Date: 9/15/20

Lesson 1.2 Measuring & Constructing Segments

Learning Intent (Target): *Today I will* be able to describe geometric figures & understand equality/congruence of geometric figures.

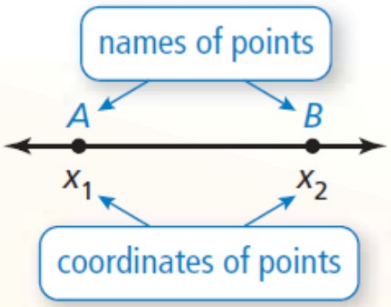
Success Criteria: *I'll know I'll have it when* I'll be able to describe and measure geometric figures using ruler and segment addition postulates.

Accountable Team Task: *Therefore, I can* define key vocabulary terms, matching vocabulary activity, flip chart and workbook independent practice.

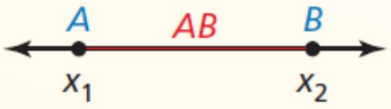
Postulate

Postulate 1.1 Ruler Postulate

The points on a line can be matched one to one with the real numbers. The real number that corresponds to a point is the **coordinate** of the point.



The **distance** between points A and B, written as AB, is the absolute value of the difference of the coordinates of A and B.



$$AB = |x_2 - x_1|$$

Core Concept

Congruent Segments

Line segments that have the same length are called **congruent segments**. You can say "the length of $\overline{AB}$ is equal to the length of $\overline{CD}$," or you can say "$\overline{AB}$ *is congruent to* $\overline{CD}$." The symbol $\cong$ means "is congruent to."

Lengths are equal.
$AB = CD$

"is equal to"

Segments are congruent.
$\overline{AB} \cong \overline{CD}$

"is congruent to"