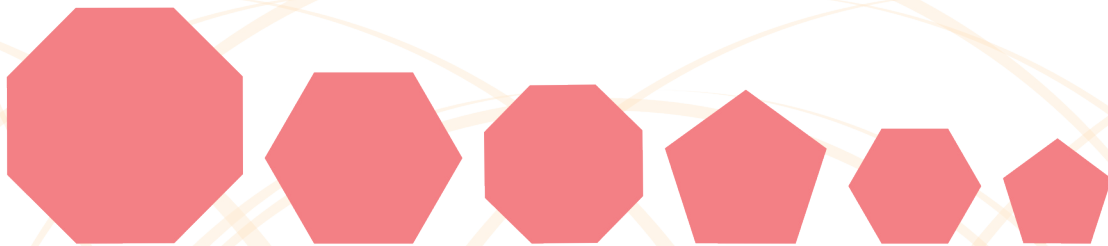


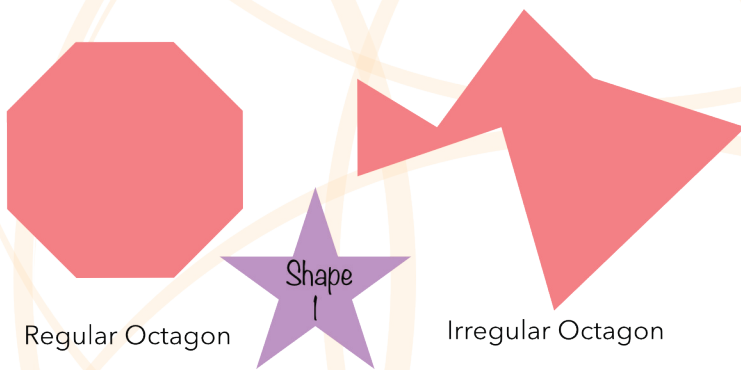


# Regular Polygon Cluster Examples

Exploring Regular Shape Properties and Algebraic Equations

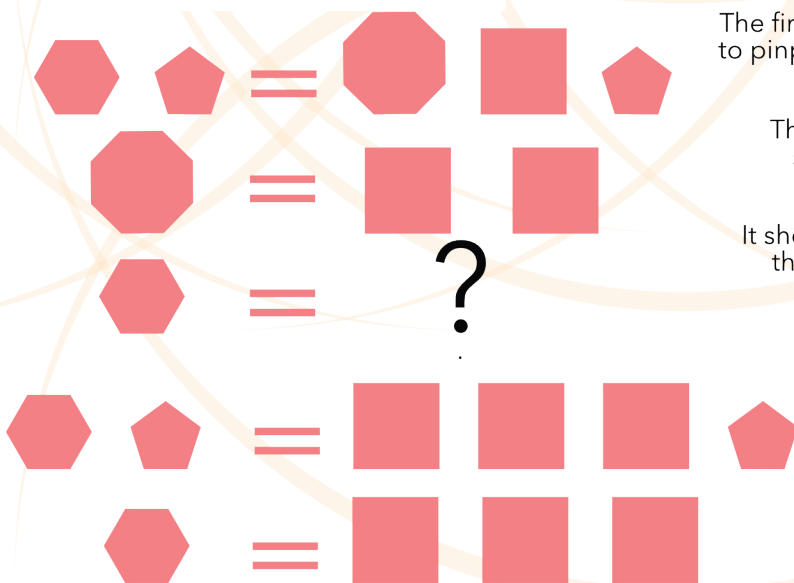


Regular polygons are a great start for exploring symmetry. Enlarge these shapes and have students measure the angles and sides. Have students write down the properties for each one as they go along.



Have students each pick a regular polygon. Allow for them to make a certain number of changes to convert it into an irregular polygon of the same number of sides as the original one. How many properties changed? How many properties stayed the same?

This critical thinking exercise shows an equation



The first line presents a fact, the second line helps us to pinpoint that two squares will be the equivalent of one octagon.

The student should re-write the first line and substitute the octagon with two squares.

It should now be easier for the student to deduct that one Hexagon is equal to three Squares.

