IMKH California

Integrated Math 1

Teacher Resource Copy Masters

UNITS 4-6

Illustrative Mathematics LEARN MATH FOR LIFE | Kendall Hunt

Book 2

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INTEGRATED MATH 1

UNITS

1-9

Teacher Resource Copy Masters

BLACKLINE MASTERS LIST

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Unit IntegratedMath1.1	Blank Reference Chart	1	yes	no	no	no	no	no
Unit IntegratedMath1.1	Math 1 Geometry Reference Chart - Full	1	no	no	yes	no	yes	no
Unit IntegratedMath1.1	Math 1 Geometry Reference Chart - Scaffolded (SF)	1	yes	no	yes	no	yes	no
Unit IntegratedMath1.1	Math 1 Geometry Reference Chart - Scaffolded (TF)	1	no	no	no	no	yes	no
Unit IntegratedMath1.2	Blank Reference Chart	1	yes	no	no	no	no	no
Unit IntegratedMath1.2	Math 1 Geometry Reference Chart - Full	1	no	no	yes	no	yes	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Unit IntegratedMath1.2	Math 1 Geometry Reference Chart - Scaffolded (SF)	1	yes	no	yes	no	yes	no
Unit IntegratedMath1.2	Math 1 Geometry Reference Chart - Scaffolded (TF)	1	no	no	no	no	yes	no
Unit IntegratedMath1.5	Blank Reference Chart	1	yes	no	no	no	no	no
Unit IntegratedMath1.5	Math 1 Geometry Reference Chart - Full	1	no	no	yes	no	yes	no
Unit IntegratedMath1.5	Math 1 Geometry Reference Chart - Scaffolded (SF)	1	yes	no	yes	no	yes	no
Unit IntegratedMath1.5	Math 1 Geometry Reference Chart - Scaffolded (TF)	1	no	no	no	no	yes	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.1.2.1	6–12 Blank Math Community Chart	30	no	no	no	no	no	no
Activity IntegratedMath1.1.9.4	Another Layer Handout	1	yes	no	no	no	no	no
Activity IntegratedMath1.1.10.2	Blank Reference Chart	1	yes	no	no	no	no	no
Activity IntegratedMath1.1.11.2	What's the Point Reflections Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.1.14.2	What's the Point Rotations Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.1.15.2	Self Reflection Handout	8	yes	yes	no	no	no	no
Activity IntegratedMath1.1.17.2	How Did This Get There Cards	2	no	yes	no	yes	no	no
Activity IntegratedMath1.1.19.2	Duplicate a Design Handout	1	no	no	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.2.3.2	Invisible Triangles Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.2.3.3	Triangle Transformation Proof Template Handout	1	no	no	no	no	no	no
Activity IntegratedMath1.2.4.2	Too Much Information Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.2.5.3	Triangle Transformation Proof Template Handout	1	no	no	no	no	no	no
Activity IntegratedMath1.2.6.2	Triangle Transformation Proof Template Handout	1	no	no	no	no	no	no
Activity IntegratedMath1.2.6.3	What Do We Know About Isosceles Triangles Handout	2	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.2.7.2	Triangle Transformation Proof Template Handout	1	no	no	no	no	no	no
Activity IntegratedMath1.2.7.3	What Do We Know About Parallelograms Handout	30	no	no	no	no	no	no
Activity IntegratedMath1.2.8.2	Lots of Lines (Part 1) Handout	2	no	yes	no	no	no	no
Activity IntegratedMath1.2.9.2	Triangle Transformation Proof Template Handout	1	no	no	no	no	no	no
Activity IntegratedMath1.2.10.1	Brace Yourself! Short Strips	1	no	yes	yes	yes	no	no
Activity IntegratedMath1.2.10.1	Brace Yourself! Long Strips	1	no	yes	yes	yes	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.2.10.2	More Practice Seeing Shortcuts Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.2.11.3	Ambiguously Ambiguous Handout	30	no	yes	no	no	no	no
Activity IntegratedMath1.2.11.3	Ambiguously Ambiguous Answer Key	0	no	no	no	no	no	no
Activity IntegratedMath1.3.4.2	Matching Distributions Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.3.5.2	Heartbeats Part 1 Handout	2	yes	yes	no	no	no	no
Activity IntegratedMath1.3.5.3	Algebra 1 Unit 1 Useful Terms and Displays	30	no	no	no	no	yes	no
Activity IntegratedMath1.3.11.2	Describing Data Distributions Cards	2	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.3.12.3	Algebra 1 Unit 1 Useful Terms and Displays	30	no	no	no	no	yes	no
Activity IntegratedMath1.3.13.2	African and Asian Elephants Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.3.14.1	Algebra 1 Unit 1 Useful Terms and Displays	30	no	no	no	no	yes	no
Activity IntegratedMath1.3.16.3	Heights and Handedness Handout	2	no	no	no	no	no	no
Activity IntegratedMath1.4.16.3	What Comes Next Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.4.17.3	Sorting Systems Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.4.18.3	Linear Systems Cards	2	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.5.7.2	Lines Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.5.9.3	Triangle Types Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.6.1.3	Running to the Dentist Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.6.5.2	Data Patterns Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.6.6.3	Best Residuals Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.6.7.2	Scatter Plot Fit Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.6.10.2	Playing Dirty Handout	2	no	no	no	no	no	no
Activity IntegratedMath1.7.6.3	Representations of Inequalities Cards	2	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Activity IntegratedMath1.7.8.3	Terms of A Team Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.8.10.2	Possible or Impossible Cards	2	no	yes	yes	no	no	no
Activity IntegratedMath1.8.12.4	Piecing It Together Cards	2	yes	yes	no	no	no	no
Activity IntegratedMath1.8.13.1	How Good Are Your Guesses Handout	1	yes	no	no	no	no	no
Activity IntegratedMath1.8.17.2	Caesar Says, "Shift" Cutouts	2	no	yes	yes	no	no	no
Activity IntegratedMath1.8.18.3	Custom Mugs Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.9.6.3	Matching Descriptions to Graphs Cards	2	no	yes	no	no	no	no
Activity IntegratedMath1.9.9.4	Smartphone Sales Cards	2	no	yes	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Modeling Prompt: Evaluating a Sample Response to a Modeling Prompt	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: Evaluating a Sample Response to a Modeling Prompt	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: The Garden Wall	Wall Diagram	1	yes	no	no	no	no	no
Modeling Prompt: The Garden Wall	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: The Garden Wall	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: 2,000 Calories	Food Tables	1	yes	no	no	no	no	no
Modeling Prompt: 2,000 Calories	Modeling Rubric	1	no	no	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Modeling Prompt: 2,000 Calories	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: How Much Water?	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: How Much Water?	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: Display Your Data	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: Display Your Data	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: A New Town	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: A New Town	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: College Characteristics	Advice on Modeling	1	no	no	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Modeling Prompt: College Characteristics	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: College Characteristics	College Data for Task Statement 1	1	no	no	no	no	no	no
Modeling Prompt: College Characteristics	College Data for Task Statement 2	1	no	no	no	no	no	no
Modeling Prompt: A New Heating System	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: A New Heating System	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: Giving Bonuses	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: Giving Bonuses	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: Planning a Vacation	Modeling Rubric	1	yes	no	no	no	no	no

address	title	students per copy	written on?	requires cutting?	card stock recommended?	color paper recommended?	used multiple times?	used as a center material?
Modeling Prompt: Planning a Vacation	Advice on Modeling	1	no	no	no	no	no	no
Modeling Prompt: Critically Examining National Debt	US National Debt Data	1	no	no	no	no	no	no
Modeling Prompt: Critically Examining National Debt	Modeling Rubric	1	yes	no	no	no	no	no
Modeling Prompt: Critically Examining National Debt	Advice on Modeling	1	no	no	no	no	no	no

INTEGRATED MATH 1

UNIT

4

Teacher Resource Copy Masters

LESSON BLACKLINE MASTERS

What Comes Next?

Start here

$$\begin{cases} \frac{4}{5}x + 6y = 15 \\ -x + 18y = 11 \end{cases}$$

What Comes Next?

$$\begin{cases} 4x + 30y = 75 \\ -4x + 72y = 44 \end{cases}$$

What Comes Next?

$$\begin{cases} 4x + 30y = 75 \\ y = \frac{7}{6} \end{cases}$$

What Comes Next?

$$\begin{cases} x = 10 \\ y = \frac{7}{6} \end{cases}$$

What Comes Next?

$$\begin{cases} 4x = 40 \\ y = \frac{7}{6} \end{cases}$$

What Comes Next?

$$\begin{cases} 4x + 30y = 75 \\ 102y = 119 \end{cases}$$

What Comes Next?

$$\begin{cases} 4x + 30y = 75 \\ -x + 18y = 11 \end{cases}$$

What Comes Next?

$$\begin{cases} 4x + 35 = 75 \\ y = \frac{7}{6} \end{cases}$$

Sorting Systems
Card 1

$$\begin{cases} y = 2x - 7 \\ y = -7x + 2 \end{cases}$$

Sorting Systems
Card 2

$$\begin{cases} y = 2x - 3 \\ y = 2x - 13 \end{cases}$$

Sorting Systems
Card 3

$$\begin{cases} y = -\frac{1}{3}x - 3 \\ 3y = -9 - x \end{cases}$$

Sorting Systems
Card 4

$$\begin{cases} 3x + y = -10 \\ 3y = -x - 10 \end{cases}$$

Sorting Systems
Card 5

$$\begin{cases} x - 4y = -12 \\ 5x = 20y + 60 \end{cases}$$

Sorting Systems
Card 6

$$\begin{cases} x - y = -6 \\ x - 4y = 12 \end{cases}$$

Sorting Systems
Card 7

$$\begin{cases} x = 4y - 4 \\ 4x - 16y = -16 \end{cases}$$

Sorting Systems
Card 8

$$\begin{cases} y + \frac{1}{5} = -\frac{2}{5}x \\ 5y = -2x - 1 \end{cases}$$

Sorting Systems
Card 9

$$\begin{cases} y = 2x - 3 \\ y = 4x - 6 \end{cases}$$

This page includes an additional set of info gap cards to use as an optional demonstration.

Cards for the student activity are located on the following page.

Info Gap: Linear Systems
Problem Card 0

$$\begin{cases} y = -3x + 2 \\ ax + by = 1 \end{cases}$$

What are the values of a and b?

Info Gap: Linear Systems
Data Card 0

- The point (0,2) is a solution.
- The second equation has a slope of -3.
- The point (1,-1) is a solution.
- $0 < b < 1$
- There are infinitely many solutions.

Info Gap: Linear Systems
Problem Card 0

$$\begin{cases} y = -3x + 2 \\ ax + by = 1 \end{cases}$$

What are the values of a and b?

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Info Gap: Linear Systems
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- $0 < b < 1$
- There are infinitely many solutions.

Info Gap: Linear Systems

Problem Card 1

The first equation in the system has a slope of 3.

How many solutions does the system have? If there is 1 solution, find it. Explain your reasoning.

Info Gap: Linear Systems

Data Card 1

- The slope of the second equation is 3.
- The point (1, -3) is on the first line.
- The point (2, 13) is on the second line.
- The y-intercept of the second equation has a y value of 7.
- An intercept for the first equation has an x value of 2.

Info Gap: Linear Systems

Problem Card 2

The solution to a system of equations is (4,3).

What are the two linear equations in the system? Write one equation in standard form ($Ax + By = C$) and the other equation in slope-intercept form ($y = mx + b$).

Info Gap: Linear Systems

Data Card 2

- The first equation has an intercept at (0,-5).
- The second equation has intercepts at (0,6) and (8,0).
- The second equation has a slope of $\frac{-3}{4}$.

Info Gap: Linear Systems

Problem Card 1

The first equation in the system has a slope of 3.

How many solutions does the system have? If there is 1 solution, find it. Explain your reasoning.

Info Gap: Linear Systems

Data Card 1

- The slope of the second equation is 3.
- The point (1, -3) is on the first line.
- The point (2, 13) is on the second line.
- The y-intercept of the second equation has a y value of 7.
- An intercept for the first equation has an x value of 2.

