IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	*Texas Math: Geometry Powered by Kiddom*
Subject	**Grade Level**
Mathematics	Geometry

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **220 / 227**

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	30	**0**
2. Alignment with Public Education's Constitutional Goal	0	**0**
3. Parental Rights and Responsibilities	0	**0**
4. Prohibition on Forced Political Activity	0	**0**
5. Protecting Children's Innocence	0	**0**
6. Promoting Sexual Risk Avoidance	0	**0**
7. Compliance with the Children's Internet Protection Act (CIPA)	0	**0**

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education's Constitutional Goal, 2.1.1	0	**1**
Promoting Sexual Risk Avoidance, 6.2	0	**0**

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	1	**0**

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	20	**0**

Count of Publisher Submitted Changes **279**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	1

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- IMRA Reviewer Positive Suitability ID 000488

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000013

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 43 of 974
Location: Top third of the page
Link: https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000087

Component: Texas Math: Geometry powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): Course Overview > Lessons by Standard
Location: The entire page is aligned to Common Core Standards.
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29bae-f1c8-11ee-b185-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000137

Component: Texas Math: Geometry powered by Kiddom Digital TEACHER GUIDE (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): N/A (digital)
Location: Common Core State Standards are mentioned 8 times within the "About These Materials" section of the Teacher Guide in the digital platform, beginning with the section of the page under the heading "Entire Series."
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29455-f1c8-11ee-b0fd-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000141

Component: Front Matter–Course Guide (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): N/A (Digital)
Location: Location: Digital platform, Course Guide, Lessons by Standard. The entire alignment page is Common Core.
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29bae-f1c8-11ee-b185-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000146

Component: Texas Math: Geometry Powered by Kiddom: TEKS (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): online
Location: Geometry.4 Right Triangle Trigonometry
Unit Concept Map
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000155

Component: Texas Math: Geometry powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 1-4
Location: Geometry 5 Unit unit at a glance
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-unit-at-a-glance.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000160

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): online - slide 1
Location: Bottom of main text "CC Standards..."

Link: https://docs.google.com/presentation/d/1kzvh5r3nPcI32n9gTdmnVBJ936isv125Cvu3Evy8xSQ/preview?slide=id.g13229a5c8f2_0_1Texas Math: Geometry Powered by Kiddom

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000161

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): online - 1
Location: Powerpoint: Geo.1.7 Construction Techniques 5: Squares
Page 1: "CC Standards..."
Link: https://docs.google.com/presentation/d/1-mWDpeBLqI2ZsKH21FJsX56uG65XTbzJqiugpA82_0Q/preview?slide=id.g12534f2ada8_0_3

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000163

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 1-2
Location: Geometry-4-Unit-unit-at-a-glance.pdf
"building on... addressing," and "building towards" sections of the unit concept map
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000164

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 1-4
Location: Geometry-1-Unit-unit-at-a-glance.pdf
Unit Concept Math
"builds on... addressing... building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-unit-at-a-glance.pdf

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000272

Component: Kiddom's Approach to English Language Proficiency in Texas Math (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 2656
Location: The first paragraph states, "Mathematical Language Routines (MLR) found in the Kiddom Texas Math program directly support the English Language Proficiency standards integrated in each course."
This references MLRs which are a Common Core term.
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000273

Component: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): N/A - Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners Google Drive Link
Location: MLR mentioned throughout the page
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000278

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): page 1 and page 2
Location: MLR within the drive link for Kiddom's Approach to English Language Proficiency in Texas Math pdf
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000279

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): page 1 and page 2
Location: at the bottom of page 1 and all page 2 (Kiddom's Approach to English Language Proficiency in Texas Math document)
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000296

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): N/A
Location: Multiple locations on each page of "Kiddom's Approach to English Language Proficiency in Texas Math"
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000301

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 1
Location: "Kiddom's Approach to English Language Proficiency in Texas Math" contains a section detailing "The eight MLR routines included in this curriculum" on the first page of the PDF document.
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000302

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 1

Location: On the first page of the "Kiddom's Approach to English Language Proficiency in Texas Math" document publisher includes a section detailing "The eight MLR routines included in this curriculum."
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000025

Component: 7.2 Ranking Models ()

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 369 of 404
Location: In the header, the Common Core Standards are listed.
Link: https://drive.google.com/file/d/1FFSAxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view

Page Number(s): Page 395 of 404
Location: The Common Core Standard is listed under "Building Towards" section.
Link: The Common Core Standard is listed under "Building Towards" section.

