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Kaleidoscopes, Hubcaps and Mirrors Answers 5. 6. In Exercises 7 and 8, each point on the original figure is matched to an image point whose distance and direction from the original point are determined by the arrow. 7. 8. 9. Each point X on triangle ABC is matched to an image point X_{rso} that and the measure of angle XX_{rso} is 90° . 10.

Selected ACE: Kaleidoscopes, Hubcaps, Mirrors Investigation 1: #7, 14, 28 Investigation 2: #9 Investigation 3: #6, 16 Investigation 4: #10, 14, 18 Investigation 5: #5, 9, 11, 15. ACE Problem Possible solution Investigation 1 7. Tell whether the design has reflection symmetry. If it does, sketch the design and draw all the lines of symmetry. 7.

Kaleidoscopes, Hubcaps, and Mirrors: Symmetry and Transformations. This unit is an introduction to the topic in mathematics called transformational geometry. UNIT GOALS Students often have an intuitive understanding of symmetry. Though students begin recognizing symmetric figures at an early age, the analytic understanding

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Linear Algebra Kaleidoscopes, Hubcaps, Mirrors Investigation 1.3 Use what you know about reflection and rotation symmetry to analyze the six designs. a. Locate and draw all the lines of symmetry in the designs. Use a colored marker. b. 1. Complete the table showing the number of lines of symmetry and the angle of rotation for each design.

additional practice investigation 2 answers.pdf FREE PDF DOWNLOAD NOW!!! Source #2: additional practice investigation 2 answers.pdf FREE PDF DOWNLOAD Kaleidoscopes, Hubcaps and Mirrors Answers Investigation 1 Additional Practice 1. The design has reflection symmetry over Investigation 2 Additional Practice

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1.3 General Course Comments 1.3.1 Overview This course was designed with the intention to increase the depth of the students' understanding in the Geometry and Measurement Standards of the NCTM (2000) Principles and Standards for School Mathematics, Grades 6–12.

activity as it is written. In the Kaleidoscopes, Hubcaps, and Mirrors lesson, there are four parts to Problem 4.1, and they need only be altered slightly. Here are the parts, in an order more natural to the above approach to the lesson: 1. Were the engineer™s instructions clear? If not, what additional information should she have provided? 2. a.

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