Info Gap: Linear Systems

Problem Card 2

The solution to a system of equations is (4,3).

What are the two linear equations in the system? Write one equation in standard form ($Ax + By = C$) and the other equation in slope-intercept form ($y = mx + b$).

Info Gap: Linear Systems

Data Card 2

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INTEGRATED MATH 1

UNIT

5

Teacher Resource Copy Masters

LESSON BLACKLINE MASTERS

Info Gap: Lines

Problem Card 1

Graph and write an equation for line n.

Info Gap: Lines

Data Card 1

- Line n intersects line r at $x = 6$.
- Line n passes through the point (3, -1).
- Line n crosses the x-axis at $x = 4.5$.
- Line n is a translation of line ℓ.

Info Gap: Lines

Problem Card 2

Graph and write an equation for line p.

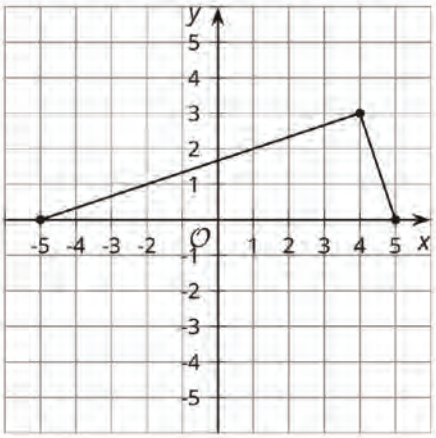
Info Gap: Lines

Data Card 2

- Line p has the same x-intercept as line ℓ.
- Line p is a 90° rotation of line r using (-0.8, 4.4) as a center.
- Line p intersects line r.
- Line p is perpendicular to line r.

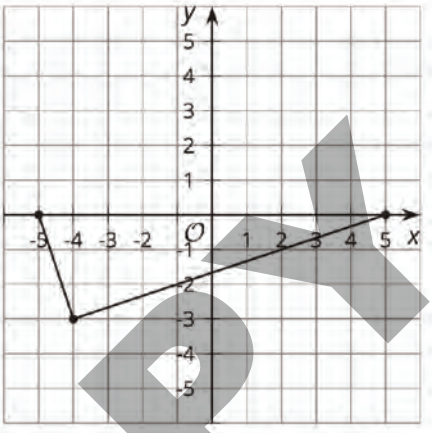
Card Sort: Triangle Types

Triangle A



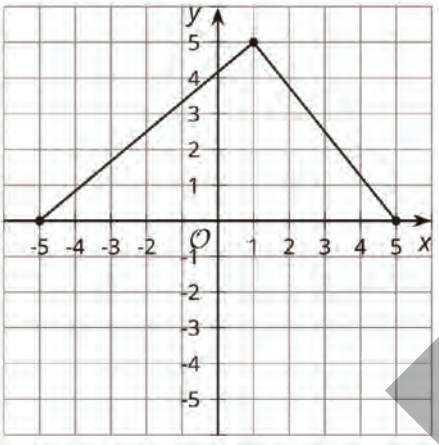
Card Sort: Triangle Types

Triangle B



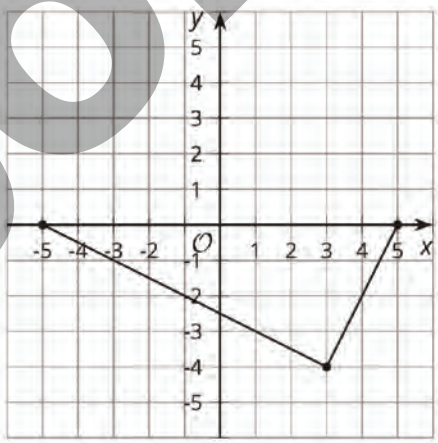
Card Sort: Triangle Types

Triangle C



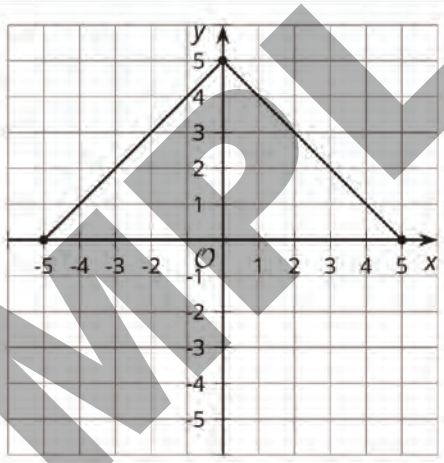
Card Sort: Triangle Types

Triangle D



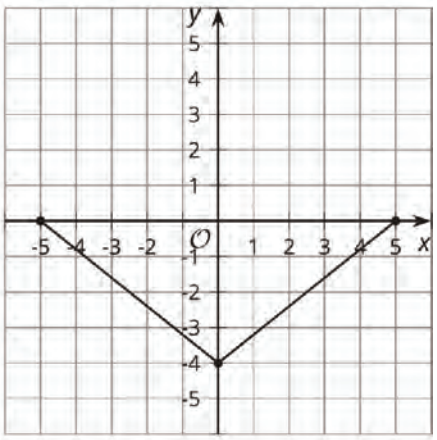
Card Sort: Triangle Types

Triangle E



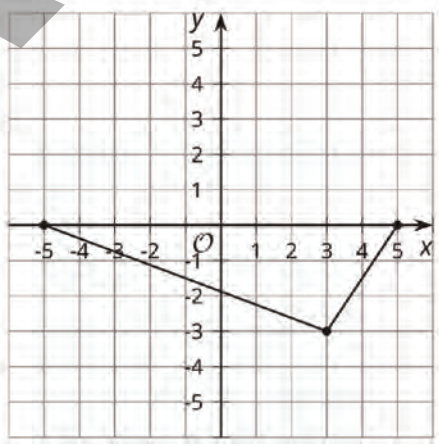
Card Sort: Triangle Types

Triangle F



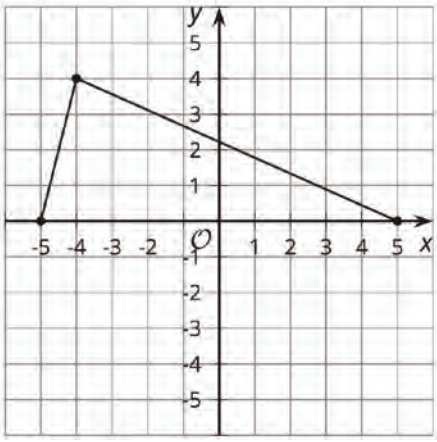
Card Sort: Triangle Types

Triangle G

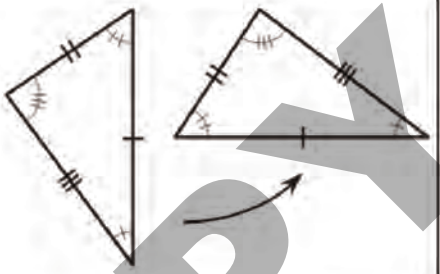
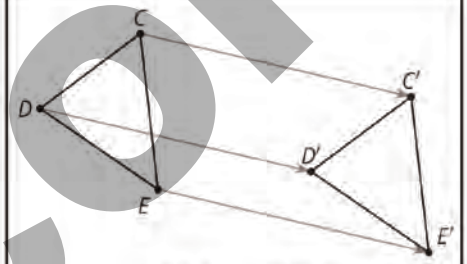
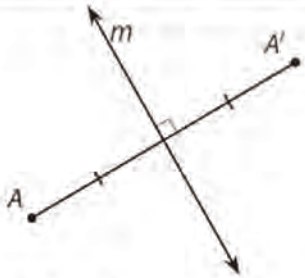
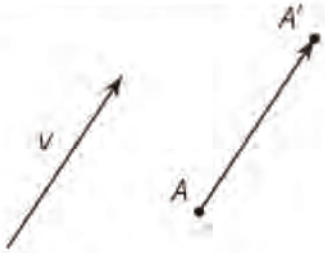
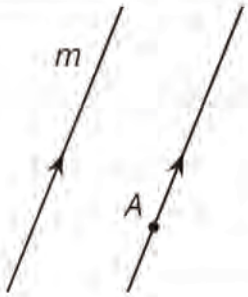


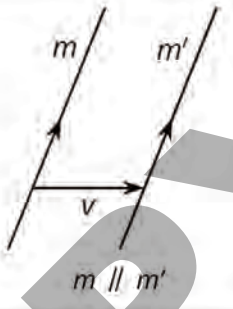
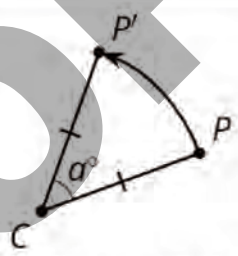
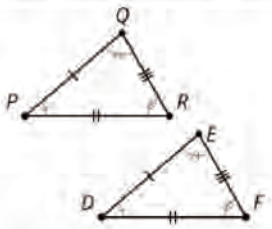
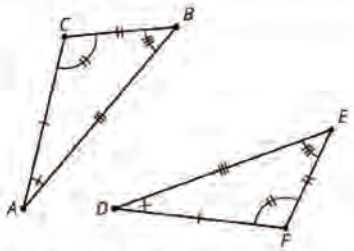
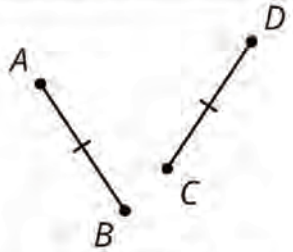
Card Sort: Triangle Types

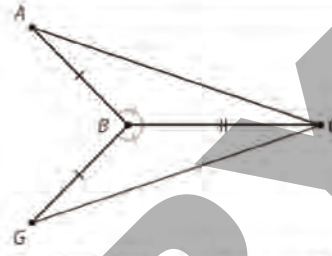
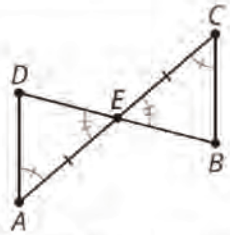
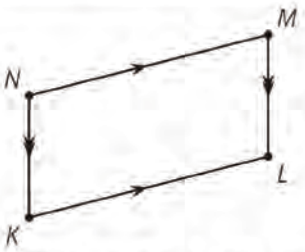
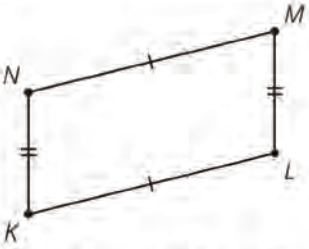
Triangle H

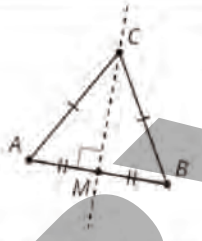
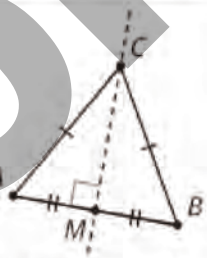
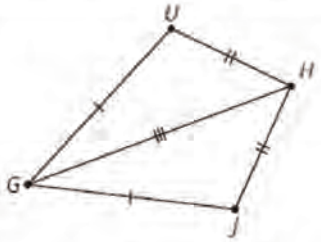
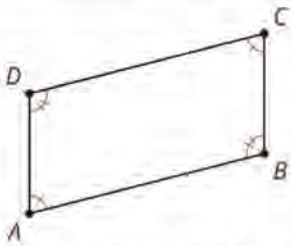