Page Number(s): Page 27 of 404
Location: Common Core Standard numbers are listed under "Addressing" and "Building Towards" subtitles.
Link: https://drive.google.com/file/d/1FFSAxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000036

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 357 of 488
Location: Middle of the page
Link: https://drive.google.com/file/d/1EVoRFtJxqSg5XqMoW1l70R-jwbx0Tdu-/view

Page Number(s): 638 of 972
Location: Bottom of page
Link: Bottom of page

Page Number(s): 43 of 974
Location: Top third of the page
Link: https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000037

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 734 of 793
Location: Bottom of page
Link: https://drive.google.com/file/d/1ijRjhGEu_LblYo4KxGcCZ9mquPJFI6Ol/view

Page Number(s): 496 of 793
Location: Bottom of page
Link: Bottom of page

Page Number(s): 296 of 974
Location: Middle of the page
Link: https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000038

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 24 of 488
Location: Top third of the page
Link: https://drive.google.com/file/d/1EVoRFtJxqSg5XqMoW1l70R-jwbx0Tdu-/view

Page Number(s): 777 of 974
Location: Middle of the page
Link: Middle of the page

Page Number(s): 13 of 974
Location: Bottom third of the page
Link: https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000122

Component: Texas Math: Geometry powered by Kiddom Digital–Unit at a Glance/Unit Concept Map (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Pages 1–9
Location: Unit 1, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–9 in the third through fifth columns.
This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the online platform where the PDF is located. https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-unit-at-a-glance.pdf
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29c38-f1c8-11ee-b18d-066a39b724af#:~:text=application/pdf-,PDF%20SUPPORT,-Family%20Support%20Materials

Page Number(s): Pages 1–8
Location: Unit 3, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–8 in the third through fifth columns.
This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl
Link: Unit 3, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–8 in the third through fifth columns.
This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl

Page Number(s): Pages 1–6
Location: Unit 6, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–6 in the third through fifth columns.
This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10f98bc7-f1c8-11ee-ab4e-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000138

Component: Kiddom Digital - Teacher Guide (Unit 3 linked, but applies to all) (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): pg 6-7
Location: Begins at bottom of pg 6
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-3-Unit-teacher-guide.pdf

Page Number(s): pg. 11
Location: Bottom of page
Link: Bottom of page

Page Number(s): pg 15
Location: bottom of page
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-3-Unit-teacher-guide.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000147

Component: Texas Math: Geometry Powered by Kiddom: TEKS (6896336)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Unit 4 Teacher Guide p 7
Location: top of page: building on, addressing, and building towards sections
Link: https://kiddom-mehttps://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdfdia-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf

Page Number(s): Unit 4 Teacher Guide (online) p 9
Location: middle of page: building on, addressing, and building towards sections
Link: middle of page: building on, addressing, and building towards sections

Page Number(s): Unit 4 Teacher Guide (online) p 11
Location: top of page: building on, addressing, and building towards sections
Link: https://kiddom-mehttps://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdfdia-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000150

Component: Texas Math: Geometry powered by Kiddom Digital (Geometry-5-Unit-teacher-guide PDF) (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 6
Location: Bottom of page under heading "Alignments" (URL provided links to the PDF, which was found in the digital materials)
**This is the case for EVERY unit's Teacher Guide
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf

Page Number(s): 7
Location: Middle of page under heading "Building Towards" (URL provided links to the PDF, which was found in the digital materials)
**This is the case for EVERY unit's Teacher Guide
Link: Middle of page under heading "Building Towards" (URL provided links to the PDF, which was found in the digital materials)
**This is the case for EVERY unit's Teacher Guide

Page Number(s): 9
Location: Bottom of page under heading "Addressing" (URL provided links to the PDF, which was found in the digital materials)
**This is the case for EVERY unit's Teacher Guide

Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000151

Component: Texas Math: Geometry Powered by Kiddom Digital (in presentation slides for every lesson) (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): N/A (Digital)
Location: Middle of page, presentation slides link, 1st slide
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d90328-f1c8-11ee-9d0d-066a39b724af

Page Number(s): N/A (Digital)
Location: Middle of page, presentation slides link, 1st slide
Link: Middle of page, presentation slides link, 1st slide

Page Number(s): N/A (Digital)
Location: Middle of page, presentation slides link, 1st slide
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d92666-f1c8-11ee-9e52-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000156

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 6
Location: Lesson 1 bottom of page "Addressing" and "Building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf

Page Number(s): 24
Location: Lesson 2 bottom of page "Addressing" and "Building towards"
Link: Lesson 2 bottom of page "Addressing" and "Building towards"

Page Number(s): 42
Location: Lesson 3 bottom of page "Addressing" and "Building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000162

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 6-7
Location: Unit 4 online teacher guide
Bottom of 6 "building on"
Top of 7 "addressing" and "Building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf

Page Number(s): 21-22
Location: Unit 4 online teacher guide
Bottom of 21 "building on" and "addressing"
Top of 22 "Building towards"
Link: Unit 4 online teacher guide
Bottom of 21 "building on" and "addressing"
Top of 22 "Building towards"

Page Number(s): 35
Location: Unit 4 online teacher guide
Bottom of page "building on... addressing," and "Building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000165

Component: Texas Math: Geometry Powered by Kiddom (9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 9
Location: Geometry-1-Unit-teacher-guide.pdf
Top of page 9 "addressing" and "building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-teacher-guide.pdf