Introduce values for each shape and progress to a point where only numbers are used.

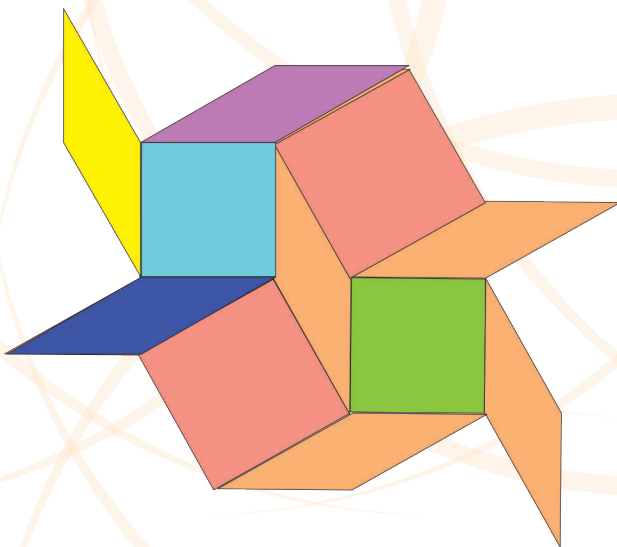
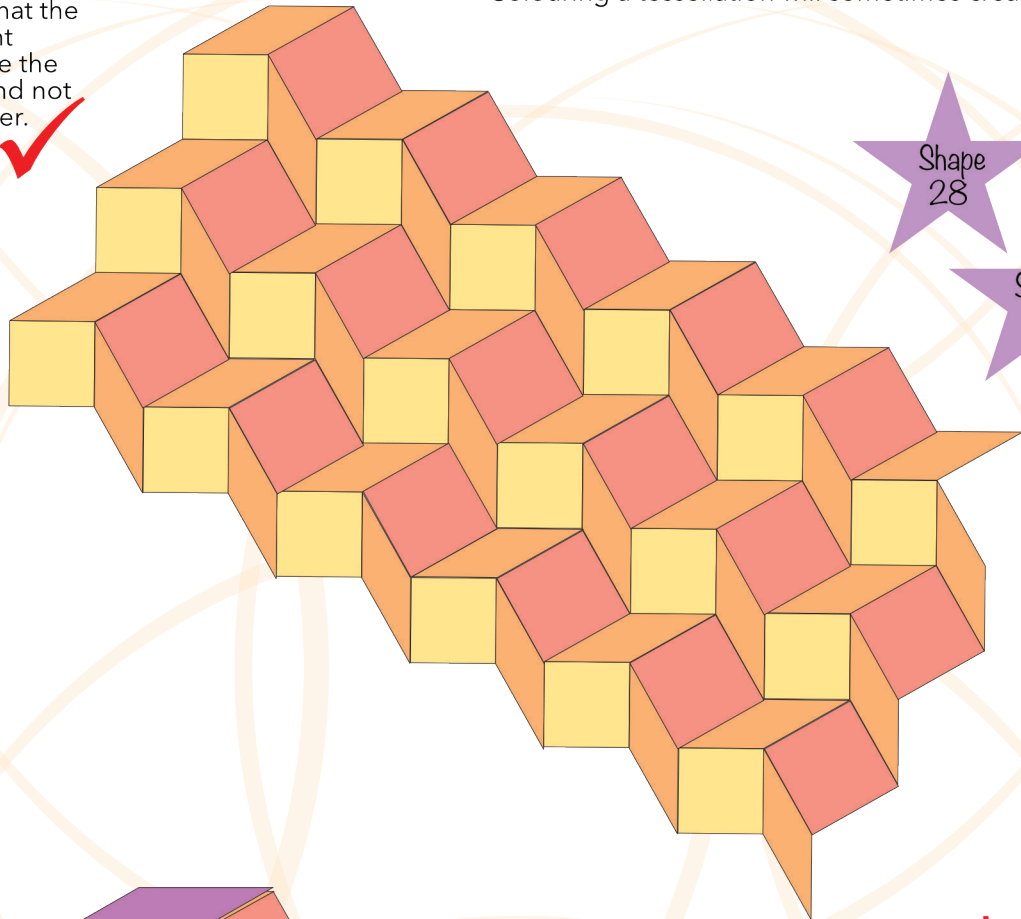


# Polygon Clusters

## Tessellations

Colouring a tessellation will sometimes create a 3D-effect.

