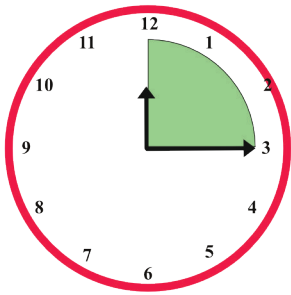
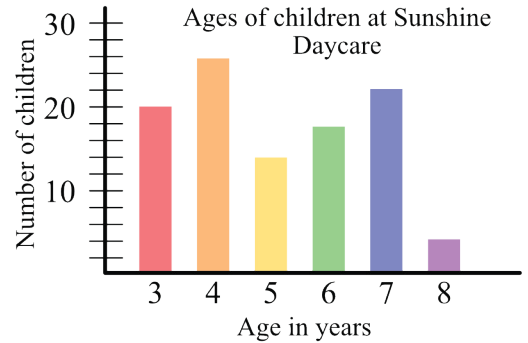
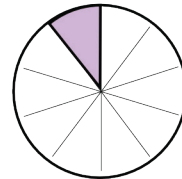
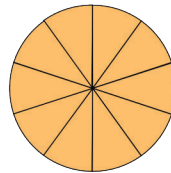
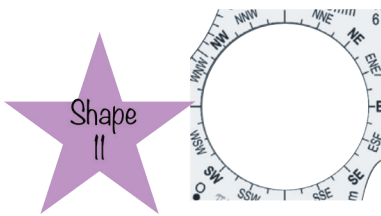


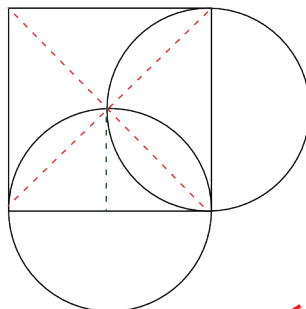
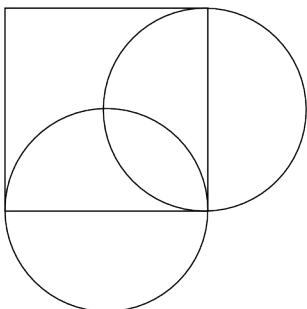
This circle is the biggest on the template, save for the protractor. The main use is for pie-charts as the divisions are marked off in hundreds. Working from a bar graph to a pie-chart is easy when using this circle for the pie chart and any of the rectangles for the bar graph.



Turn the circle into fractions and use it alongside the clock-face - this way halves and quarters can be visualized.



Steps to create fractions: Select a circle, mark off the points, divide into sectors.

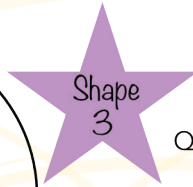
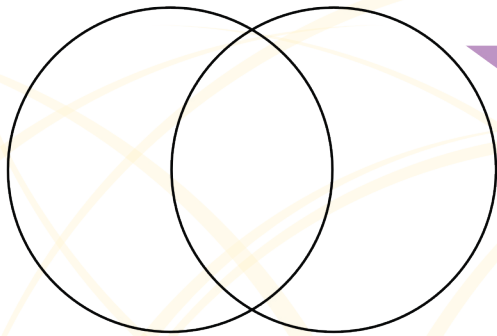


Being able to model problems is critical to understanding the process of solving them.

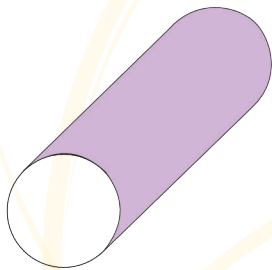


# Circles Examples

Patterns, Venn-diagrams, 3D objects and Decomposing Shapes

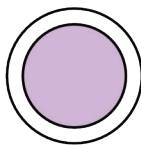
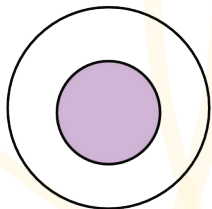
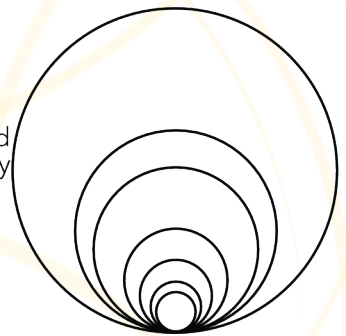


Quick and easy Venn diagrams - the circle from the protractor can be used for this as well.



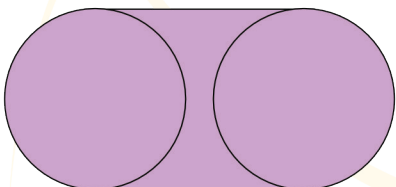
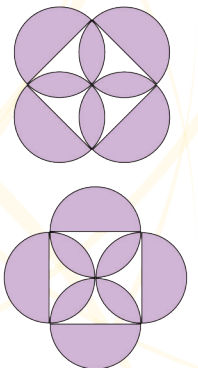
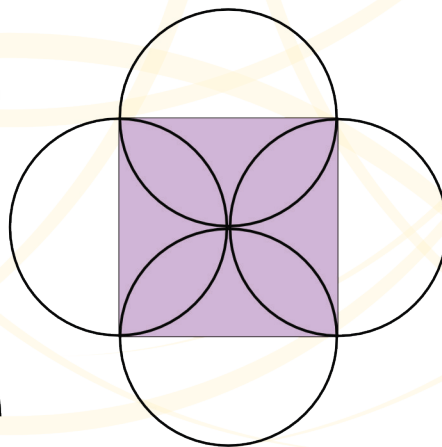
Creating 3D objects by using the 2D shapes.