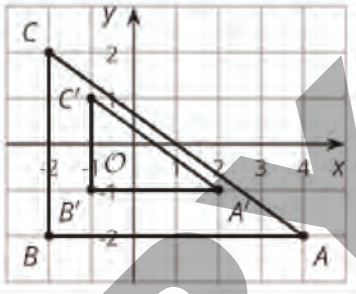
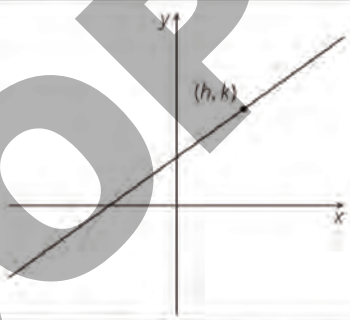
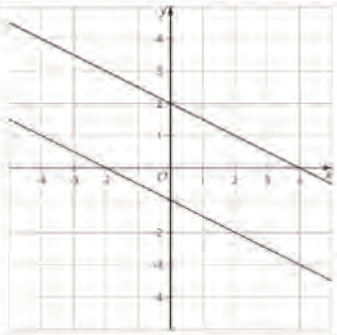
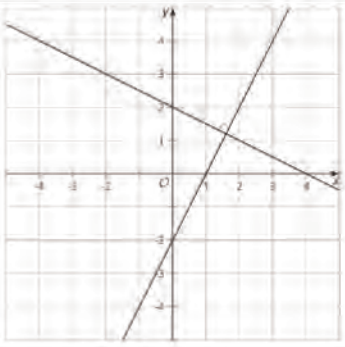
date, type	statement	diagram

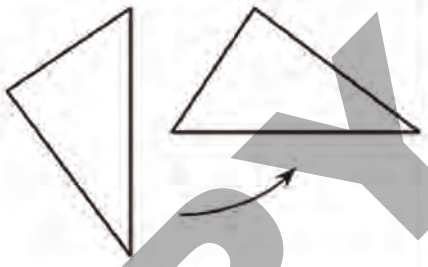
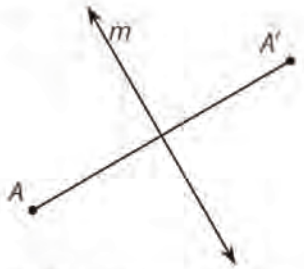
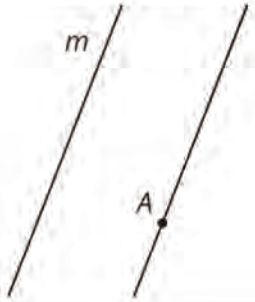
lesson, type	statement	diagram
U1, L10 (students write the date) assertion	A **rigid transformation** is a translation, reflection, rotation, or any sequence of the three. Rigid transformations take lines to lines, angles to angles of the same measure, and segments to segments of the same length.	
U1, L10 definition	Two figures are **congruent** if there is a sequence of translations, rotations, and reflections that takes one figure exactly onto the other. The second figure is called the image of the rigid transformation.	 $\triangle EDC \cong \triangle E'D'C'$
U1, L11 definition	**Reflection** is a rigid transformation that takes a point to another point that is the same distance from the given line, that is on the other side of the given line, and so that the segment from the original point to the image is perpendicular to the given line. "Reflect _(object)_ across line _(name)_."	 Reflect A across line m.
U1, L12 definition	**Translation** is a rigid transformation that takes a point to another point so that the directed line segment from the original point to the image is parallel to the given line segment and has the same length and direction. "Translate _(object)_ by the directed line segment _(name or from [point] to [point])_."	 Translate A by the directed line segment v.
U1, L12 assertion	**Parallel Postulate:** Given a line m and a point A that is not on m, there is exactly one line that goes through A that is parallel to m.	

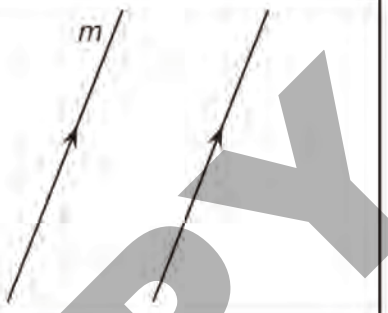
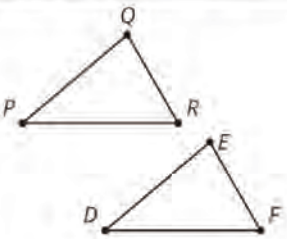
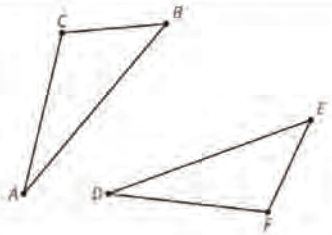
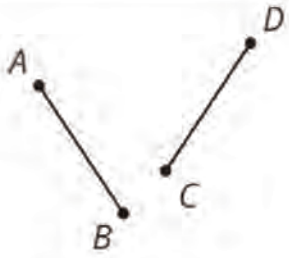
lesson, type	statement	diagram
U1, L12 theorem	Translations take lines to parallel lines or to themselves.	
U1, L14 definition	**Rotation** is a rigid transformation that takes a point to another point on the circle through the original point with the given center. The two radii, the one from the center to the original point and the one from the center to the image, make the given angle. "Rotate _(object)_ (clockwise or counterclockwise) by _(angle or angle measure)_ using center _(point)_."	 Rotate P counterclockwise by $\alpha°$ using center C.
U2, L1 theorem	If two figures are congruent, then **corresponding** parts of those figures must be congruent	 $\triangle DEF \cong \triangle PQR$ so $\overline{PQ} \cong \overline{DE}$, $\overline{PR} \cong \overline{DF}$, $\overline{QR} \cong \overline{EF}$, $\angle P \cong \angle D$, $\angle Q \cong \angle E$, $\angle R \cong \angle F$
U2, L3 theorem	If all pairs of corresponding sides and all pairs of corresponding angles are congruent, then the triangles must be congruent.	 $\overline{AB} \cong \overline{DE}$, $\overline{BC} \cong \overline{EF}$, $\overline{AC} \cong \overline{DF}$, $\angle A \cong \angle D$, $\angle B \cong \angle E$, $\angle C \cong \angle F$ so $\triangle ABC \cong \triangle DEF$
U2, L5 theorem	If two segments have the same length, then they are congruent.	 $AB=CD$, so $\overline{AB} \cong \overline{CD}$

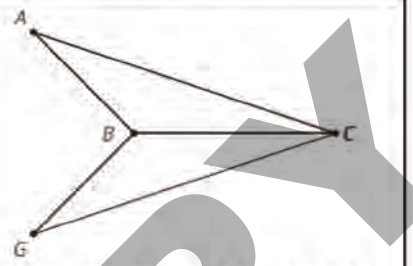
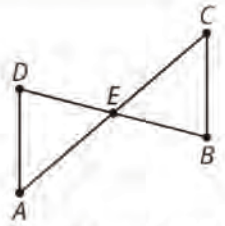
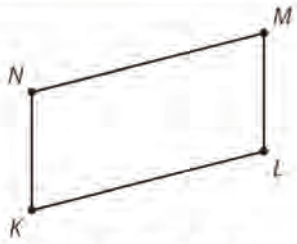
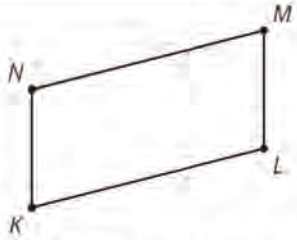
lesson, type	statement	diagram
U2, L6 theorem	**Side-Angle-Side Triangle Congruence Theorem:** In two triangles, if two pairs of congruent corresponding sides and the pair of corresponding angles between the sides are congruent, then the two triangles are congruent.	 $\overline{AB} \cong \overline{GB}$, $\overline{BC} \cong \overline{BC}$, $\angle ABC \cong \angle GBC$ so $\triangle ABC \cong \triangle GBC$
U2, L6 theorem	**Isosceles Triangle Theorem:** In an isosceles triangle, the base angles are congruent.	 $\overline{AP} \cong \overline{PB}$, so $\angle A \cong \angle B$
U2, L7 theorem	**Angle-Side-Angle Triangle Congruence Theorem:** In two triangles, if two pairs of corresponding angles are congruent and the pair of corresponding sides between the angles is congruent, then the triangles must be congruent.	 $\angle A \cong \angle C$, $\overline{AE} \cong \overline{EC}$, $\angle DEA \cong \angle BEC$, so $\triangle DEA \cong \triangle BEC$
U2, L7 definition	A **parallelogram** is a quadrilateral with two pairs of opposite sides parallel.	 $NM \parallel KL$, $NK \parallel ML$, so $MNKL$ is a parallelogram
U2, L7 theorem	In a parallelogram, pairs of opposite sides are congruent.	 $MNKL$ is a parallelogram, so $\overline{NM} \cong \overline{KL}$, $\overline{NK} \cong \overline{ML}$

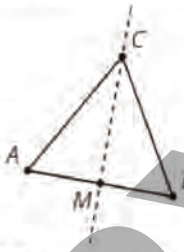
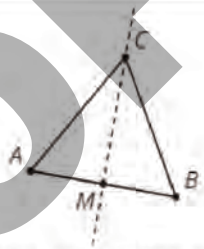
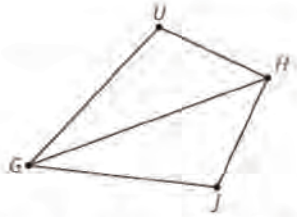
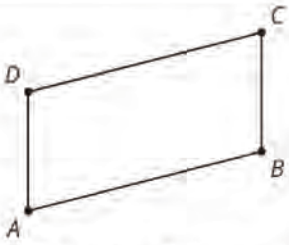
lesson, type	statement	diagram
U2, L8 theorem	If a point C is the same distance from A as it is from B, then C must be on the perpendicular bisector of AB.	 $\overline{AC} \cong \overline{BC}$, so C is on the line through midpoint M perpendicular to $\overline{AB}$.
U2, L8 theorem	If C is a point on the perpendicular bisector of AB, the distance from C to A is the same as the distance from C to B.	 $AB \perp CM$, $\overline{AM} \cong \overline{BM}$, so $\overline{AC} \cong \overline{BC}$
U2, L9 theorem	**Side-Side-Side Triangle Congruence Theorem:** In two triangles, if all three pairs of corresponding sides are congruent, then the triangles must be congruent.	 $\overline{HU} \cong \overline{HJ}$, $\overline{UG} \cong \overline{JG}$, $\overline{HG} \cong \overline{HG}$, so $\triangle HUG \cong \triangle HJG$
U2, L9 theorem	In a parallelogram, opposite angles are congruent.	 $ABCD$ is a parallelogram, so $\angle A \cong \angle C$, $\angle D \cong \angle B$

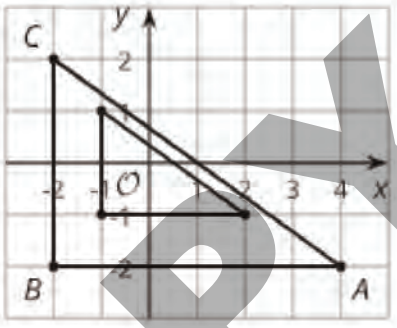
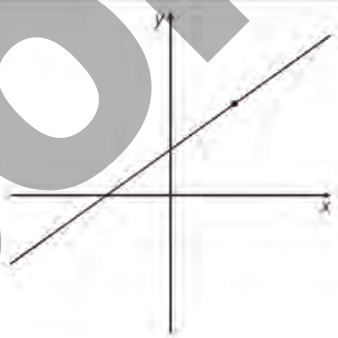
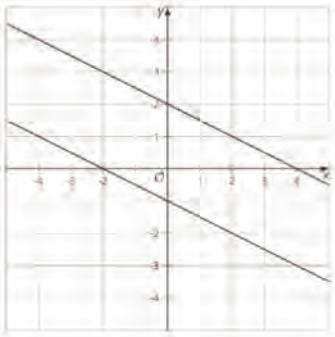
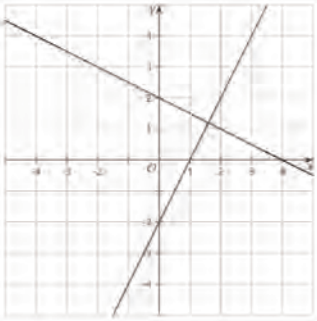
lesson, type	statement	diagram
U5, L2 definition	A **dilation** is a transformation in which each point on a figure moves along a line and changes its distance from a fixed point, called the "center of dilation." All of the original distances are multiplied by the same scale factor.	
U5, L4 definition	The **point-slope form** of the equation of a line is $y - k = m(x - h)$ where (h, k) is a particular point on the line and m is the slope of the line.	
U5, L5 theorem	Lines are parallel if and only if they have equal slopes.	
U5, L6 theorem	Lines are perpendicular if and only if their slopes are opposite reciprocals.	

