

[Multiple Transformations Practice](#) – Freely explore transformations then try to hit the targets

Q1: Do you think transformational demonstrations are acceptable as proofs? Why or why not?

[Kandinsky Puzzle](#) – Recreate a work of art with transformations

Q1: Do you think Kandinsky (first abstract artist of note) would have liked working in this medium?

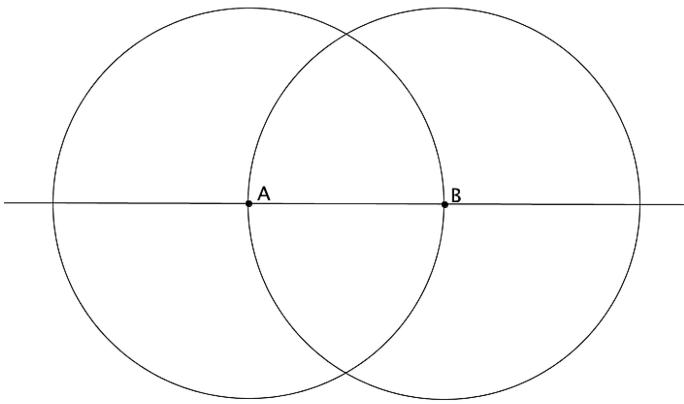
[Islamic Lattices](#) – angle pairs formed by parallel lines cut by a transversal

Q1: Which angle relationship did you choose to explore? Make a sketch.

Q2: What did you construct and transform? What did it demonstrate?

Vesica Picis - customizing the toolbar for classical constructions

Q: What can you construct with only a straight edge and pencil if you begin with this.



Going Crackers – a tutorial on embedding and annotating images

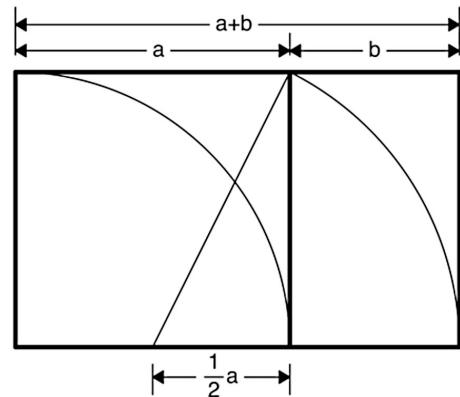
Q1: What question did you ask students about the stacks of crackers?

Q2: What is the average area for the four crackers?

Golden Ratio – more image embedding with a construction on top

Q1: Which rectangle did you choose? Was it a Golden Rectangle?

Q2: Explain how we get the Golden Ratio from this construction.



[GeoGebra As an Animation Tool](#) - Make images come alive with transformations in GeoGebra!

Q1: What do you want to animate?

[Exploring Conic Sections](#) - sixteen applets to introduce conics in Geometry

Q1: What are some good problems we can solve with conics?

[Radian Protractors](#) – new protractors that I developed (proradian.net)

Q1: How would you use these in class?

Q2: Did the GeoGebra applet help your understanding of radian measure?

Liu Hui Solids – exploring 3rd century Chinese mathematics - nets

Q1: How cool are these? How would you use them in the curriculum?

Rhombic Dodecs – interesting shapes to build that fill space & create tetrahedral numbers

Q1: What other solids fill space?

Q2: What can we teach with solids and then eliminate from the planar geometry curriculum?

Which one was your favorite and why?