Page Number(s): 12
Location: Geometry-1-Unit-teacher-guide.pdf
bottom of page 12 "addressing" and "building towards"
Link: Geometry-1-Unit-teacher-guide.pdf
bottom of page 12 "addressing" and "building towards"

Page Number(s): 15

Location: Geometry-1-Unit-teacher-guide.pdf
middle of page 15 "addressing" and "building towards"
Link: https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-teacher-guide.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000297

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 1 of 15
Location: Near bottom of page under "Instructional Routines" (MLR)
Link: https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view

Page Number(s): 4 of 15
Location: To of page under "Instructional Routines" (MLR)
Link: To of page under "Instructional Routines" (MLR)

Page Number(s): 6 of 15
Location: Near bottom in italics: "Representing, Speaking: MLR7 Compare and Connect."
Link: https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000488

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Suitability Indicator: 2. Alignment with Public Education's Constitutional Goal

Page Number(s): 2449
Location: Content discusses polling locations, enabling students to consider their civic duty and make plans.
Link: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8945496

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)
Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Description of Error: Take turns reads should be take turns reading

Publisher Response: Accept

Thank you for flagging. As part of the errata process we will make this change.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8882991

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Reviewer Feedback: Student response shows possible tools being selected from. These need to be listed earlier as potential tools.

Page Number(s): 478
Location: N/A
URL to Content: https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view

Publisher Response: Accept

As part of the errata process we will also list the possible tools earlier in the lesson.

IMRA Reviewer Feedback ID 8390406

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: For a verbal display students should be given specific concepts to note during discussion.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Publisher Response: Accept

As part of the errata process, we will add a sentence before, "Here are some questions for discussion:" of "Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions.

IMRA Reviewer Feedback ID 8876561

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: The side length given are 6cm and 8cm; however in the "Note for Evaluating Response" they are using side lengths 6cm and 9cm.

Page Number(s): online
Location: Question 1
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Publisher Response: Accept

We will change the side length in the problem to 9 cm as part of the errata process.

IMRA Reviewer Feedback ID 8136341

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: The justification and evaluation are implicit through brainstorm discussion and selecting a method. Please ensure those are noted explicitly to maintain TEKS rigor.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Publisher Response: Accept

As part of the errata process we will revise the sentences, "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

IMRA Reviewer Feedback ID 8221256

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: In the instruction please give a specific list of acceptable techniques for students to select.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d7a8b2-f1c8-11ee-9054-066a39b724af

Publisher Response: Accept

As part of the errata process we will ensure students have optionality with multiple techniques.

IMRA Reviewer Feedback ID 8362981

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: The assignment is vague in that is sounds like students should be going through a cycle with each bullet point.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Publisher Response: Accept

As part of the errata process, we will revise the instructions, "Select previously identified students to share in this order:" to "Select students to share that used a variety of strategies. Share strategies in this order:".

IMRA Reviewer Feedback ID 8087111

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Language does not reflect a professional tone, and is somewhat colloquial. Consider tightening instructions, and improving professional tone.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2f3d7-f1c8-11ee-b695-066a39b724af

Publisher Response: Accept

Thank you for your feedback. As part of the errata process we will revise the instructions in this section.

IMRA Reviewer Feedback ID 8178316

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Student choice not present. Consider combining multiple activities as station work, where students can select from a/b options, where a

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Publisher Response: Accept

As part of the errata process we will add a note to the teacher guide to have a second suggestion that students can choose from to dilate a rectangular prism using a tool different than the current lesson.

IMRA Reviewer Feedback ID 8338371

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: The wording about selecting students needs to be more specific.

Direct quote: "Select previously identified students to share in this order:"

Fixed example: "Select previously identified students to share in this order who:"

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Publisher Response: Accept

As part of the errata process we will revise this to the provided fixed example.

IMRA Reviewer Feedback ID 8686061

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Emphasize the fact students (not the teacher) are "examine[ing] cases where certain transformations result in true or false statements."

Page Number(s): online
Location: N/A
URL to Content:
https://docs.google.com/document/d/1iUtQxbF0jzvwnrx6aleQ_BSpkfMo2UD1DY6tc0gMHgU/edit?usp=sharing

Publisher Response: Accept

Students are constructing truth tables as part of Activity 1 and therefore as part of the errata process we will change the language in the synthesis section from, "Ask students to justify why each of the statements is true or false, providing examples."

IMRA Reviewer Feedback ID 8882406

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: RE-state in the synthesis the variety of tools available.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Publisher Response: Accept

As part of the errata process we will restate the tools in the synthesis section.

IMRA Reviewer Feedback ID 8224981

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Include as part of this activity a means for students to select which techniques resonated with them, and to justify their selection.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Publisher Response: Accept

As part of the errata process we will add a sentence after this section, "Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations." to include, "As students share they should include justification for why they used a specific strategy."

IMRA Reviewer Feedback ID 8180201

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: The specific emphasis on compass/straightedge supports the "real objects" part of the TEKS.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2b691-f1c8-11ee-b321-066a39b724af

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8260116

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Students are using both algebraic and graph representations.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8759496

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Suggestion to improve: Have students choose from a table and a diagram to investigate the pattern.