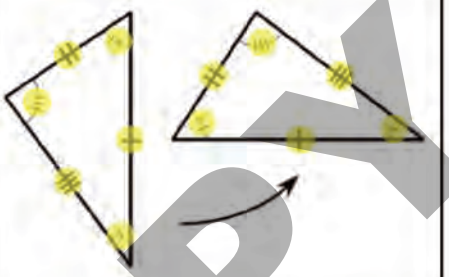
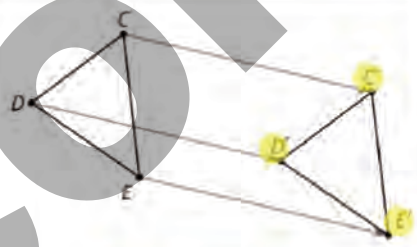
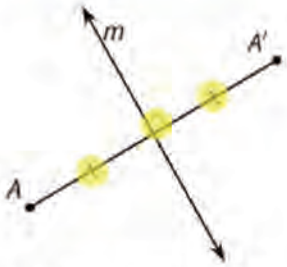
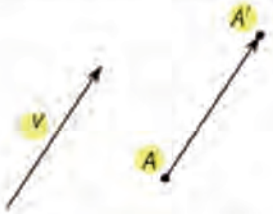
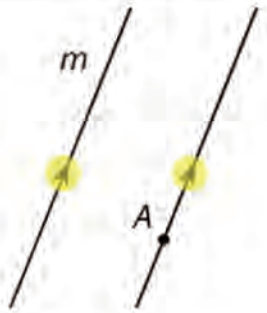
date, type	statement	diagram
assertion	A _____ is a _____, _____, _____, or any sequence of the three. Rigid transformations take lines to _____, angles to _____ of the same measure, and segments to _____ of the same length.	
definition	One figure is _____ to another if there is a sequence of _____, _____, and _____ that takes the first figure _____ onto the second figure. The second figure is called the _____ of the rigid transformation.	
definition	_____ is a rigid transformation that takes a point to another point that is the same _____ from the given line, and so that the segment from the original point to the image is _____ to the given line. "Reflect _(object)_ across line _(name)_."	 Reflect *A* across line *m*.
definition	_____ is a rigid transformation that takes a point to another point so that the directed _____ from the original point to the image is _____ to the given line segment and has the same _____ and _____. "Translate _(object)_ by the directed line segment _(name or from [point] to [point])_."	 Translate *A* by the directed line segment *v*.
assertion	**Parallel Postulate:** Given a _____ *m* and a _____ *A* that is not on ____, there is exactly _____ that goes through *A* that is _____ to *m*.	

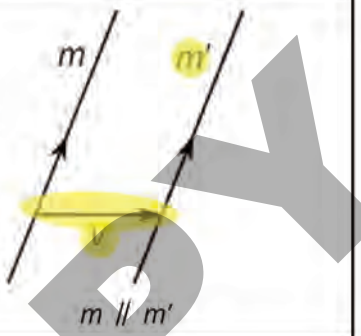
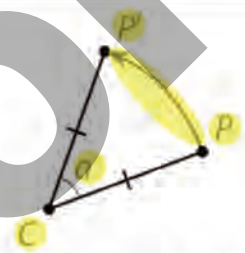
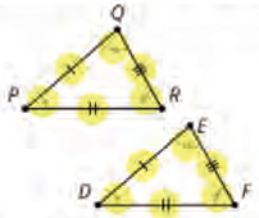
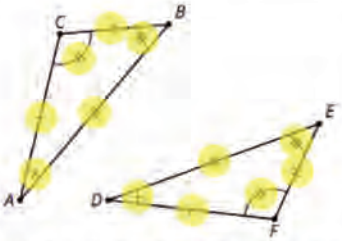
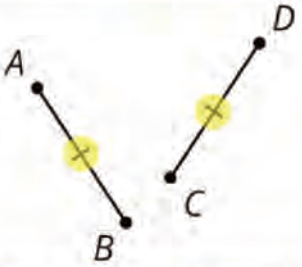
date, type	statement	diagram
theorem	_____ take lines to _____ or to _____.	
definition	_____ is a _____ transformation that takes a point to another point on the circle through the original point with the given _____. The two radii to the original point and the image make the given _____. "Rotate _(object)_ (clockwise or counterclockwise) by _(angle or angle measure)_ using center _(point)_."	 Rotate P counterclockwise by $a°$ using center C.
theorem	If two figures are _____, then _____ parts of those figures must be _____.	 $\triangle PQR \cong \triangle DEF$ so $PQ=DE$, $PR=DF$, $QR=EF$, $\angle P \cong \angle D$, $\angle Q \cong \angle E$, $\angle R \cong \angle F$
theorem	If all pairs of corresponding _____ and all pairs of corresponding _____ are congruent, then the _____ must be _____.	 $AB=DE$, $BC=EF$, $CA=FD$, $\angle B \cong \angle E$, $\angle A \cong \angle D$, $\angle C \cong \angle F$ so
theorem	If two _____ have the same _____, then they are _____.	

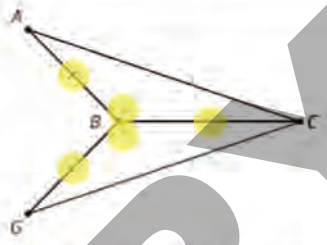
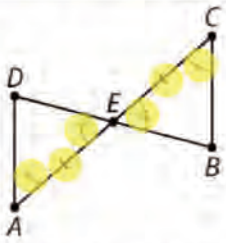
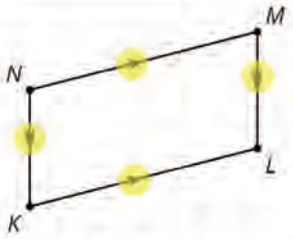
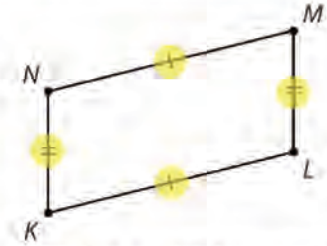
date, type	statement	diagram
theorem	_____ **Triangle Congruence Theorem:** In two triangles, if two pairs of congruent _____ and the pair of corresponding _____ between the sides are _____, then the two triangles are _____.	 $AB=GB$, $BC=BC$, $\angle ABC \cong \angle GBC$ so
theorem	_____ **Triangle Theorem:** In an _____ triangle, the _____ are _____.	
theorem	_____ **Triangle Congruence Theorem:** In two triangles, if two pairs of corresponding _____, and the pair of corresponding _____ between the angles are _____, then the triangles must be _____.	 $\angle A \cong \angle C$, $AE=EC$, $\angle DEA \cong \angle BEC$, so
definition	A _____ is a quadrilateral with two pairs of _____ sides _____.	 $NM \parallel KL$, $NK \parallel ML$, so
theorem	In a _____, pairs of _____ sides are _____.	 $MNKL$ is a parallelogram, so

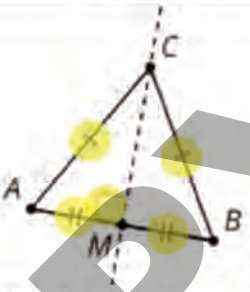
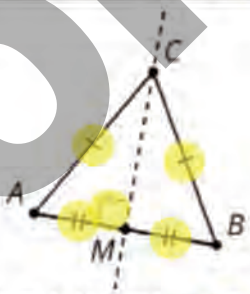
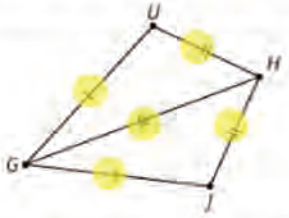
date, type	statement	diagram
theorem	If a _____ C is the same _____ from _____ as it is from _____, then C must be on the _____ of AB.	 $AC=BC$, M is the midpoint, so
theorem	If C is a point on the _____ of segment AB, the distance from _____ to _____ is the same as the _____ from _____ to _____.	 $AB \perp CM$, $AM=BM$, so
theorem	_____ **Triangle Congruence Theorem:** In two triangles, if _____ of corresponding _____ are congruent, then the triangles must be _____.	 $HU=HJ$, $UG=JG$, $HG=HG$ so
theorem	In a _____, _____ angles are _____.	 $ABCD$ is a parallelogram, so

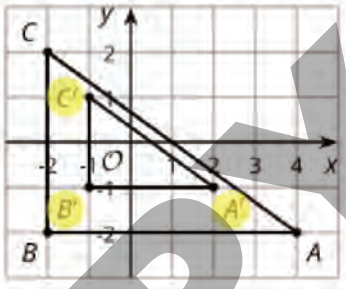
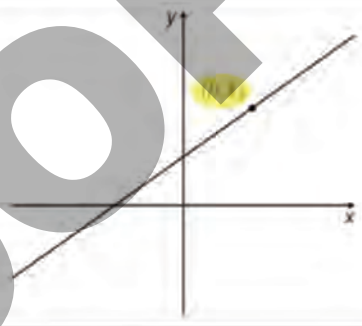
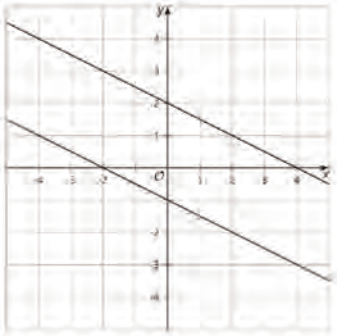
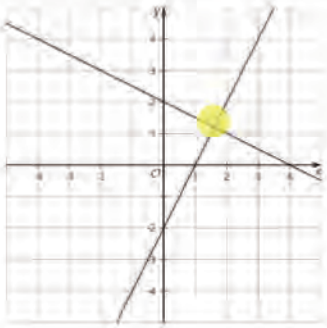
date, type	statement	diagram
definition	A _____ is a transformation in which each point on a figure moves along a line and changes its distance from a fixed point, called the "_____." All of the original distances are multiplied by the same _____.	
definition	The _____ form of the equation of a line is _____ where (h, k) is a particular _____ on the line and m is the _____ of the line.	
theorem	Lines are _____ if and only if they have _____.	
theorem	Lines are _____ if and only if their _____ are _____.	

lesson, type	statement	diagram
U1, L10 (students write the date) assertion	A **rigid transformation** is a translation, reflection, rotation, or any sequence of the three. Rigid transformations take lines to lines, angles to angles of the same measure, and segments to segments of the same length.	
U1, L10 definition	One figure is **congruent** to another if there is a sequence of translations, rotations, and reflections that takes the first figure exactly onto the second figure. The second figure is called the image of the rigid transformation.	 $\triangle EDC \cong \triangle E'D'C'$
U1, L11 definition	**Reflection** is a rigid transformation that takes a point to another point that is the same distance from the given line, is on the other side of the given line, and so that the segment from the original point to the image is perpendicular to the given line. "Reflect _(object)_ across line _(name)_."	 Reflect A across line m.
U1, L12 definition	**Translation** is a rigid transformation that takes a point to another point so that the directed line segment from the original point to the image is parallel to the given line segment and has the same length and direction. "Translate _(object)_ by the directed line segment _(name or from [point] to [point])_."	 Translate A by the directed line segment v.
U1, L12 assertion	**Parallel Postulate:** Given a line m and a point A that is not on m, there is exactly one line that goes through A that is parallel to m.	

