# TI-nspire 

TI-Nspire Activity: Area of Triangles<br>By: Jean McKenny

## Activity Overview

This is a discovery activity. Students will discover by checking the area of several triangles having different shapes that because the altitudes are the same the areas are the same. MaTIlda (a little spider) helps the students. She and her family members live on the railroad tracks which are, of course, parallel. MaTIIda weaves triangular webs to help feed her parents and her children TIna, MatTI, DotTI, and TIm.

## Concepts

The area of a triangle is $1 / 2$ times the base times the height (altitude). Different shaped triangles will have the same area if the base and the altitude are the same.

## Teacher Preparation

The teacher should download the spider.tns file from the activity exchange and transfer it to each student handheld.

## The Classroom.

The teacher should let each student work through the activity. Directions for using the hand held are included in the activity so students should be able to work through it on their own.

The activity uses the TI-Nspire notes and graphs and geometry applications.
The students only need to press the home key, select, \#2 my documents, and choose spider as the document. Students should work individually until they have finished by answering the questions posed to them on the blank notes page (1.9) provided for them. The students are asked to save the completed document.

The teacher could use collect from class to see what they have written on page 1.9 or the teacher could ask the students to write with paper and pencil what they discovered. After saving the completed document, it would be appropriate for teachers and the students to discuss what each student discovered. This provides an opportunity for student discourse and/or student presentations. If the teacher has a TI- Nspire Navigator system the activity could use that system for classroom interaction.

## The Document

This page (1.1) sets the stage for the activity.

| 1.1 | 1.2 | 1.3 | 1.4 | RAD AUTO REAL |
| :--- | :--- | :--- | :--- | :--- |

MaTIlda is a spider. She lives on the inside of a rail on the tracks. Her parents live inside the same rail a short distance from her. MaTIlda's children all have homes across the tracks inside the other rail. Press the ctrl key and then use the NavPad (right arrow) to go to a map of their neighborhood.

This page (1.2) shows a map of Spiderville.

This page (1.3) describes MaTIlda's typical web start.

This page (1.4) illustrates an example of the beginning of a web to DotTl's house.

This page (1.5) sets the stage for the continuation of the activity and gives activity directions.

This page (1.6) is handheld directions for students needing them.
This page (1.7) is where students measure the area of each triangle. Students will move point $P$ to each child's home. When a triangle is formed they will measure the area of it. They will need to escape the "measuring area" environment before moving $P$


| 1.1 | 1.2 | 1.3 | 1.4 | RAD AUTO REAL |
| :--- | :--- | :--- | :--- | :--- |

MaTIlda always starts any web that she builds using a triangle. The triangle starts at her house, goes to one of her children's houses, then goes on to her parents house, and then ends back at MaTIlda's house. She then often takes a little rest and maybe a little snack (a fly or cricket) before filling in the rest of the web. Go to the next page to see a sample triangle.


| 1.2 | 1.3 | 1.4 | 1.5 | RAD AUTO REAL |
| :---: | :---: | :---: | :---: | :---: |

MaTIlda's children were very jealous of each other. They checked each triangular web that she built to see which one of them she was favoring by building a larger web for that child. Certainly a larger web would mean more flies and other tasty treats. Grab point $P$ on page 1.7 and record the area of each triangle as you move $P$ to each child's home. Directions are on page 1.6 if you need them.

| 1.3 | 1.4 | 1.5 | 1.6 | RAD AUTO REAL |
| :--- | :--- | :--- | :--- | :--- |

To measure the area of each triangle on page 1.7 press the menu key, then measurment,

| 1.4 | 1.5 | 1.6 | 1.7 | RAD AUTO REAL $\quad$ ctr |
| :--- | :--- | :--- | :--- | :--- | :--- |

The space between grid units equals 2 units.

Grade level: secondary Subject: mathematics Time required: 45 to 90 minutes
again to form the next triangle.

This page (1.8) asks students what they found and gives directions for how to answer the questions on the next page in the document. If the teacher prefers students could be asked to write the answers to these questions on a piece of paper and hand it in to the teacher.

This page (1.9) is for the students to record findings if the teacher wishes to have the students respond on the handheld.


## Assessment and Evaluation

The teacher should read each students answer page, either from the handheld or in written form. In answers the students should connect the formula for the area of a triangle with the triangles measured. The students should conclude that the reason the areas are all the same is that the base of each triangle (the distance from MaTIlda's house to her parents' house) is always the same (20 units). Also, the altitude (height) of each triangle (12 units) will always be the same (the distance between the tracks). The way that the activity is written the area of each triangle measured will be 120 square units. A scale of two units between the grid dots was deliberately chosen to cause students to have to think more about the difference between linear units and square units.

## Extension

Students tend to think that if one measure of geometric shapes (area) is equal, that other measures (perimeter) will also be equal. A possible extension is to have students measure the perimeter of each triangle and compare those lengths. Which child is MaTIlda spending more on, if you consider the amount of "silk" (perimeter of each initial triangle) that she has to produce to build each web as currency? The answers for perimeter are Tina's triangle about 59.5 units, MatTI's triangle about 52.6 units, DotTI's triangle about 51.2 units and for TIm's triangle about 57.1 units. It would seem that she is favoring TIna! These answers will vary slightly depending on how closely the students place point $P$ on the point indicating each child's house. Possibly some students will see that the shorter perimeters are for the triangles closest to an isosceles triangle and the longest perimeters are those on the extremes with the altitude "outside" of the tr1angle.