Page Number(s): online
Location: N/A
URL to Content: https://docs.google.com/document/d/1m7Uo4voso47KoG6FE2Uvm8TNLFCaqzRgIcmjt-JeSfY/edit?usp=sharing

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8218256

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Students are enabled to select between paper folding, estimation, or straightedge and compass.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2f2fe-f1c8-11ee-b689-066a39b724af

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8231146

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: With the use of both the symbolic proof and paragraph proof the narrative follows the TEKS.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c393ea-f1c8-11ee-8003-066a39b724af

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8261161

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Students are using a linear equation and a graph as representation.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d90635-f1c8-11ee-9d2d-066a39b724af

Publisher Response: Accept without change

Thank you for your feedback.

IMRA Reviewer Feedback ID 8173871

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: Have options for the students to select from. This citation has the teacher making the selection, instead of the students.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d916fb-f1c8-11ee-9dbb-066a39b724af

Publisher Response: Reject

Thank you for this feedback. We will take this into consideration through future enhancements of the curriculum.

IMRA Reviewer Feedback ID 8201611

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Reviewer Feedback: "Draw" should be "construct", unless the program has a "freehand" option.

Page Number(s): online
Location: Unit 1, Lesson 1, Activity 1.1, Question #3
URL to Content: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Publisher Response: Reject

Our platform allows students to draw their response digitally, therefore we do not need to make this update at this time.

Publisher Submitted Changes

Change ID 9700316

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text: Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL: N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change ID 9700266

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change ID 9701156

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

  - What are the dimensions of this shape?

  - Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

  - Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL: https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY/view?usp=drive_link

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:
- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
  - What are the dimensions of this shape?
  - Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.
Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:
  - Triangular Prism: SA = ab + Ph
Instruct students to keep their prisms from the cool-down.
- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change ID 9701116

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9701066

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text: Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL: https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:
-Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?
Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change ID 9703621

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 14, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text: What type of quadrilateral is it?

Updated URL: N/A

Updated Text:
"What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent."
Note for evaluating purposes: "Make sure students used the distance formula and stated which sides are congruent to each other."

Change ID 9701126

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:
Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9701076

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL: N/A

Updated Text:
Student Facing Task Statement
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.
1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Change ID 9700296

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Add to page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view?...

Change ID 9701136

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change ID 9700306

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text: Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL: N/A

Updated Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change ID 9700256

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Launch

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL: N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:
-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change ID 9701146

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text: Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL: N/A

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:
- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change ID 9703141

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL: https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY/view?usp=drive_link

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:
- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter.
Lead discussion towards discovery of the equation:
- Triangular Prism: SA = ab + Ph
Instruct students to keep their prisms from the cool-down.
- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change ID 9700631

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change ID 9700581

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/view

Original Text: Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL: N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):
- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:
- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change ID 9700531

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text: Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL: N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:
- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change ID 9703151

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL: N/A

Updated Text:
Lead discussion towards the discovery of the following equations:
- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change ID 9703101

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700541

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL: https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY/view?usp=drive_link

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:
- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.
Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter.
Lead discussion towards discovery of the equation:
- Triangular Prism: SA = ab + Ph
Instruct students to keep their prisms from the cool-down.
- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change ID 9703111

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:
Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.
Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9703061

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL: N/A

Updated Text:
Student Facing Task Statement
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.
1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Change ID 9700551

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL: N/A

Updated Text:
Lead discussion towards the discovery of the following equations:
- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change ID 9703121

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change ID 9700611

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text: Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL: N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change ID 9700561

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
Invite the previously selected students to share their methods of verification.
-"What is the definition of a circle?" (The set of points equidistant from the center.)
-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)
-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9699761

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy this figure using only the Pen tool and no other tools.

Updated URL: N/A

Updated Text:
"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change ID 9703131

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=sharing

Original Text: Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL: N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:
- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change ID 9700621

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select previously identified students to share in this order who:

Change ID 9700571

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change

Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL: https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K/view

Original Text: Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL: N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change ID 9700936

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text: "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL: N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change ID 9700061

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL: N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.
Pause the class to:
- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q
Invite students to use their tools to complete the remaining questions

Change ID 9701036

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Lesson Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text: To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL: N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to _____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Change ID 9700986

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL: N/A

Updated Text:
Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:
Editorial ChangeTexas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... Unit 1, Lesson 19, Activity 19.1 Question 1 Mentally evaluate all the missing angle measures in each figure.
"Evaluate all of the missing angle measures in each figure using any of the following:

Change ID 9700206

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.
Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change ID 9703591

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text: Here are some questions for discussion:

Updated URL: N/A

Updated Text:
Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change ID 9703541

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 10, Activity 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c30009-f1c8-11ee-b73f-066a39b724af

Original Text: Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated URL: N/A

Updated Text:
Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.
Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Is there another sequence of transformations that can transform figure H to figure R?