lesson, type	statement	diagram
U1, L12 theorem	Translations take lines to parallel lines or to themselves.	
U1, L14 definition	**Rotation** is a rigid transformation that takes a point to another point on the circle through the original point with the given center. The two radii to the original point and the image make the given angle. "Rotate _(object)_ (clockwise or counterclockwise) by _(angle or angle measure)_ using center _(point)_."	 Rotate P counterclockwise by $a°$ using center C.
U2, L1 theorem	If two figures are congruent, then **corresponding** parts of those figures must be congruent	 $\triangle PQR \cong \triangle DEF$ so $PQ=DE$, $PR=DF$, $QR=EF$, $\angle P \cong \angle D$, $\angle Q \cong \angle E$, $\angle R \cong \angle F$
U2, L3 theorem	If all pairs of corresponding sides and all pairs of corresponding angles are congruent, then the triangles must be congruent.	 $AB=DE$, $BC=EF$, $CA=FD$, $\angle B \cong \angle E$, $\angle A \cong \angle D$, $\angle C \cong \angle F$ so $\triangle ABC \cong \triangle DEF$
U2, L5 theorem	If two segments have the same length, then they are congruent.	 $AB = CD$ so, $\overline{AB} \cong \overline{CD}$

lesson, type	statement	diagram
U2, L6 theorem	**Side-Angle-Side Triangle Congruence Theorem:** In two triangles, if two pairs of congruent corresponding sides and the pair of corresponding angles between the sides are congruent, then the two triangles are congruent.	 $AB=GB$, $BC=BC$, $\angle ABC \cong \angle GBC$ so $\triangle ABC \cong \triangle GBC$
U2, L6 theorem	**Isosceles Triangle Theorem:** In an isosceles triangle, the base angles are congruent.	 $AP=PB$ so $\angle A \cong \angle B$
U2, L7 theorem	**Angle-Side-Angle Triangle Congruence Theorem:** In two triangles, if two pairs of corresponding angles, and the pair of corresponding sides between the angles are congruent, then the triangles must be congruent.	 $\angle A \cong \angle C$, $AE=EC$, $\angle DEA \cong \angle BEC$, so $\triangle DEA \cong \triangle BEC$
U2, L7 definition	A **parallelogram** is a quadrilateral with two pairs of opposite sides parallel.	 $NM \parallel KL$, $NK \parallel ML$, so $MNKL$ is a parallelogram
U2, L7 theorem	In a parallelogram, pairs of opposite sides are congruent.	 $MNKL$ is a parallelogram, so $NM=KL$, $NK=ML$

lesson, type	statement	diagram
U2, L8 theorem	If a point C is the same distance from A as it is from B, then C must be on the perpendicular bisector of AB.	 $AC=BC$, M is the midpoint, so $MC \perp AB$
U2, L8 theorem	If C is a point on the perpendicular bisector of segment AB, the distance from C to A is the same as the distance from C to B.	 $AB \perp CM$, $AM=BM$, so $AC=BC$
U2, L9 theorem	**Side-Side-Side Triangle Congruence Theorem:** In two triangles, if all three pairs of corresponding sides are congruent, then the triangles must be congruent.	 $HU=HJ$, $UG=JG$, $HG=HG$ so $\triangle HUG \cong \triangle HJG$
U2, L9 theorem	In a parallelogram, opposite angles are congruent.	 $ABCD$ is a parallelogram, so $\angle A \cong \angle C$, $\angle D \cong \angle B$

lesson, type	statement	diagram
U5, L2 definition	A **dilation** is a transformation in which each point on a figure moves along a line and changes its distance from a fixed point, called the "center of dilation." All of the original distances are multiplied by the same scale factor.	
U5, L4 definition	The **point-slope form** of the equation of a line is $y - k = m(x - h)$ where (h, k) is a particular point on the line and m is the slope of the line.	
U5, L5 theorem	Lines are parallel if and only if they have equal slopes.	
U5, L6 theorem	Lines are perpendicular if and only if their slopes are opposite reciprocals.	

INTEGRATED MATH 1

UNIT

6

Teacher Resource Copy Masters

LESSON BLACKLINE MASTERS

Info Gap: Running to the Dentist

Problem Card 1

Jada usually runs a 5 kilometer distance in around 25 minutes. She wonders if listening to music helps her run the distance in under 25 minutes. Complete the two-way table using information for her runs during March.

	under 25 minutes	25 minutes or more	total
headphones on		4	
headphones off			
total			28

1. How many of her runs took less than 25 minutes?
2. Among the runs that took under 25 minutes, what fraction of them were completed without headphones on?

Info Gap: Running to the Dentist

Data Card 1

- Jada ran with headphones on 10 times.
- 10 of Jada's runs that took 25 minutes or longer were completed without headphones on.
- Half of Jada's runs took 25 minutes or more.

Info Gap: Running to the Dentist

Problem Card 2

Complete the two-way table about the dental hygiene habits of 100 people.

	floss	don't floss	total
use mouthwash			
no mouthwash			
total			100

1. Among the people who do not use mouthwash, how many more do not use floss than do?
2. What percentage of the people responded that they use mouthwash, but do not floss?

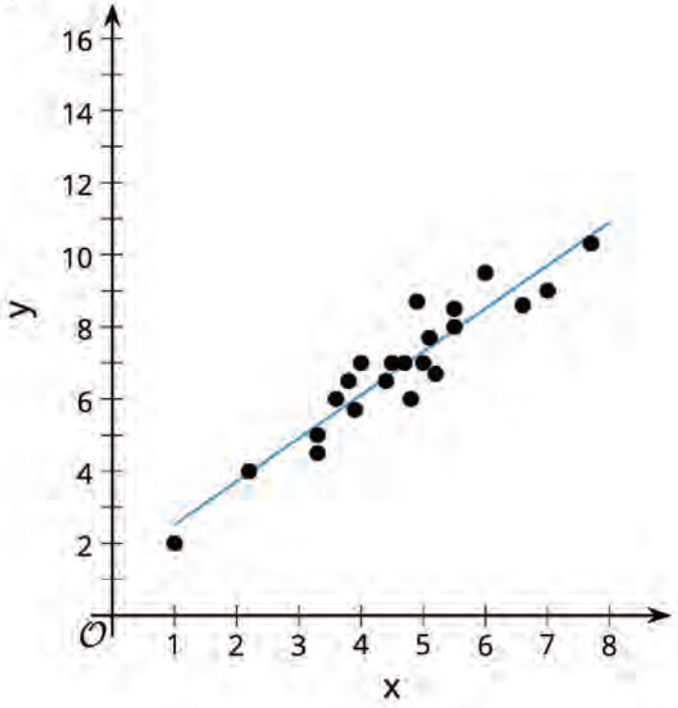
Info Gap: Running to the Dentist

Data Card 2

- 40 people responded that they use mouthwash.
- Of the people who use mouthwash, 30 people use floss.
- 55 people responded that they do not floss.
- 45 people responded that they don't floss and don't use mouthwash.

