your achievement of these outcomes by doing the following:

(a) Copy and complete the statement: *A rigid motion is* _____

(b) Name, sketch, AND describe the three rigid motions.

DO NOW Name _____ Date _____ Per _____

2.1R

(1) Write anything that comes to mind when you hear the word *transform*.

(2) Draw an angle and construct the bisector of the angle.

(3) What does the image below say? What makes it particularly interesting – meaning how do the words relate.



REALLY think about it.