Change ID 9701046

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.
If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9700996

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change

Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change ID 9700166

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text: The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL: N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity. Display this image for all to see:
Ask students:
- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are

radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change ID 9703601

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text: "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL: N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change ID 9700116

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL: N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change ID 9701056

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class. If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9700431

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9703051

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text: Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL: https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:
-Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?
Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change ID 9703001

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text: Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL: N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change ID 9700441

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: -@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
-@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
-@ Which tools did you utilize to draw the triangles?
-@ Were there any tools that Were more useful than others in exploring triangles?
-@ What conjectures about triangle congruence criterion did you come up with?
-@ did anyone create a different triangle using that criteria?

Change ID 9703011

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL: N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change ID 9700501

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700451

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text: Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL: https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:
-Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?
Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change ID 9703021

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Lesson Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text: To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL: N/A

Updated Text:
To involve more students in the conversation, consider asking:
- Who can restate _____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to _____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Change ID 9702971

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy this figure using only the Pen tool and no other tools.

Updated URL: N/A

Updated Text:
"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change ID 9700511

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:

Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.
Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700461

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL: N/A

Updated Text:
Student Facing Task Statement
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.
1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Change ID 9703031

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class. If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9702981

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text: Mentally evaluate all the missing angle measures in each figure.

Updated URL: N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:
- Mental math
- Digital tools
- Geometry toolkits"

Change ID 9700521

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change ID 9703041

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: -@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
-@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
-@ Which tools did you utilize to draw the triangles?
-@ Were there any tools that Were more useful than others in exploring triangles?
-@ What conjectures about triangle congruence criterion did you come up with?
-@ did anyone create a different triangle using that criteria?

Change ID 9702991

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:
- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9700796

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL: N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:
- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.
- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.
- Display: "Which theorem can we apply to solve this problem?
A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change ID 9700746

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text: 1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Change ID 9699946

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL: https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K/view

Original Text: Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL: N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change ID 9703401

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text: 1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Change ID 9699896

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change ID 9703351

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change ID 9703266

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 14, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text: Invite students to share their reasoning for each question. Highlight students who carried information from one question to the next, such as recognizing that in a rectangle, opposite sides have equal length, so they only need to calculate 2 distances (rather than all 4).

Updated URL: N/A

Updated Text:
"Invite students to share their reasoning for each question. Highlight students who found the distance of each side and used the congruence symbol to state which sides are congruent."

Change ID 9700806

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.
Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change ID 9699956

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/view

Original Text: Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL: N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):
- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:
- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change ID 9699906

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text: Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL: N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:
- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change ID 9703361

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL: N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change ID 9703311

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL: N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.
Pause the class to:
- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q
Invite students to use their tools to complete the remaining questions

Change ID 9700766

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text: The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL: N/A

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:
Ask students:
- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change ID 9699916

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

  - What are the dimensions of this shape?

  - Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

  - Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL: https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY/view?usp=drive_link

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:
- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
  - What are the dimensions of this shape?
  - Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:
  - Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.
- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change ID 9703321

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL: N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change ID 9699926

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL: N/A

Updated Text:
Lead discussion towards the discovery of the following equations:
- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change ID 9703381

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36a82-f1c8-11ee-bd7e-066a39b724af

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9699876

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9703331

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL: N/A

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change ID 9699936

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
Invite the previously selected students to share their methods of verification.
-"What is the definition of a circle?" (The set of points equidistant from the center.)
-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)
-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9703391

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL: N/A

Updated Text:
Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change ID 9699886

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:

Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.
Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9703341

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change ID 9700946

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would ma

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL: N/A

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change ID 9700896

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Add to page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view?...

Change ID 9700071

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL: N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change ID 9699996

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select previously identified students to share in this order who:

Change ID 9703451

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL: N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:
- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.
- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.
- Display: "Which theorem can we apply to solve this problem?
A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change ID 9700906

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text: Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL: N/A

Updated Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change ID 9700856

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Launch

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL: N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:
-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change ID 9700081

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL: N/A

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change ID 9700006

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change ID 9703461

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.
Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change ID 9700916

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text: Ask students to justify why each of the statements is true or false, providing examples.

Updated URL: N/A

Updated Text:
Ask students to examine and justify why each of the statements is true or false, providing examples.

Change ID 9700866

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change ID 9700091

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change ID 9700016

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text: Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL: N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change ID 9703421

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text: The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL: N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity. Display this image for all to see:
Ask students:
- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change ID 9700926

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text: Here are some questions for discussion:

Updated URL: N/A

Updated Text:
Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change ID 9700101

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change ID 9699986

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change

Current Page Number(s): N/A
Location: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text: Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL: N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change ID 9700376

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text: Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL: N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change ID 9700326

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text: Ask students to justify why each of the statements is true or false, providing examples.

Updated URL: N/A

Updated Text:
Ask students to examine and justify why each of the statements is true or false, providing examples.