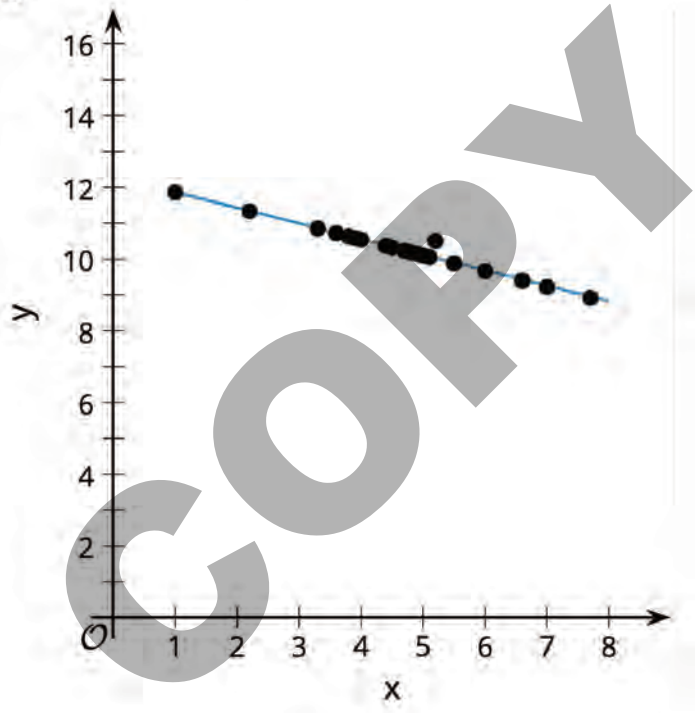
Card Sort: Data Patterns

A



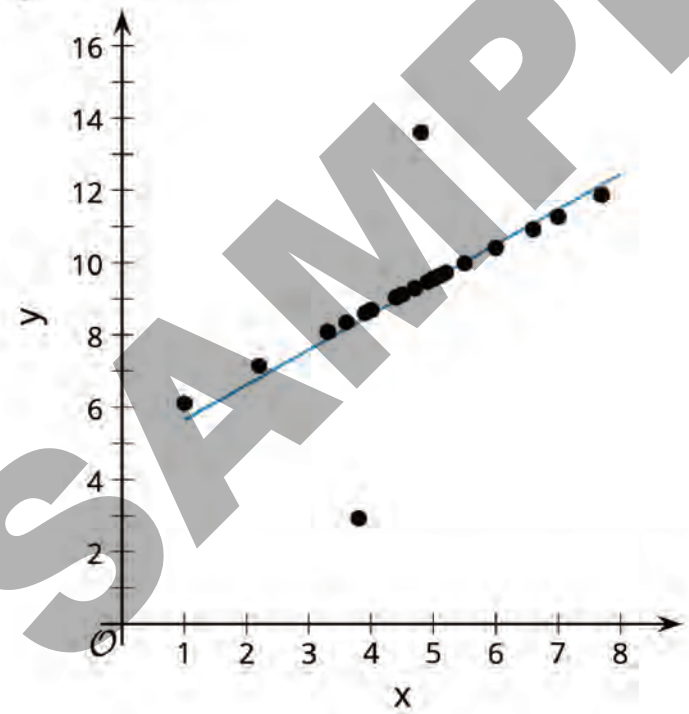
Card Sort: Data Patterns

B



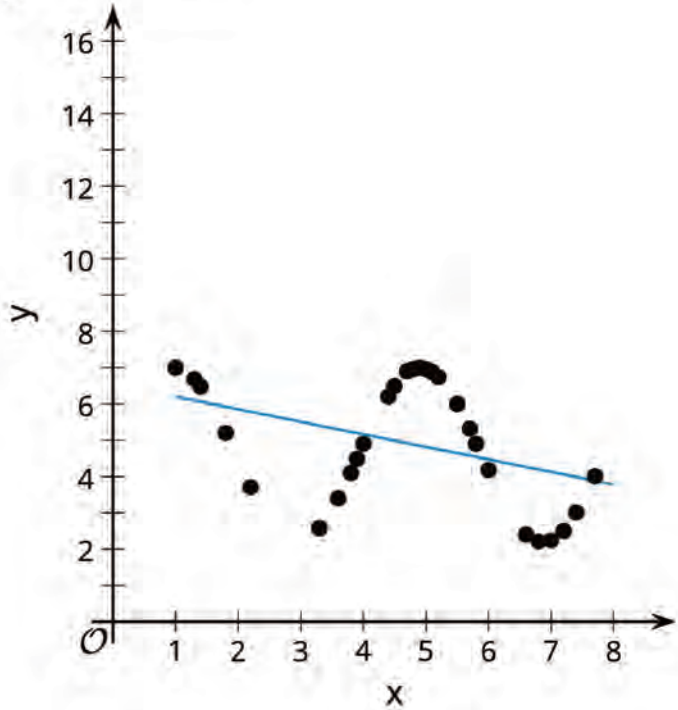
Card Sort: Data Patterns

C



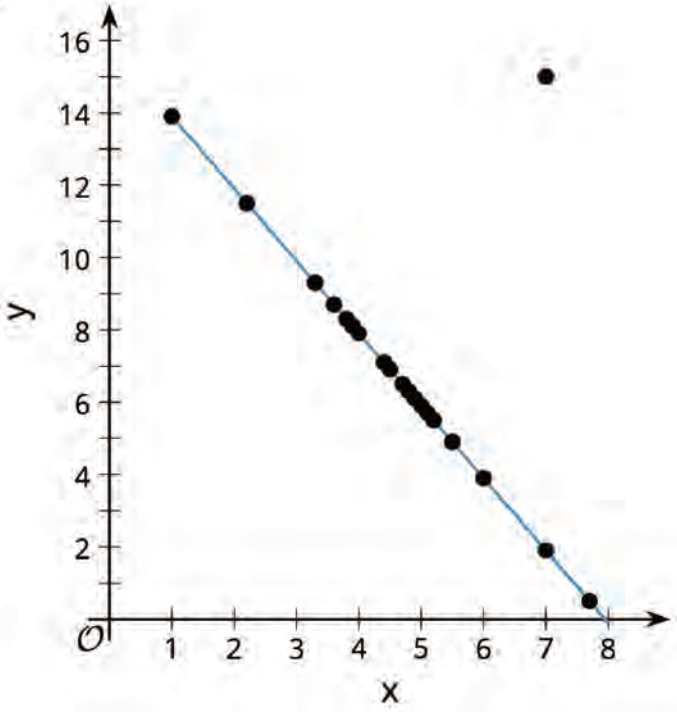
Card Sort: Data Patterns

D



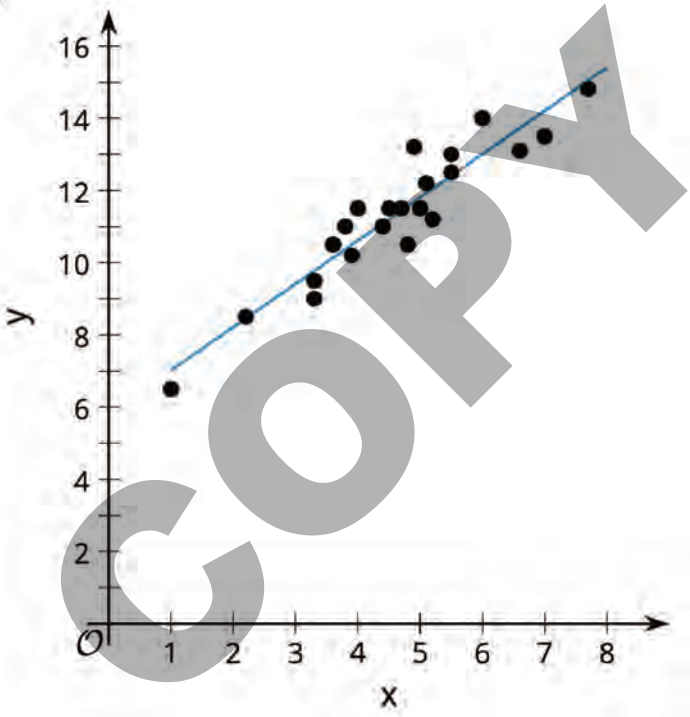
Card Sort: Data Patterns

E



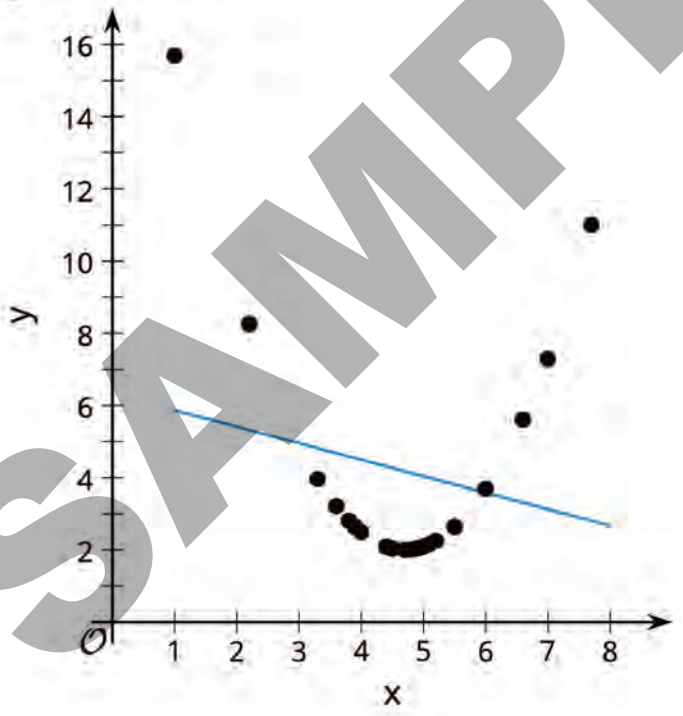
Card Sort: Data Patterns

F



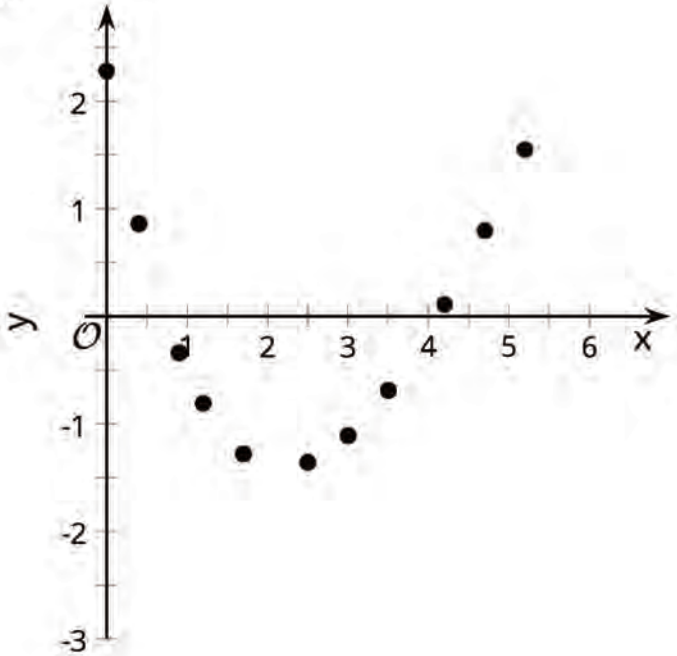
Card Sort: Data Patterns

G



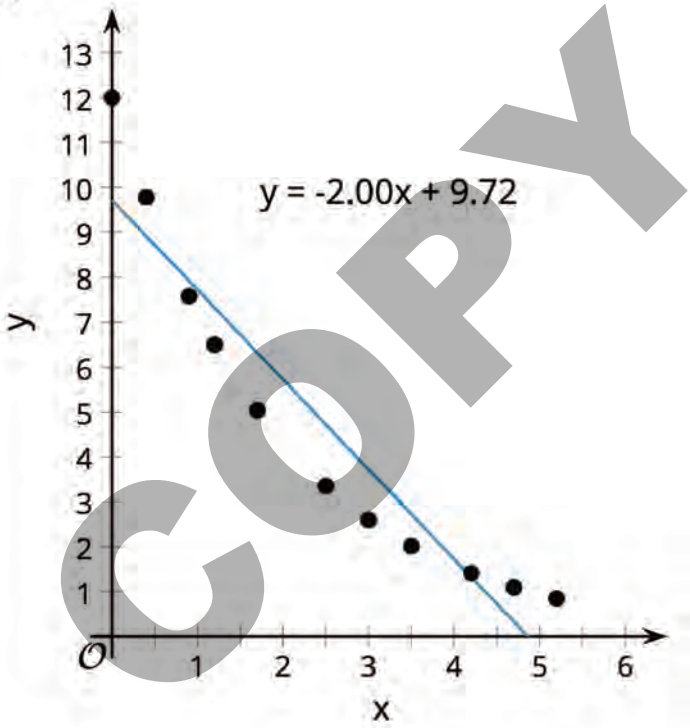
Best Residuals

K



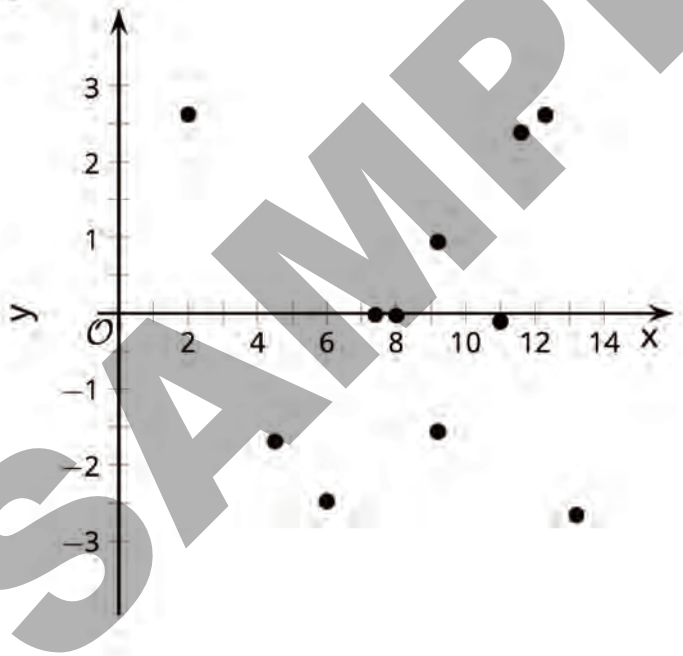
Best Residuals

A



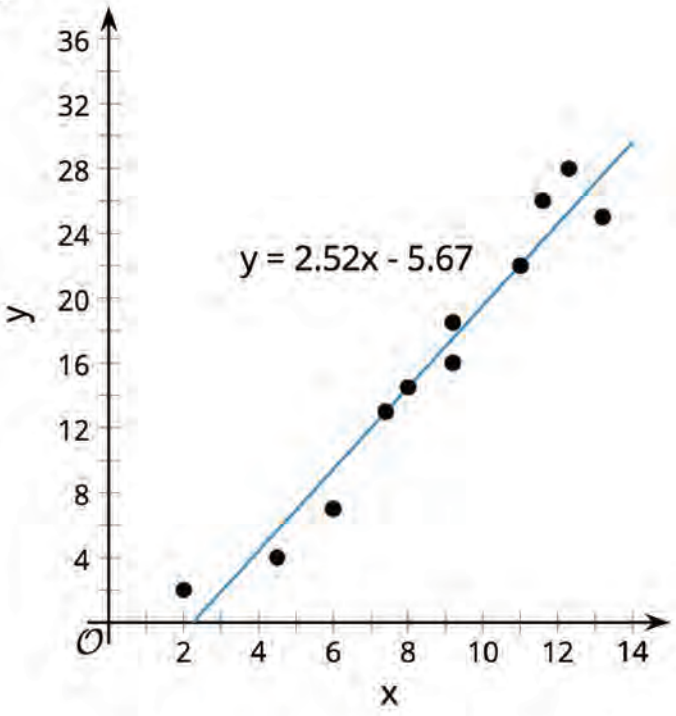
Best Residuals

G



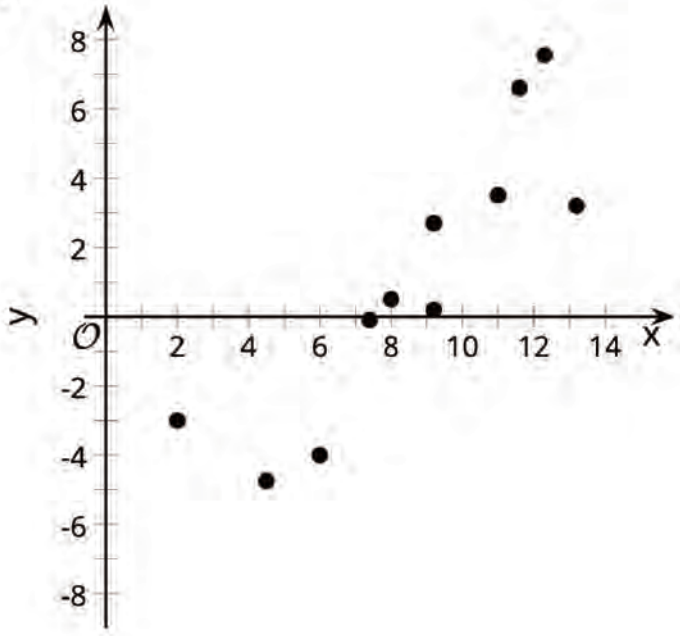
Best Residuals

B



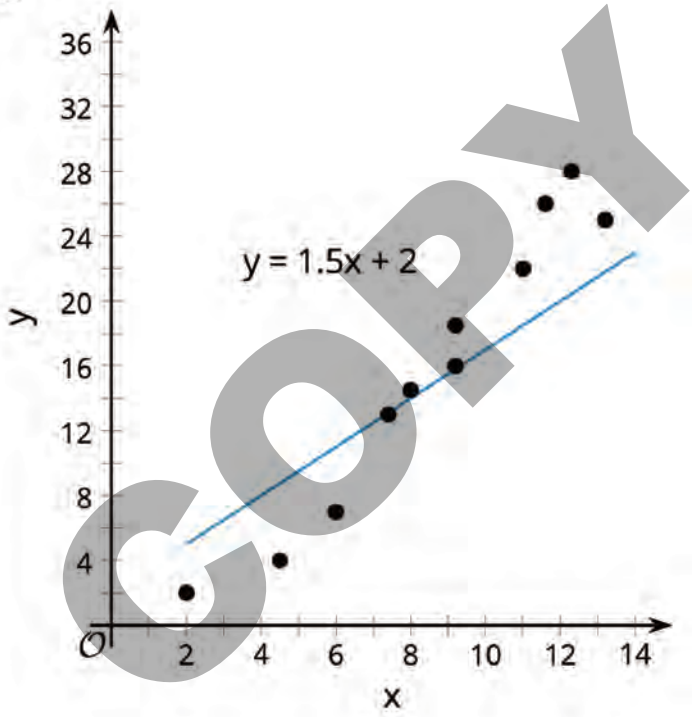
