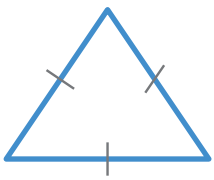
Sub-Unit 1 | Summary

In this sub-unit . . .

- We sorted and classified quadrilaterals and triangles into categories based on their attributes.

Triangles

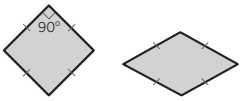
- 3 equal sides
- 3 acute angles



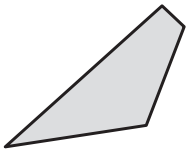
- no equal sides
- obtuse angle

Quadrilaterals

- 4 sides that are equal in length
- 2 sets of parallel sides

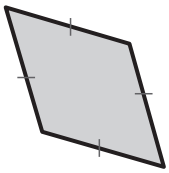


- unequal sides
- no sets of parallel sides



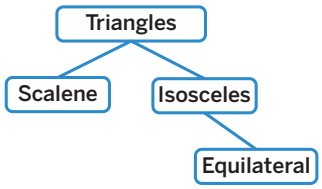
- We created subcategories based on attributes that further define each shape, giving them more specific names.

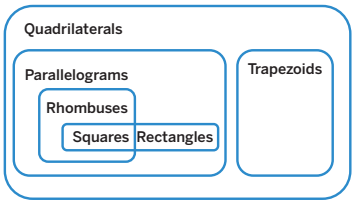
This triangle is an isosceles triangle because it has 2 equal side lengths



This quadrilateral is a rhombus because it has 2 sets of parallel sides and four equal side lengths.

- We classified two-dimensional figures using graphic organizers, based on their attributes and properties.





Math tip: While equilateral triangles can be classified as isosceles, equilateral is their most precise name. Trapezoids are not parallelograms because they have only 1 set of parallel sides.

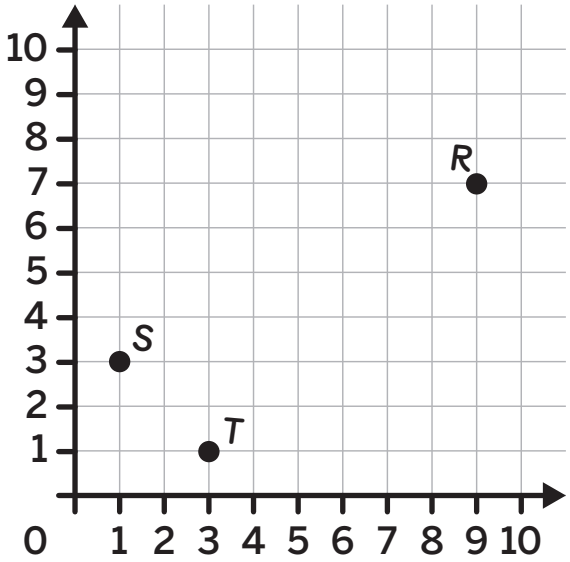
In this sub-unit . . .

- We plotted and identified points on the **coordinate grid**.

  What are the **coordinates** of point *R*?

  (9, 7)

  Graph and label point *S* at (1, 3) and point *T* at (3, 1).



  Math tip: Order matters when graphing! Point *S* and point *T* contain the same numbers in the ordered pair, but are located at different points on the coordinate grid.

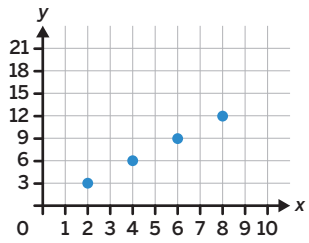
- We described the key attributes of the coordinate grid and the process for graphing ordered pairs.
  - In an **ordered pair** (*x*, *y*), the ***x*-coordinate** represents how far to move horizontally on the ***x*-axis**.
  - The ***y*-coordinate** represents how far to move vertically on the ***y*-axis**.
  - When points are located on a vertical line, they have the same ***x*-coordinate**.
  - When points are located on a horizontal line, they have the same ***y*-coordinate**.

In this sub-unit . . .

- We recognized the difference between additive and multiplicative patterns given in tables and graphs.

x	y	
4	26	4 + 22 = 26
5	27	5 + 22 = 27
6	28	6 + 22 = 28
7	29	7 + 22 = 29

additive relationship

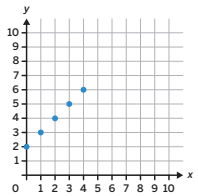


x	y	
2	3	2 × 1.5 = 3
4	6	4 × 1.5 = 6
6	9	6 × 1.5 = 9
8	12	8 × 1.5 = 12

multiplicative relationship

- We generated and graphed numerical patterns when given a rule in the form of an equation.

$$y = x + 2$$



x-value	*y*-value	ordered pair	
0	2	(0, 2)	0 + 2 = 2
1	3	(1, 3)	1 + 3 = 4
2	4	(2, 4)	2 + 2 = 4
3	5	(3, 5)	3 + 2 = 5
4	6	(4, 6)	4 + 2 = 6

Math tip: Each *x*-value represents an *x*-coordinate. Each *y*-value represents a *y*-coordinate. Together, they form an ordered pair (*x*, *y*).

- We represented data on a **scatterplot**.

Ordered Pairs
(10, 1)
(20, 1)
(30, 2)
(30, 3)
(40, 3)
(50, 3)
(60, 4)