

A Closer Look at Area of Regular Polygons **NOT**

A **regular polygon** is a polygon in which all sides are congruent and all angles are congruent.



Equilateral triangle
Equilateral triangle



Square



Regular pentagon

Any regular polygon can be divided into non-overlapping congruent triangles. The area of the regular polygon can be found by finding the area of one of the triangular regions and multiplying by the number of sides of the polygon. This method can be written as follows in the formula.

$$\text{Area of a regular polygon} = \frac{1}{2}Pn$$

where P represents the perimeter and n represents the number

The **apothem** is a segment that connects the center of a regular polygon perpendicularly to a side of the **regular polygon**. The **apothem** is also the perpendicular distance from the center of the figure to a side. The **apothem** divides a side of the regular polygon. In Figure 1 below, a is the length of the apothem.

The **radius** is a segment that connects from the center of the regular polygon to a vertex of the polygon. The **radius** is also the distance from the center of the polygon to a vertex of the polygon. The **radius** divides an interior angle of the regular polygon. In Figure 1 below, r is the length of the radius.



Triangles of special right triangles, $30^\circ-60^\circ-90^\circ$ and $45^\circ-45^\circ-90^\circ$ and the trigonometric ratios can be used to solve problems involving regular polygons.

Geometry Hs Mathematics Unit 05 Lesson 01

**University of Chicago. School
Mathematics Project**



Geometry Hs Mathematics Unit 05 Lesson 01:

Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans *Index to Educational Audio Tapes* National Information Center for Educational Media, 1974 *Index to Educational Audio Tapes*, 1974 **Resources in Education**, 2000-04 *Polygons Galore* Dana T. Johnson, Marguerite M. Mason, Jill Adelson, 2021-09-03 Polygons Galore is a mathematics unit for high ability learners in grades 3 5 focusing on 2 D and 3 D components of geometry by exploring polygons and polyhedra and their properties The van Hiele levels of geometric understanding provide conceptual

underpinnings for unit activities The unit consists of nine lessons that include student discovery of properties of polygons and polyhedra investigations for finding areas of triangles and quadrilaterals study of the Platonic solids and real world applications of polygons and polyhedra It also includes activities related to identifying comparing and analyzing polygons by using properties of the polygons constructing meanings for geometric terms developing strategies to find areas of specific polygons identifying and building regular and nonregular polyhedra and recognizing geometric ideas and relationships as applied in daily life and in other disciplines such as art Grades 3 5

Everyday Mathematics, Grade 5, Student Math Journal 1 Max Bell,Amy Dillard,UCSMP,Andy Isaacs,James McBride,2002-12-04 These consumable books provide lesson support material for students to analyze and complete They provide a long term record of each student s mathematical development

Research in Education ,1973 OE [publication] ,1969 *The Practical Unit Lesson Plan Book for High School Teachers* John Guy Fowlkes,1931 Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5 University of Chicago. School Mathematics Project,2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

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