Best Residuals

L



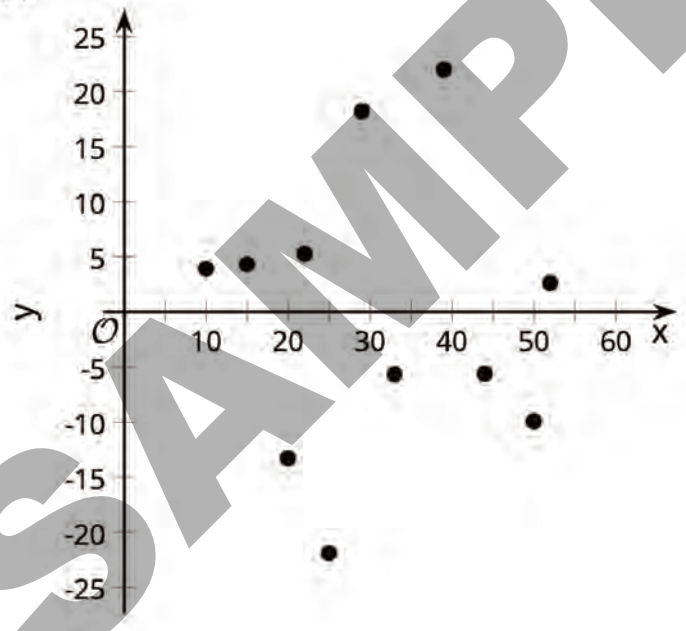
Best Residuals

C



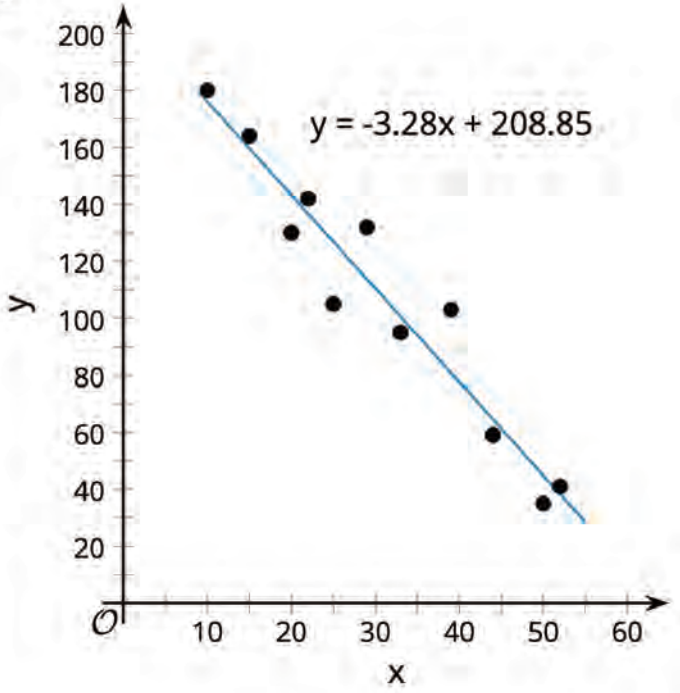
Best Residuals

H



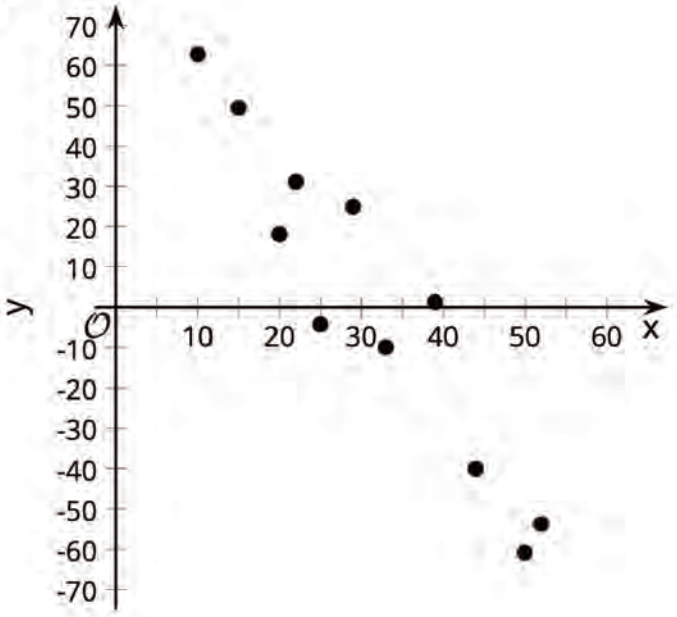
Best Residuals

D



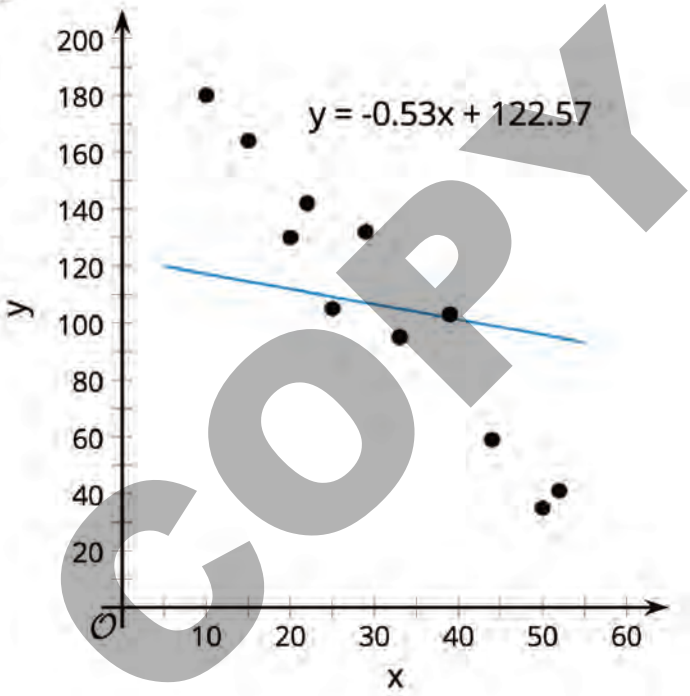
Best Residuals

J



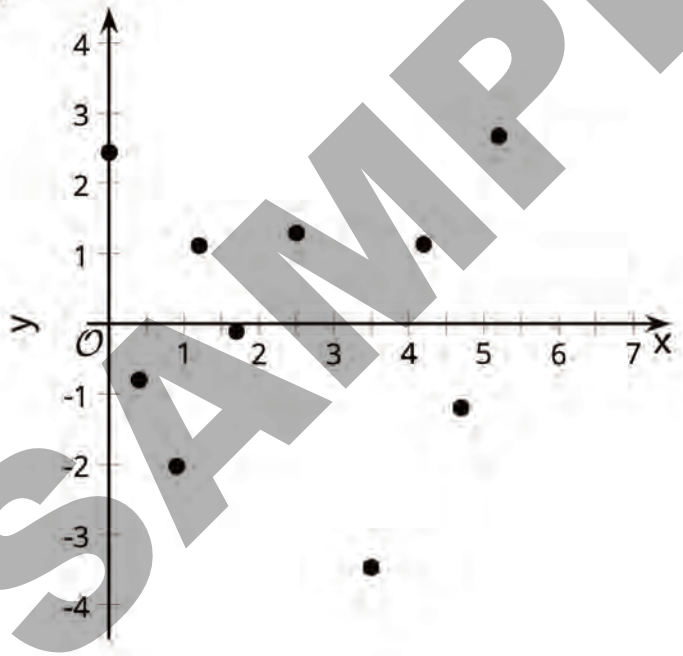
Best Residuals

E



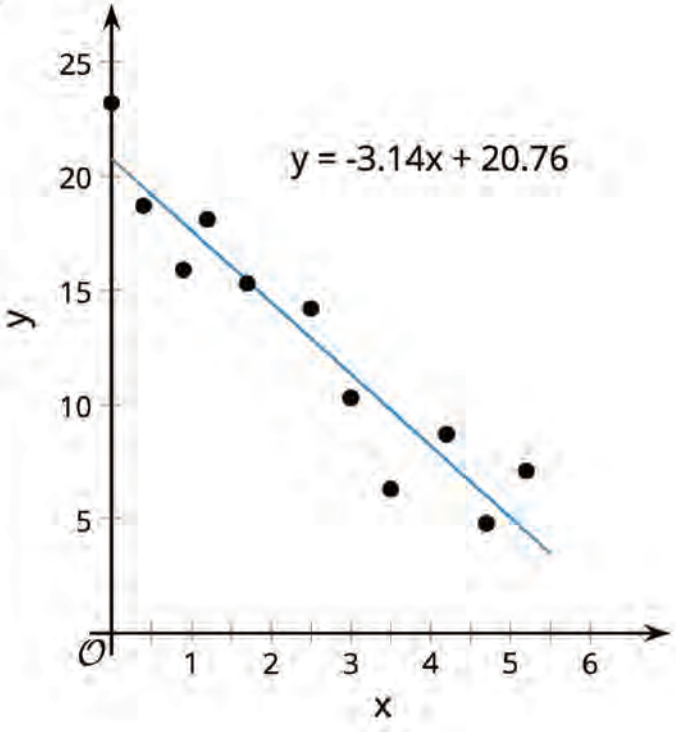
Best Residuals

I



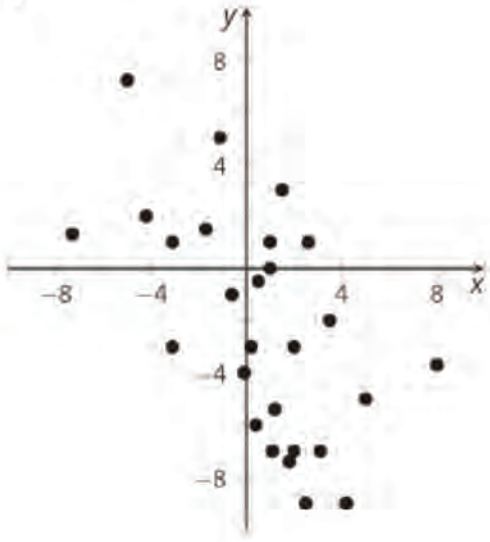
Best Residuals

F



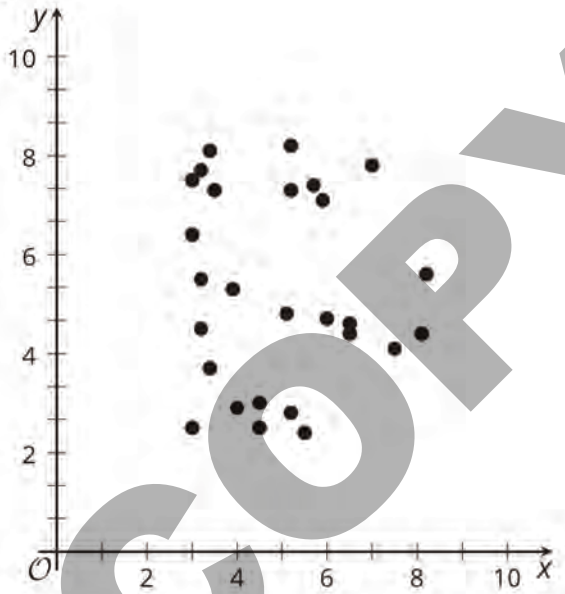
Card Sort: Scatter Plot Fit

A



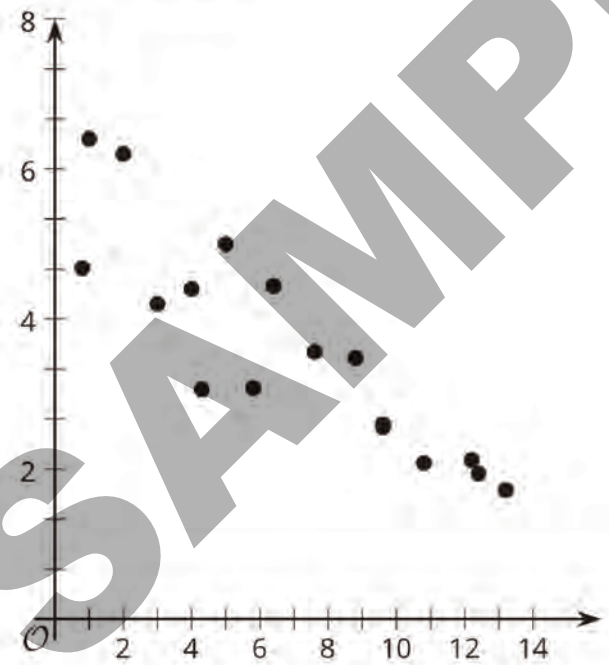
Card Sort: Scatter Plot Fit

B



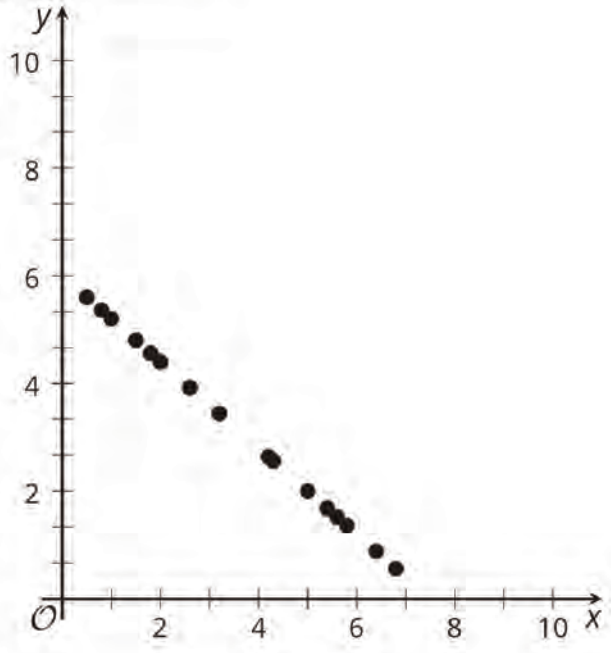
Card Sort: Scatter Plot Fit

C



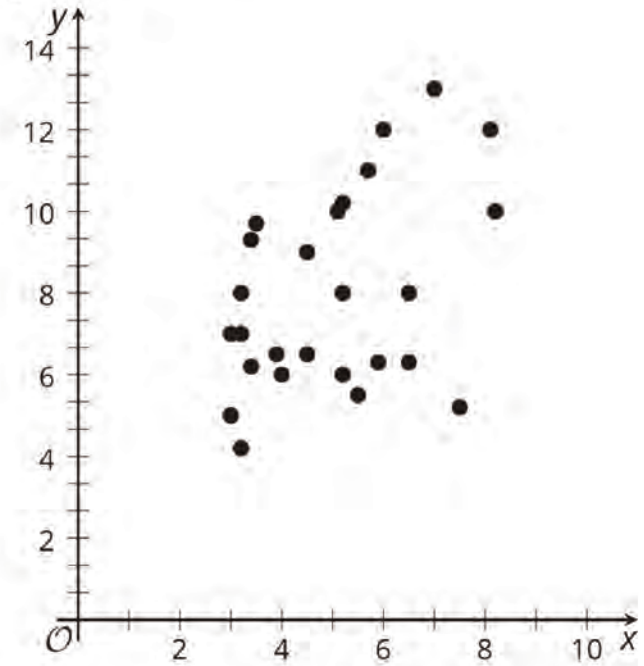
Card Sort: Scatter Plot Fit

D



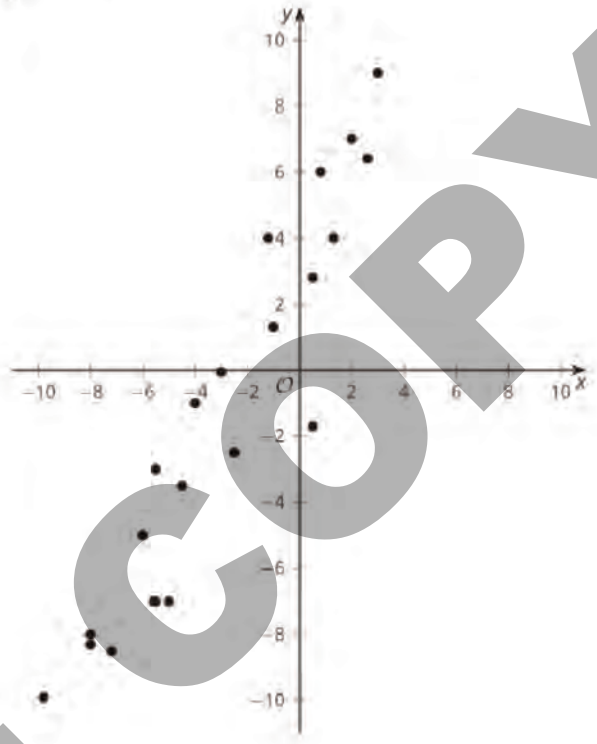
