

Chapter 7 Answers

Practice 7-1

1. 8 2. 8 3. 60 4. 240 5. 2,635 6. 1.92
7. 0.8125 8. 9 9. 1500 10. 8.75 11. 3.44
12. 7 13. 110 14. 30 15. 16 16. 119
17. 12 18. 48 19. 40 20. 56

Practice 7-2

1. $\sqrt{51}$ 2. $4\sqrt{7}$ 3. $2\sqrt{65}$ 4. $\sqrt{7}$
5. $2\sqrt{21}$ 6. $18\sqrt{2}$ 7. 210 in.^2 8. $24\sqrt{10} \text{ cm}^2$
9. $35\sqrt{114} \text{ ft}^2$ 10. 46 in. 11. 78 ft 12. 279 cm
13. 19 m 14. acute 15. right 16. obtuse
17. right 18. obtuse 19. acute

Practice 7-3

1. $x = 2; y = \sqrt{3}$ 2. $a = 4.5; b = 4.5\sqrt{3}$
3. $c = \frac{80\sqrt{3}}{3}; d = \frac{20\sqrt{3}}{3}$ 4. $8\sqrt{2}$ 5. $14\sqrt{2}$
6. $\frac{28\sqrt{3}}{3}$ 7. 2 8. $x = 15; y = 15\sqrt{3}$ 9. $3\sqrt{2}$
10. 42 cm 11. 5.9 in. 12. 10.4 ft, 12 ft 13. 170 in.^2
14. $w = \frac{10\sqrt{3}}{3}; x = 5; y = 5\sqrt{2}; z = \frac{2\sqrt{3}}{3}$ 15. $a = 4;$
 $b = 3$ 16. $p = 4\sqrt{3}; q = 4\sqrt{3}; r = 8; s = 4\sqrt{6}$

Practice 7-4

1. 48 cm^2 2. 784 in.^2 3. 11.4 ft^2 4. 90 m^2
5. 2400 in.^2 6. 374 ft^2 7. 160 cm^2 8. 176.25 in.^2
9. 54 ft^2 10. 42.5 square units 11. $96\sqrt{3}$ square units
12. $36\sqrt{3}$ square units 13. 45 cm^2 14. 226.2 in.^2
15. $49,500 \text{ m}^2$

Practice 7-5

1. $x = 7; y = 3.5\sqrt{3}$ 2. $a = 60; c = \frac{8\sqrt{3}}{3}; d = \frac{8\sqrt{3}}{3}$
3. $p = 4\sqrt{3}; q = 8; x = 30$ 4. $m\angle 1 = 45; m\angle 2 = 45;$
 $m\angle 3 = 90; m\angle 4 = 90$ 5. $m\angle 5 = 60; m\angle 6 = 30;$
 $m\angle 7 = 120$ 6. $m\angle 8 = 60; m\angle 9 = 30; m\angle 10 = 60$
7. $12\sqrt{3}$ 8. $36.75\sqrt{3}$ 9. $75\sqrt{3}$ 10. 120 in.^2
11. 137 in.^2 12. 97 in.^2

Practice 7-6

1. 32π 2. 16π 3. 7.8π 4. Samples: $\overline{DFA}, \overline{ABF}$
5. Samples: $\overline{FE}, \overline{FD}$ 6. Samples: $\overline{FEB}, \overline{EDA}$
7. Samples: $\overline{FE}, \overline{ED}$ 8. $\angle ACB$ 9. $\angle FCD$
10. 32 11. 43 12. 54 13. 39 14. 71
15. 90 16. 50 17. 220 18. 140 19. 220
20. 130 21. $6\pi \text{ in.}$ 22. $16\pi \text{ cm}$ 23. $\frac{3}{4}\pi \text{ m}$

