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Dilations on the coordinate plane answer key

Expansion in aircraft coordinates Loading... Found a content error? Let us know To continue enjoying our website, we ask you to confirm your identity as a human being. Thank you so much for your cooperation. Related Topics: Lesson Plans and Spreadsheets for Grade 8 Lesson Plans and Spreadsheets for all Grade 8 Extra Lessons For Examples, Videos, and Year 8 Solutions to help Year 8 students learn how to describe the effects of expansion on two-dimensional shapes using coordinates. Download Spreadsheets for Grade 8, Module 3, Lesson 6 Student Outcomes Lesson 6 - Students describe the effect of dilation on two-dimensional shapes using coordinates. Lesson 6 Summary expansion has a human effect on the coordinates of a point in the plane. For a point (x, y) in the plane, a dilation from the source with a scale meath r moves the point (x, y) to (rx, ry) For example, if a point $(3, -5)$ in the plane is dilated from the source by a scale of $r = 4$, then the coordinates of the stretch point are $(4 \times 3, 4 \times (-5)) = (12, -20)$ NYS Math Module 3 Class 8 Lesson 6 Classwork Example 1 Student learns the human effect of the scale meast on a score. Note that this effect keeps on when the center of dilation is the source. In this lesson, the center of dilation will always be assumed to be $(0,0)$ For example 2 Students learn the human effect of the scale meast on a point. Example 3 Coordinates in other quarter of the chart are affected in the same way as we just saw. Based on what we have learned so far, point $A = (-2, 3)$ predicts the position of A' when A is dilated from a center at origin, $(0, 0)$ by a ratio of $r = 3$. Exercises 1 - 5 1. Point $A = (7, 9)$ is dilated from the source by a ratio of $r = 6$. What is the coordinates of point A' ? 2. Point $B = (-8, 5)$ is dilated from origin by a scale of $r = 1/2$. What is the coordinates of point B' ? 3. Point $C = (6, -2)$ is dilated from origin by a scale of $r = 3/4$. What is the coordinates of point C' ? 4. Point $D = (0, 11)$ is dilated from origin by a scale of $r = 4$. The coordinates of point D' ? 5. Point $E = (-2, -5)$ is dilated from origin by a scale of $r = 3/2$. Coordinates of point E' ? Example 4 Students learn the human effect of the scales on a two-dimensional shape. Example 5 Students learn the human effect of the scales on a two-dimensional shape. Exercises 6 - 8 6. The coordinates of the ABC triangle are displayed on the coordinate plane below. The triangle is dilated from the source by a scale of $r = 12$. Determine the coordinates of the ABC' dilated triangle. 7. The DEFG image is displayed on the coordinate plane below. This number is dilated from the source by a scale of $r = 2/3$. Determine the coordinates of the D'E'F'G' shape, then draw and label the D'E'F'G' shape on the coordinate plane. 8. THE ABC triangle has coordinates $(3, 2)$ $(12, 3)$ and $(9, 12)$. Draw and label the ABC triangle on Aircraft. The triangle is dilated from the source by a ratio of $r = 1/3$. Determine the coordinates of the A'B'C' dilated triangle, then draw and label the A'B'C' triangle on the coordinate plane. Show step-by-step solutions Try mathway computers for free and solve problems below to practice different mathematical topics. Try the given examples or enter your own problem and check your answers with step-by-step explanations. We welcome your feedback, comments and questions about this site or page. Please submit your feedback or request via our Feedback page. If you see this message, it means that we're having trouble loading external resources on our website. If you're behind a web filter, please make sure that the *kastatic.org and *kasandbox.org domains are unblocked. Blank Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.3 Teachers like this lessonPrint LessonSWBAT describes and performs expansion where the center is any pointStudents that will practice implementing and describing expansion with centers other than $(0, 0)$ and larger scale elements one or between none and one. In Do Now, students are instructed to draw a grid, plot point, and then dilate the triangle by a certain scale element of origin. Students can be proportional to coordinates to perform dilation. They will build on their expansion from Do Now in Mini-Lesson. On the second page of the presentation is an example of how dilation should be considered. I projected examples and asked students to check their work. The task is challenging for students, but I hope that most will complete the task successfully and create a graph as this student work example. Since we are moving from Sketchpad pencils and paper today, to starting mini-lessons I summarized yesterday to help students make the necessary conenctions. I would say something like, We used Geometer's Sketchpad to investigate the expansion of other centers with origins (G.SRT.1). Today we will apply what we have learned with pencil and paper. Although my students were first introduced to dilation in eighth grade, they only performed dilation of origin. In this lesson, students dilate the triangle to other centers with their source by hand. We use the previous image from Do Now and stretch it to the same size factor about another center. I plan to show students two different procedures. I showed students the process of performing this dilation. After they complete the expansion, they determine the first image mapping transformation for the second image. I demonstrated the procedure to find the center of an expansion for a previous image and an image. I showed the students an example and then they worked on a practice guide of their own. They also practice stretching an image for an element of scale and Mind. At the end of the mini-lesson, I plan to have two students present their dilation. I answer any questions resolve any misconceptions they may have. My students often have more difficulty finding an image for a front image, center and scale factor than finding the scale and center elements for a previous image and an image (MP1). The difficulty lies in students trying to figure out the scale element of the diagonal. I looked at methods to find scale factors. They draw lines that connect the center to through the tops of the previous image. They can count the longitudinal and horizontal distance between the center and each vertex and then by a proportional ratio to find the coordinates of the image. For today's learning activities, students work independently to practice expanding on different centers on the coordinate plane. Instead of having each student complete every issue, I have students choose two from part A and one from section B. They can work on the same issue as students at their desks or different people. As they worked, I circulated around the room and checked if their dilation was correct (MP6). Sometimes the previous images and images are disproportionate. I have students checking back on each side of them. After completing their problems in sections A and B, they work on section C. If they don't have time to complete part C, I'll ask them to complete this work for homework. At the end of the activity we go through the dilation. I would urge different students to show their dilation on the documentary projector. As an Immigration Ticket, students synthesize lessons by describing the transformation of mapping an image into a second image. I then asked them to explain how different procedures are to find images of an object that are dilated in terms of origin and image of an object that is dilated to a different center. When I read their responses, I looked to see if they understood that they could human coordinates of pre-images with scale elements when the center of dilation was the source, but a different method of dilating an object to a center that is not the source. Origin.

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