Change ID 9701166

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL: N/A

Updated Text:
Lead discussion towards the discovery of the following equations:
- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change ID 9700386

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would ma

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an

option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL: N/A

Updated Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change ID 9700336

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select previously identified students to share in this order who:

Change ID 9701226

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text: Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL: N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change ID 9701176

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
Invite the previously selected students to share their methods of verification.
-"What is the definition of a circle?" (The set of points equidistant from the center.)
-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)
-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9700346

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text: Here are some questions for discussion:

Updated URL: N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change ID 9701236

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select previously identified students to share in this order who:

Change ID 9701186

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL: https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K/view

Original Text: Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL: N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change ID 9700406

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text: Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL: N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change ID 9700356

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change ID 9701246

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change ID 9701196

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/view

Original Text: Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL: N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):
- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:
- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change ID 9700416

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL: N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change ID 9700366

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text: "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL: N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change ID 9701256

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text: Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL: N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change ID 9699781

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text: Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL: N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change ID 9703201

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Add to page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view?...

Change ID 9700691

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change ID 9700641

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text: Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL: N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change ID 9699841

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text: The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2

mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL: N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity. Display this image for all to see:
Ask students:
- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change ID 9703261

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 14, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text: What type of quadrilateral is it?

Updated URL: N/A

Updated Text:
"What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent."
Note for evaluating purposes: "Make sure students used the distance formula and stated which sides are congruent to each other."

Change ID 9699791

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL: N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side.
Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change ID 9703211

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text: Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL: N/A

Updated Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change ID 9703161

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
Invite the previously selected students to share their methods of verification.
-"What is the definition of a circle?" (The set of points equidistant from the center.)
-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)
-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9700701

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change ID 9699801

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Lesson Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text: To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL: N/A

Updated Text:
To involve more students in the conversation, consider asking:
- Who can restate _____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to _____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Change ID 9703221

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text: Ask students to justify why each of the statements is true or false, providing examples.

Updated URL: N/A

Updated Text:
Ask students to examine and justify why each of the statements is true or false, providing examples.

Change ID 9703171

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL: https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K/view

Original Text: Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL: N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change ID 9700711

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL: N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change ID 9700661

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL: N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.
Pause the class to:
- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q
Invite students to use their tools to complete the remaining questions

Change ID 9699811

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.

- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9703231

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text: Here are some questions for discussion:

Updated URL: N/A

Updated Text:
Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change ID 9703181

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 10, Activity 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c30009-f1c8-11ee-b73f-066a39b724af

Original Text: Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated URL: N/A

Updated Text:

Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.
Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)
Is there another sequence of transformations that can transform figure H to figure R?

Change ID 9700671

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL: N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change ID 9699871

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL: N/A

Updated Text:

Tell students there are at least 3 different methods for solving these problems:
- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.
- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change ID 9699821

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text: 1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Change ID 9703241

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text: "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL: N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change ID 9699771

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.
Editorial ChangeTexas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis Invite the previously selected students to share their methods of verification. What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9700731

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9700681

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL: N/A

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change ID 9703251

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would ma

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text: Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL: N/A

Updated Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in

the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change ID 9703606

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text: Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL: N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change ID 9701011

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change ID 9703616

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text: The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL: N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change ID 9700131

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9703511

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Launch

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL: N/A

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:
-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change ID 9701021

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL: N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change ID 9700141

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: -@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
-@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
-@ Which tools did you utilize to draw the triangles?
-@ Were there any tools that Were more useful than others in exploring triangles?

-@ What conjectures about triangle congruence criterion did you come up with?
-@ did anyone create a different triangle using that criteria?

Change ID 9703576

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text: Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL: N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change ID 9703526

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change ID 9700981

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A

Location: Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy this figure using only the Pen tool and no other tools.

Updated URL: N/A

Updated Text:
"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change ID 9700201

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700151

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text: Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL: https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:
-Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?
Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change ID 9703586

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select previously identified students to share in this order who:

Change ID 9701041

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9700991

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text: Mentally evaluate all the missing angle measures in each figure.

Updated URL: N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:
- Mental math
- Digital tools
- Geometry toolkits"

Change ID 9700211

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:
Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.
Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700161

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL: N/A

Updated Text:
Student Facing Task Statement
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.
1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Change ID 9703596

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text: Select previously identified students to share in this order:

Updated URL: N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change ID 9700111

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL: N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change ID 9703546

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/view

Original Text: Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL: N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):
- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:
- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change ID 9701051

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL: N/A

Updated Text:
Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change ID 9701001

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:
- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9703046

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text: 1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Change ID 9702996

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change ID 9700436

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9703006

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL: N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change ID 9702956

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL: N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.
Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q
Invite students to use their tools to complete the remaining questions

Change ID 9700496

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL: N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:
- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.
- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.
- Display: "Which theorem can we apply to solve this problem?
A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change ID 9700446

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text: 1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Change ID 9702966

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL: N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change ID 9700506

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.
Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change ID 9703026

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36a82-f1c8-11ee-bd7e-066a39b724af

Original Text: Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change ID 9702976

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL: N/A

Updated Text:

"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change ID 9700466

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text: The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL: N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity. Display this image for all to see:
Ask students:
- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change ID 9703036

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL: N/A

Updated Text:
Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change ID 9702986

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text: 2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL: N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change ID 9700426

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Lesson Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text: To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL: N/A

Updated Text:

To involve more students in the conversation, consider asking:
- Who can restate _____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to _____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Change ID 9700741

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: -@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:

-@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
-@ Which tools did you utilize to draw the triangles?
-@ Were there any tools that Were more useful than others in exploring triangles?
-@ What conjectures about triangle congruence criterion did you come up with?
-@ did anyone create a different triangle using that criteria?