Exploring patterns and properties of circles by using them in art projects or patterns.



Some optical illusion experiments will have students understand the power of perspective in geometry. Both of the coloured - in circles are same size.

This diagram shows the intersections of the circles with the square. Some very intricate questions on area has been developed by using only certain parts of these types of diagrams. It is very useful for students to see how figures can be decomposed into their respective units.



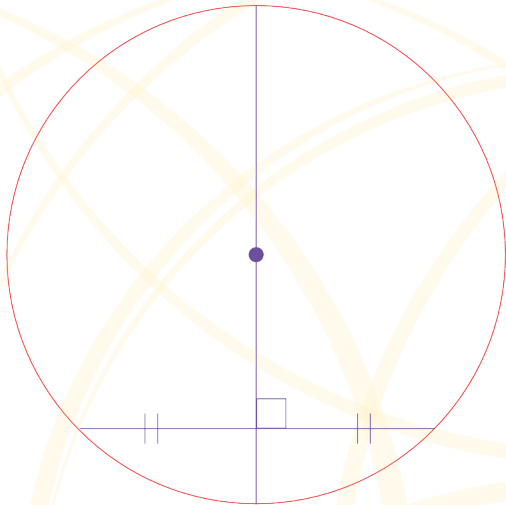
Drawing composite shapes



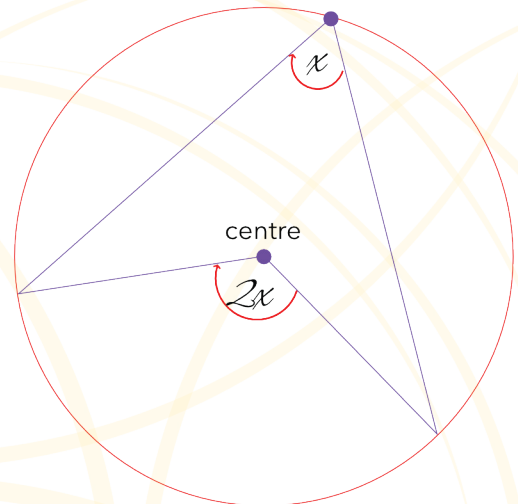


## Circles Examples

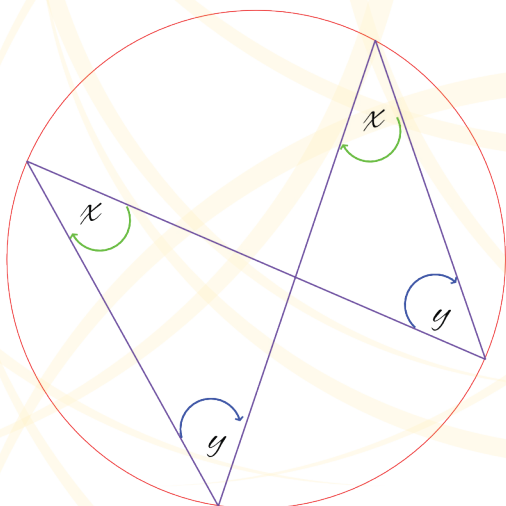
### Euclidean Geometry and Modelling some Circle Theorems



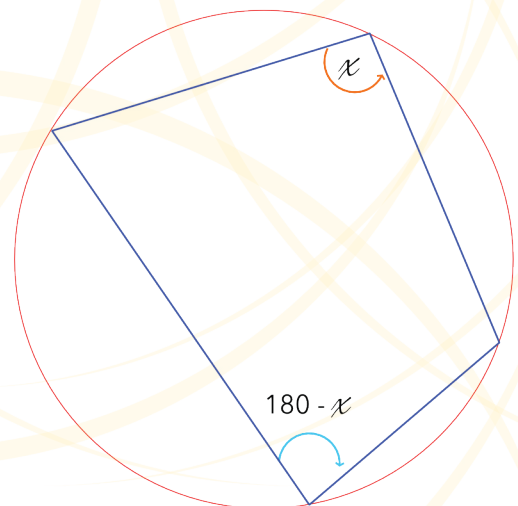
A line drawn from the centre of a circle to the midpoint of a chord is perpendicular to the chord.



The angle subtended by an arc at the centre of a circle is double the size of the angle subtended by the same arc on the circle's circumference.



Angles subtended by the same arc of the circle in the same segment are equal.



The opposite angles of a cyclic quadrilateral are supplementary.

Have the students first draw the diagrams and measure angles. See if they can come to the conclusion of the Theorem by themselves.