Practice 7-7

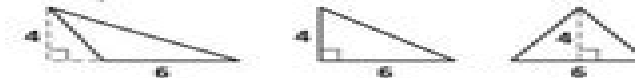
1. 49π 2. 21.2 3. $\frac{92}{5}\pi$ 4. $\frac{92}{5}\pi - 21.2$ 5. $\frac{1}{3}\pi$
or $\frac{\pi}{3}$ 6. $\frac{1}{3}$ 7. $\frac{1}{10}\pi$ or $\frac{\pi}{10}$ 8. $\frac{\pi}{10} - \frac{1}{3}$ 9. 4π
10. $\frac{12}{5}\pi$ 11. $\frac{2}{3}\pi$ 12. $\frac{3}{2}\pi$ 13. $\frac{12}{5}\pi$ 14. 6π
15. $\frac{92}{5}\pi$ 16. $\frac{92}{5}\pi$ 17. $\frac{\pi}{5}$ 18. 3 19. 2
20. 10

Practice 7-8

1. 8.7% 2. 10.9% 3. 15.3% 4. $\frac{3}{10}$ 5. $\frac{7}{10}$
6. $\frac{3}{5}$ 7. $\frac{1}{10}$ 8. 1 9. $\frac{1}{3}$ 10. 22.2% 11. 4.0%
12. 37.5% 13. 20% 14. 50% 15. 40%
16. $33\frac{1}{3}\%$

Reteaching 7-1

1. Samples:

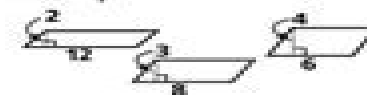


2. Samples:



3. 20 cm^2 4. 55 in.^2 5. 6 m 6. 8 ft 7. 4 in.

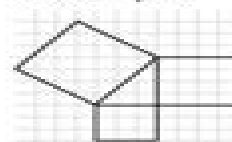
8. Samples:



9. 5 in. 10. 23 cm 11. 9 ft

Reteaching 7-2

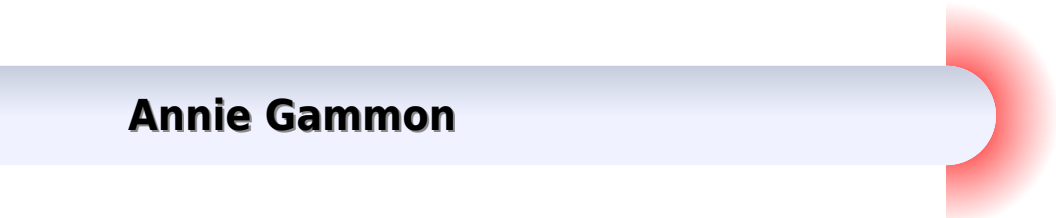
1–2. Sample:



3. Sample: 9, 16, and 25 4. They are equal. 5. The sum of the squares of the two legs equals the square of the hypotenuse. 6. $4\sqrt{5}$ 7. $7\sqrt{2}$ 8. 8 9. 6

Teaching Textbooks Geometry Answer Key

Annie Gammon



Teaching Textbooks Geometry Answer Key:

Resources in Education ,2001-10 *Alabama School Journal* ,1961 *Power Practice: Geometry, Gr. 5-8, eBook*
Andrew Schorr,2004-09-01 The theorems and principles of basic geometry are clearly presented in this workbook along with examples and exercises for practice All concepts are explained in an easy to understand fashion to help students grasp geometry and form a solid foundation for advanced learning in mathematics Each page introduces a new concept along with a puzzle or riddle which reveals a fun fact Thought provoking exercises encourage students to enjoy working the pages while gaining valuable practice in geometry The Pedagogy of Secondary-School Mathematics Shizao Zhang,2023-07-31 This book elucidates the principal aspects and characteristics of secondary school mathematics teaching and learning in China It combines the cultivation of students mathematical abilities with the improvement of teaching skills and explores from both theory and practice to create mathematical pedagogy which has been widely recognized by experts in this field This book presents a number of mathematics teaching principles and methods and has been used as an important resource book for mathematics teachers education *Bihar STET : Teaching Art and Other Skills Book 2024 (English Edition) - Secondary and Higher Secondary Teacher Eligibility Test - 21 Practice Tests* Edugorilla Prep Experts, Best Selling Book in English Edition for Bihar STET Teaching Art and Other Skills Book with objective type questions as per the latest syllabus given by the Bihar School Examination Board BSEB Bihar STET Teaching Art and Other Skills Exam Preparation Kit comes with 21 Practice Tests with the best quality content Increase your chances of selection by 16X Bihar STET Teaching Art and Other Skills Exam Prep Kit comes with well structured and 100% detailed solutions for all the questions Clear exam with good grades using thoroughly Researched Content by experts **El-Hi Textbooks and Serials in Print** ,2006 *Naval Training Bulletin* ,1946 U.S. Naval Training Bulletin ,1947 **El-Hi Textbooks and Serials in Print** ,1985 **Teaching Essential Mathematics, Grades K-8** Timothy J. McNamara,2007-12-14 The activities can be used to help students understand the reason for the algorithms Students should not just learn how but also why Carrie Chiappetta Math TeacherMagnet Middle School Stamford CT This is a much needed resource book for both inservice and preservice teachers Helen Melvin Second Grade TeacherDr Levesque School Elementary School Fort Kent ME Creative ready to use classroom activities for teaching essential math concepts Not all educators feel comfortable teaching math yet it is critical for all students to gain a solid foundation of mathematical understanding in grades K 8 Written by a national consultant in mathematics instruction and assessment this resource helps educators gain the confidence they need to teach math in creative and engaging ways Teaching Essential Mathematics Grades K 8 provides teachers with an overview of the key mathematics concepts students need to acquire and includes hands on activities and clear examples to help students learn these concepts in depth The classroom ready activities and calculator exercises are organized according to the NCTM content standards and each activity is directly aligned with specific benchmarks The material also features Suggestions for incorporating cooperative learning

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 enthusiasm *Bulletin of the Atomic Scientists* ,1972-10 The Bulletin of the Atomic Scientists is the premier public resource
 on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the
 Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **Key Stage 3 Mathematics** Annie Gammon,2002
 An essential file to support teachers and heads of department by bringing together all the recent developments and issues of
 concern in Key Stage 3 mathematics In fact it s a complete guide to successful planning teaching and assessment work as a
 team to develop a clear departmental vision translate that vision into planning specific examples of good practice guided
 INSET activities for the whole team help with differentiation classroom organisation and transition for Year 7 children

El-Hi Textbooks & Serials in Print, 2005 ,2005 **Teaching Middle School Mathematics** Douglas K.
 Brumbaugh,2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the
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Geometry James Ambrose Moyer,1925 *American Vocational Journal* ,1967 **School Shop** ,1967 **Enhancing**
Mathematics Understanding through Visualization: The Role of Dynamical Software Habre, Samer,2013-05-31
 Mathematics is by its very nature an abstract discipline However many students learn best by thinking in terms of tangible

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Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **The New Math** Christopher J. Phillips, 2014-12-04 An era of sweeping cultural change in America the postwar years saw the rise of beatniks and hippies the birth of feminism and the release of the first video game It was also the era of new math Introduced to US schools in the late 1950s and 1960s the new math was a curricular answer to Cold War fears of American intellectual inadequacy In the age of Sputnik and increasingly sophisticated technological systems and machines math class came to be viewed as a crucial component of the education of intelligent virtuous citizens who would be able to compete on a global scale In this history Christopher J Phillips examines the rise and fall of the new math as a marker of the period's political and social ferment Neither the new math curriculum designers nor its diverse legions of supporters concentrated on whether the new math would improve students calculation ability Rather they felt the new math would train children to think in the right way instilling in students a set of mental habits that might better prepare them to be citizens of modern society a world of complex challenges rapid technological change and unforeseeable futures While Phillips grounds his argument in shifting perceptions of intellectual discipline and the

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