Change ID 9699941

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Verify your hypothesis algebraically.

Updated URL: N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change ID 9703396

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: -@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL: https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
-@ Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
-@ Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
-@ Which tools did you utilize to draw the triangles?
-@ Were there any tools that Were more useful than others in exploring triangles?
-@ What conjectures about triangle congruence criterion did you come up with?
-@ did anyone create a different triangle using that criteria?

Change ID 9703346

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text: Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL: N/A

Updated Text:
First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:
- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change ID 9700801

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700751

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text: Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL: https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:
-Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?
Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change ID 9703356

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text: Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL: N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change ID 9700811

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL: N/A

Updated Text:
Ask students if a2+b2=c2 is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that a2+b2=c2
only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.
Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change ID 9700761

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL: N/A

Updated Text:
Student Facing Task Statement
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Change ID 9703366

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, Launch

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL: N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change ID 9700821

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL: N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change ID 9699971

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Add to page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view?...

Change ID 9703376

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 20, Lesson Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text: To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL: N/A

Updated Text:

To involve more students in the conversation, consider asking:
- Who can restate _____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to _____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Change ID 9703326

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: Copy this figure using only the Pen tool and no other tools.

Updated URL: N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change ID 9700831

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text: Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL: N/A

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:
- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change ID 9699931

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Launch

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL: N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:
-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change ID 9703386

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text: 1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:
- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class. If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change ID 9699881

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: N/A

Updated URL: N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.
Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change ID 9703336

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text: Mentally evaluate all the missing angle measures in each figure.

Updated URL: N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:
- Mental math
- Digital tools
- Geometry toolkits"

Change ID 9700026

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text: The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL: N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change ID 9701266

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text: The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL: N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change ID 9700396

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text: The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL: N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change ID 9700651

Component: Texas Math: Geometry Powered by Kiddom Print (9798894309187)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text: The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL: N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change ID 9700286

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A

Location: Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text: Side length: 8 cm

Updated URL: N/A

Updated Text:
Side length: 9 cm

Change ID 9700601

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text: 2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL: N/A

Updated Text:
2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change ID 9700886

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text: Side length: 8 cm

Updated URL: N/A

Updated Text:
Side length: 9 cm

Change ID 9703551

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text: Side length: 8 cm

Updated URL: N/A

Updated Text:
Side length: 9 cm

Change ID 9699976

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text: 2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL: N/A

Updated Text:
2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change ID 9701216

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text: 2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL: N/A

Updated Text:
2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change ID 9703191

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text: Side length: 8 cm

Updated URL: N/A

Updated Text:
Side length: 9 cm

Change ID 9703566

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text: 2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL: N/A

Updated Text:
2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change ID 9699961

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text: Side length: 8 cm

Updated URL: N/A

Updated Text:
Side length: 9 cm

Change ID 9701096

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:
- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
  - The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change ID 9700216

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_8.B.i-ii_Revised Lesson.pdf

Change ID 9701106

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Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
2. What theorems did you apply in order to solve for the missing measurements?

Change ID 9700276

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Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

Change ID 9700226

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change ID 9700236

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.
-Answer: 24pi or roughly 75.4cm^2

Change ID 9700246

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, New question 7

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.
- AnswerL 360 cm^2

Change ID 9701086

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.
- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
-Who else was also able to conclude that conjecture?
What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change ID 9703091

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Change Type: New Content

Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
2. What theorems did you apply in order to solve for the missing measurements?

Change ID 9700591

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29606-f1c8-11ee-b127-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change ID 9699741

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1MUpX7WkVbaf2eK6J4iMblMrFI9WujVIe/view?...

Change ID 9699751

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used
other types of tools."

Change ID 9703071

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.
- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
-Who else was also able to conclude that conjecture?
What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change ID 9703081

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:
- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change ID 9700156

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Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 25

Original URL:

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change ID 9702951

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

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Current Page Number(s): N/A
Location: Add to bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

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Change ID 9700491

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
2. What theorems did you apply in order to solve for the missing measurements?

Change ID 9702961

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used
other types of tools."