Card Sort: Scatter Plot Fit

E



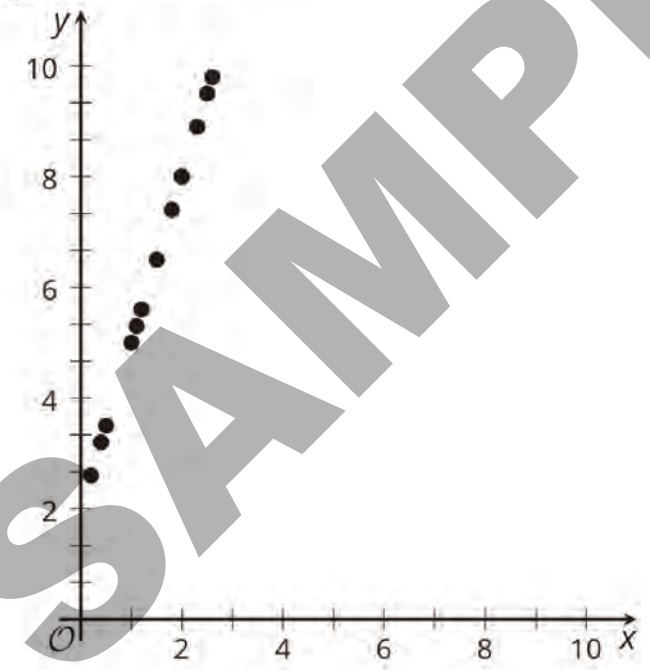
Card Sort: Scatter Plot Fit

F



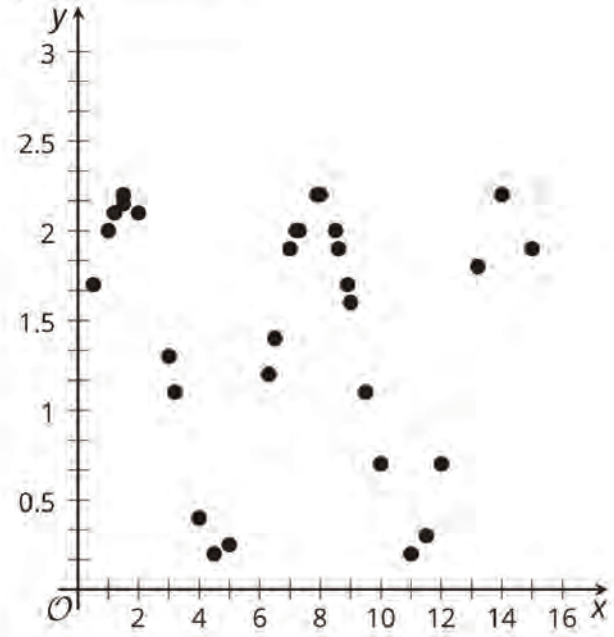
Card Sort: Scatter Plot Fit

G



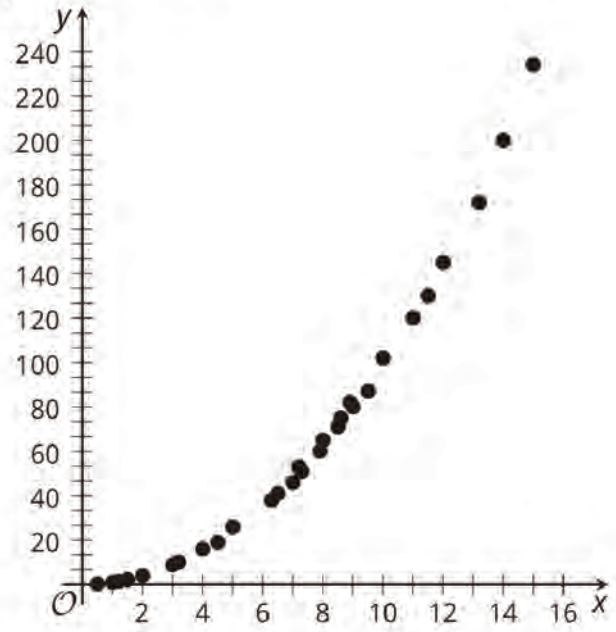
Card Sort: Scatter Plot Fit

H



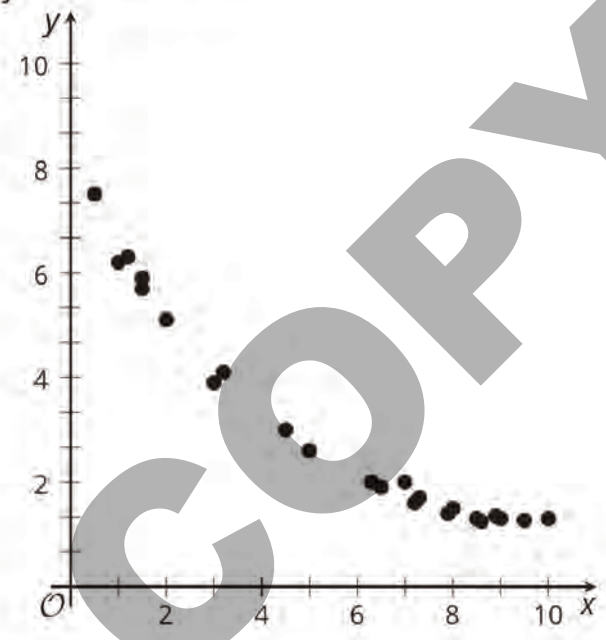
Card Sort: Scatter Plot Fit

I



Card Sort: Scatter Plot Fit

J



penalty minutes per game	wins
11.7	37
11.2	48
11.1	35
10.5	38
10.4	37
10	42
9.7	45
9.5	41
9.4	40
9.3	40
9.1	50
8.9	27
8.9	25
8.7	37
8.6	26
8.5	23
8.5	37
8.4	44
8.1	26
8	32
8	39
7.9	24
7.9	30
7.7	41
7.6	43
7	41
6.8	47
6.2	31

flags	wins
181	9
161	6
141	13
144	10
146	10
148	4
144	6
148	11
140	5
128	5
127	6
139	5
141	11
133	8
125	1
124	7
130	10
131	9
126	13
122	13
119	9
122	5
122	9
131	9
117	13
112	9
118	7