Make sure that the student manipulate the template and not the paper. ✓



Look at the two reflections of the two shapes from the tessellation.

Experiment with the rotation of these shapes as well. Some transformations seem to have no 'effect' unless we add some features. ✓

Discuss the transformations of the shapes:

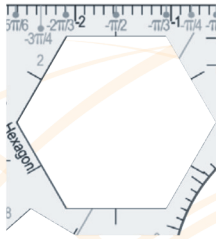
Purple Rhombus to Yellow Rhombus - Translation and Rotation: anti - clockwise.

Blue Square to Green Square - Translation: Up and Left.



# Tessellation puzzle

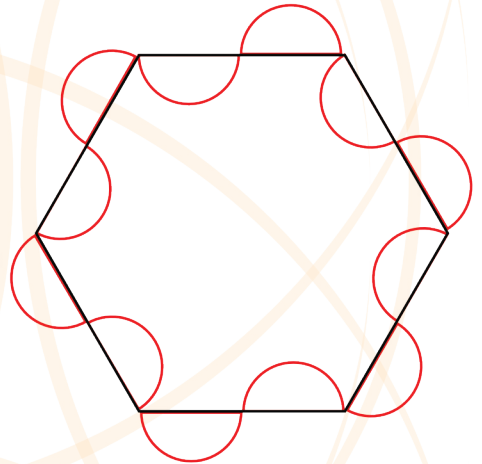
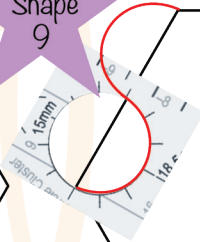
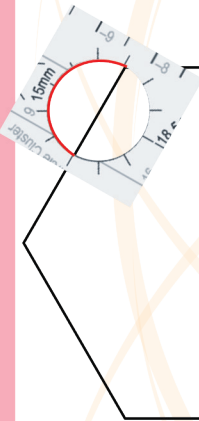
Create a Tessellation Puzzle with Regular Polygons and Circles



Use the template to measure the midpoint of the sides if formal measurement has not yet been done.



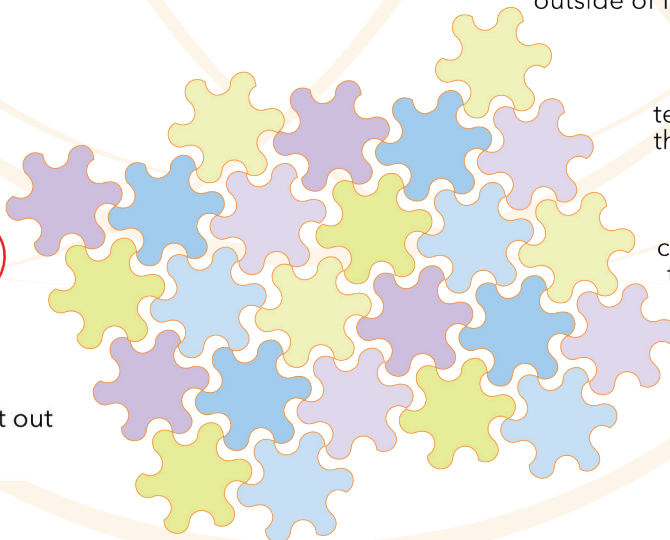
Enlarge the Hexagon by a factor of two. Measure the side and mark a point halfway on each of the sides. Draw the hexagon lightly in pencil.



Use Circle no 9 as shown to create two semi-circles on each side of the **enlarged** Hexagon no 2. One semi-circle should be inside the Hexagon and the other on the outside of it.



Erase the pencil marks and cut out the semi-circle pattern.



Compare this tessellation to the one in the MATHOMAT Primary Unwrap.

Let the students see if they can find a correlation between the tessellations. Can they explain what it is and why it formed?