Change ID 9700471

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Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.
- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
-Who else was also able to conclude that conjecture?
What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change ID 9700481

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Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:
- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change ID 9700756

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Change Type: New Content

Current Page Number(s): N/A
Location: Unit 1, Lesson 25

Original URL:

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change ID 9700816

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_8.B.i-ii_Revised Lesson.pdf

Change ID 9699966

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29606-f1c8-11ee-b127-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
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Change ID 9703371

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change ID 9700826

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change ID 9700776

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change ID 9700836

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.
-Answer: 24pi or roughly 75.4cm^2

Change ID 9700786

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change ID 9700846

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, New question 7

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.
- AnswerL 360 cm^2

Change ID 9703501

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, New question 7

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.
- AnswerL 360 cm^2

Change ID 9703411

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 25

Original URL: https://drive.google.com/file/d/1Xou-9u0aMQCmGH4Li8oJVjoWNISvL5K3/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change ID 9703471

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_8.B.i-ii_Revised Lesson.pdf

Change ID 9700876

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

Change ID 9703481

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change ID 9703431

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change ID 9703491

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.
-Answer: 24pi or roughly 75.4cm^2

Change ID 9703441

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change ID 9701206

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29606-f1c8-11ee-b127-066a39b724af

Original Text: New Content

Updated URL: N/A

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Change ID 9699851

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change ID 9699861

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change ID 9700721

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change ID 9699831

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 25

Original URL:

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change ID 9700171

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.
- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
-Who else was also able to conclude that conjecture?
What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change ID 9700121

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content

Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change ID 9703556

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29606-f1c8-11ee-b127-066a39b724af

Original Text: New Content

Updated URL: N/A

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Change ID 9700961

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
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Change ID 9700181

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content

Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:
- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change ID 9700971

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used
other types of tools."

Change ID 9700191

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
2. What theorems did you apply in order to solve for the missing measurements?

Change ID 9701031

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change ID 9703536

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

Change ID 9700486

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change ID 9703016

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change ID 9700456

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 25

Original URL:

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change ID 9700516

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_8.B.i-ii_Revised Lesson.pdf

Change ID 9700526

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change ID 9700476

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change ID 9700791

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
2. What theorems did you apply in order to solve for the missing measurements?

Change ID 9699891

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Geo_8.B.i-ii_Revised Lesson.pdf

Change ID 9699951

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change ID 9699901

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change ID 9703306

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to bottom of the page

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:

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Change ID 9699911

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL: https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.
-Answer: 24pi or roughly 75.4cm^2

Change ID 9703316

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used
other types of tools."

Change ID 9700771

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text: New Content

Updated URL: N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.
- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
-Who else was also able to conclude that conjecture?
What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change ID 9699921

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 5, Lesson 7, Activity 1, New question 7

Original URL: https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text: New Content

Updated URL: N/A

Updated Text:
7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.
- AnswerL 360 cm^2

Change ID 9700781

Component: Texas Math: Geometry Powered by Kiddom Digital (9798894309170)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text: New Content

Updated URL: https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:
- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

Public Comment ID 9619801

Comment: Seems like a strong program for teaching in the first year, and much better in subsequent years. The theorems are integrated within the units, but the order is not what I expected and so it would take time to adjust to the logical flow of ideas. Also the some of the titles of lessons are not intuitive as to their content for the first year, but for subsequent years would probably be memorable. The program does suggest the use of a class reference chart, in addition to students keeping a chart of theorems and definitions. Online annotation seems to be available for real-time student/teacher communication and for tech-savvy teachers this could be a plus. Proofs are worked on throught the course in a non-threatening and intuitive manner. I did not notice indirect proofs in the course. Is there emphasis on derivations of formulas? Is there talk about the conic sections and the general equation of a conic, as this is what students will be studying in subsequent courses and the geometry course introduces cross sections: circles, parabolas, and degenerate conics? Nice inclusion of parabolas with focus & directrix and preceded by work with completing the square. No reference to Euclidean, Spherical, and Hyperbolic Geometries was present. Perhaps these are in the course, but they are not where I was anticipating them to be. I liked the listing of materials needed for each unit, the "notice & wonder" for engagement, and the integration of Algebra/Geometry/Trigonometry/Logic in problems throughout the course. For example: Unit 5/Lesson 16 Geometry 5.E16 Cum. Pp Set for Surface Area & Volume, Unit 5/Lesson 16.4 Measuring Strength and in Unit 6/Lesson 10.2 Priya's Proof I liked the development of abstract reasoning throughout the course and the emphasis on ratios was refreshing. I liked the use of hands-on compass and straightedge constructions, as well as the online Geogebra construction tool. I like the placement of the Similarity unit after the Congruence unit. I wish a more direct description of what is preserved under a rigid motion transformation and what is preserved under a non-rigid transformation had been included for students to compare and use in applications. With respect to homework, students: - do not get immediate feedback, as there is no automaticallygraded online homework available - do not get online step-by-step homework help/tutorial followed by an additional question similar to the original question. Is there a worksheet available to print for students which has paper & pencil practice to augment the slideshow in Unit 1/Lesson 10 on transformations? It would be nice to have multiple practice problems on a one-page printable for in-class use during the presentation.
Component: N/A (N/A)
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Submitted By: Barbara Baker, 77385

Publisher Response: Accept without change

Thank you for your in depth review and feedback on our submission. The Texas Geometry course powered by Kiddom submitted for adoption is founded on a research based inquiry model of instruction. The instructional design of the program is structured around